

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fowler Unified

CDS Code: 10621580000000

School Year: 2022-23

LEA contact information:

Tamara Sebilian

Assistant Superintendent of Educational Services

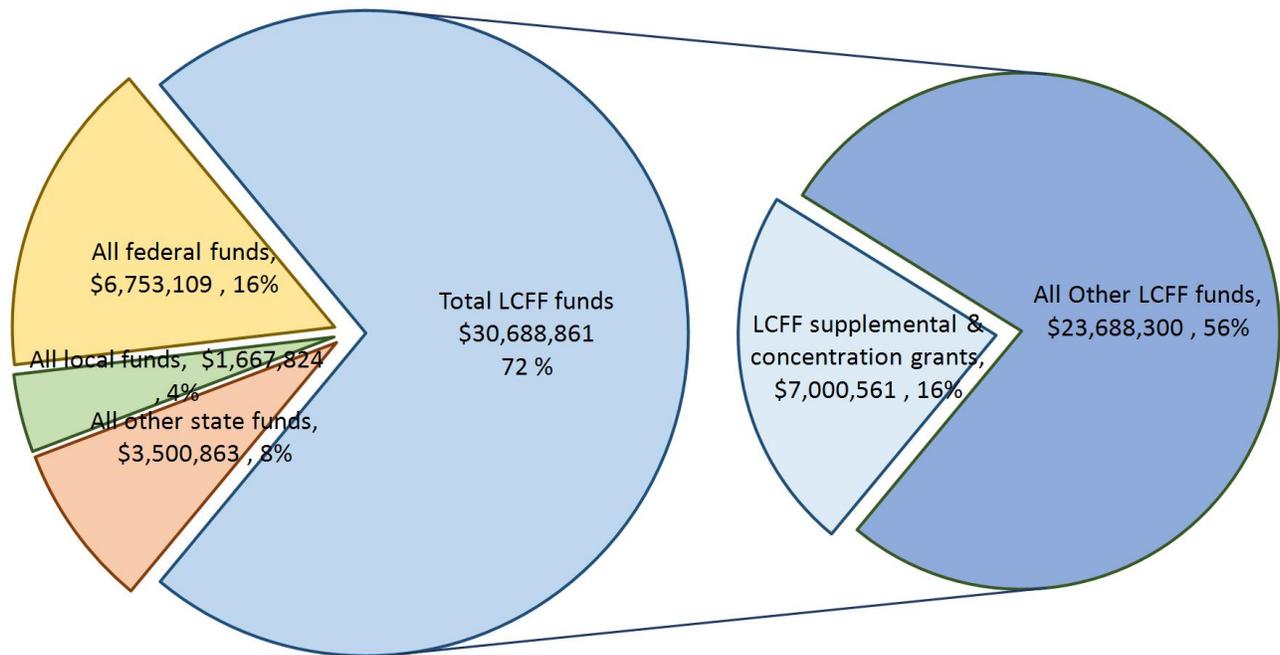
tamara.sebilian@fowler.k12.ca.us

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 2022-23 School Year

### Projected Revenue by Fund Source



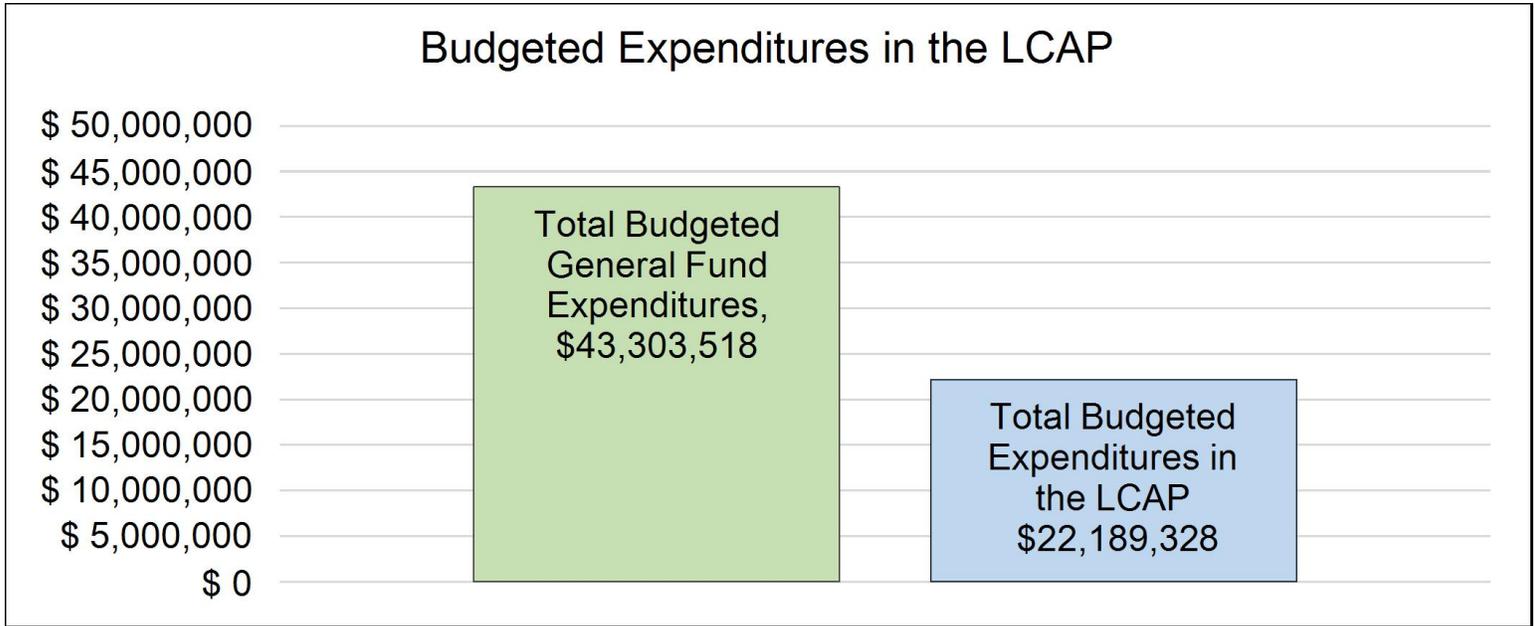
This chart shows the total general purpose revenue Fowler Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fowler Unified is \$42,610,657, of which \$30,688,861 is Local Control Funding Formula (LCFF), \$3,500,863 is other state funds,

\$1,667,824 is local funds, and \$6,753,109 is federal funds. Of the \$30,688,861 in LCFF Funds, \$7,000,561 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fowler Unified plans to spend \$43,303,518 for the 2022-23 school year. Of that amount, \$22,189,328 is tied to actions/services in the LCAP and \$21,114,190 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

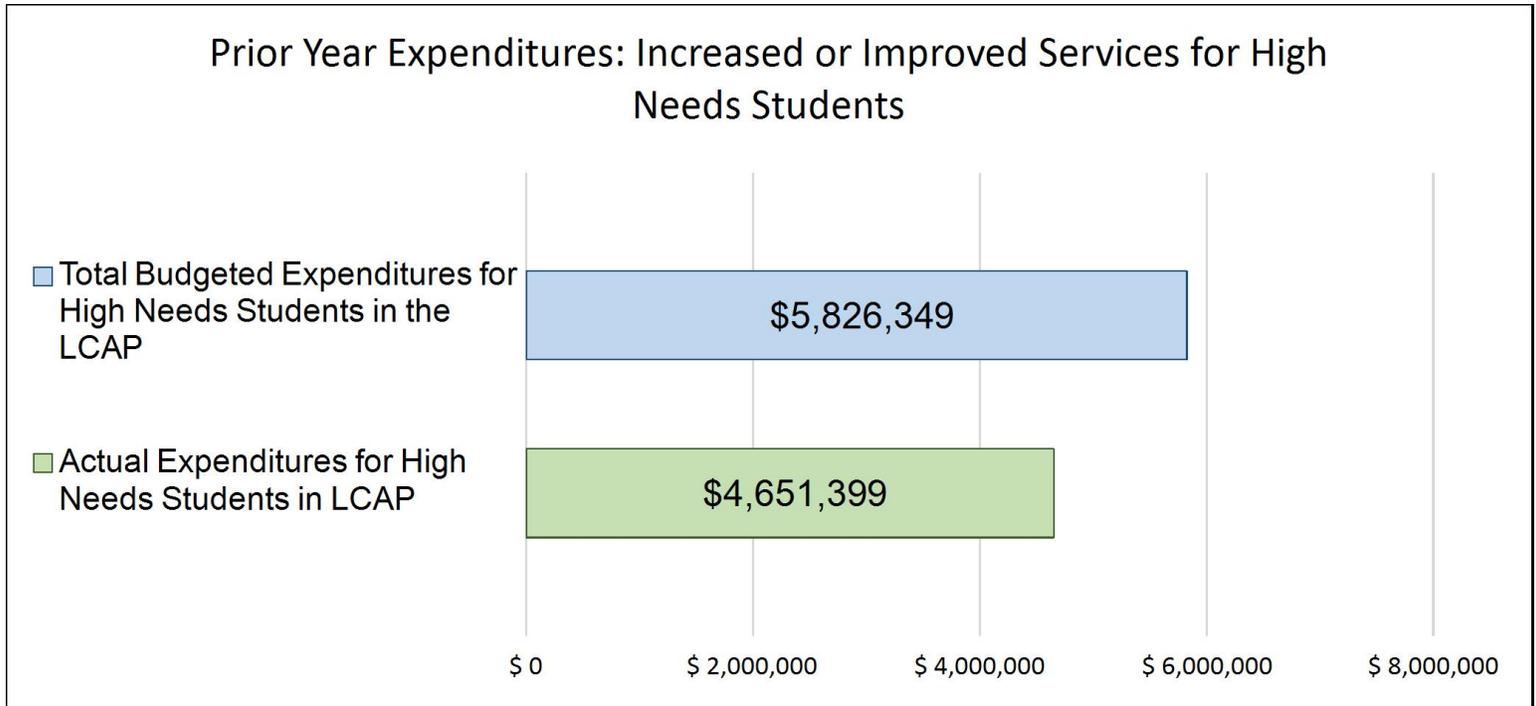
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) includes general operating expenses that are basic services provided by the district such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals 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 2022-23 School Year

In 2022-23, Fowler Unified is projecting it will receive \$7,000,561 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 \$8,857,124 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Fowler Unified's LCAP budgeted \$5,826,349 for planned actions to increase or improve services for high needs students. Fowler Unified actually spent \$4,651,399 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-1,174,950 had the following impact on Fowler Unified's ability to increase or improve services for high needs students:

The carryover of funds that had been budgeted to provide increased services for Low-Income students, English Learners, and/or Foster youth were caused by a variety of reasons enumerated in the "Goal Analysis" section under each goal: unfilled and/or delayed vendor contracts; the 15% Concentration Grant not budgeted in the original LCAP plan; and the use of COVID relief funds before using LCFF funds to pay all or part of contributing actions. Since we were unable to spend those funds, the following impacts were felt on those high needs students:

Because it was difficult to find substitute teachers to cover classrooms it impacted the District's ability to hold academic professional development sessions as originally planned in for teachers during the school year. It also limited the social and emotional learning (SEL) professional learning we were able to provide. This challenge extended to professional development for English learner supports for designated and integrated instruction. Since we were unable to confidently secure substitute teachers, and so refrained from contracting for as much professional development as planned, students did not benefit from new, evidence-based instructional strategies, strategies for enhanced designated and integrated ELD, or from SEL practices to the degree planned.

The District had planned to hire a certificated tutor at each elementary site but was severely challenged by difficulties in hiring certificated tutors to support student learning. As a result, we were unable to provide the degree of additional supports targeted for Low-Income students and English Learners that we anticipated.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone                                   |
|-------------------------------------|--|---|
| Fowler Unified                      | Tamara Sebilian<br>Director of Educational Services and Accountability | tamara.sebilian@fowler.k12.ca.us<br>(559)834-6080 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Fowler Unified School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged educational partners throughout the 2020-21 school year, and again at the beginning of the 2021-22 school year, to discuss providing instructional supports and interventions. 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. FUSD 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. A Spanish translator was available in the event that parents needed to access those services.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months, and again in the Fall of 2021. The District’s proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings. Students, parents, teachers, support staff, community, and administration were surveyed again in the winter/spring of 2021. Responses from those surveys were also examined to inform development of District plans. Another community input meeting was held on September 28, 2021 and individuals representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions.

The Public Comment periods ran from April 26-30 and from September 7-30, 2021. The Fresno ACLU Chapter and the Education and Leadership Foundation were offered an opportunity to provide feedback.

As a result of this consistent practice, educational partners identified the following staffing needs to provide increased or improved services to our low-income, English Learner, Foster Youth, and homeless students:

- Expansion of mental and emotional health supports as a valuable resource to struggling students.
- The continuance and expansion of 1-to-1 tutoring available to English Learner children in grades 6-12, provided at no cost to families. When their children struggle with completing assignments at home, they are able to get support from a tutor trained in specific content areas immediately, 24 hours a day, 7 days a week. This not only helps students academically, but also mentally as students get immediate help and are able to avoid frustration.

Fowler Unified will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022 through public meetings, surveys, and scheduled meetings with each of its educational partner groups.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. School sites that have an enrollment of unduplicated student groups greater than 55% are: Fowler High School (69.8%), Fowler Academy (96%), Sutter Middle School (76.6%), Fremont Elementary School (72.8%), Malaga Elementary School (88.8%), and Marshall Elementary School (71.7%).
2. All schools in the District have over 55% unduplicated students enrollment. The methodology we used for determining sites that have the greatest need for additional staffing was to examine the percentages of unduplicated pupils at each school, to examine state and local data, to consider suggestions from our educational partners, and to consider the circumstances (schedules, grade spans, etc.), at each school.
3. Based on suggestions from its educational partners, the increased Full-Time Equivalent (FTE) staff positions who provide direct services to students to be increased at each school include:
  - adding campus supervisors at two schools (Malaga Elementary and Fremont Elementary) to connect with students in support of mental health and well-being; the district is looking at expanding this position to the other sites.
  - additional Student Support Specialists so that every site throughout the district has additional mental health supports for students and staff
  - increasing existing instructional aide hours to support student learning (after attempting to hire new instructional aides with a lack of qualified applicants) with the increase of hours for 17 aides throughout all three elementary sites.

- including an additional maintenance position for the upkeep of filters in HVAC units to ensure proper ventilation at each school site that will support students' respiratory health.
  - hiring long-term substitute teachers at each site to ensure that unduplicated students receive appropriate instruction in their safe classroom environments while teaching staff is out due to exposure to or contraction of COVID 19.
4. The direct increased/improved services that the additional positions will provide to students include:
- The district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by providing behavior and mental health supports through building positive relationships between on-campus adults and the students with whom they work. Principally intended to support high needs students and students with exceptional needs, these services will build a more positive school climate that helps students feel safe and connected to school.
  - Increasing the intervention and support staff 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. Data from prior plan development clearly show there are achievement gaps between student groups in our District. Data also show that the impact from the pandemic has been most felt by our low-income students. 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 will result in improved outcomes in state and local assessments.
  - To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic has accentuated the link between health and learning, especially among groups in which inequities of access to care exist. Unduplicated students, particularly low-income students, are four times more likely to be absent than others often for reasons beyond their control, including a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. These factors can also contribute to higher suspension rates and behavior problems. Ensuring that HVAC is operating properly, with filters changed on schedule to promote students' respiratory health, will result in better attendance and positive school engagement for our students.
  - Our low-income and Foster Youth students more often experience instability in family economic circumstances, living conditions, and food or housing insecurities than other students. The stability of the classroom environment is often a haven from the insecurities away from school. Additionally, we know that manageable class sizes contribute to more effective instruction and closer attention to struggling students. When teachers are absent and substitutes are unavailable, routines and learning are severely disrupted, with students assigned to other classrooms or classrooms combined and conducted in unfamiliar spaces. Hiring long-term substitute teachers at each site will help maintain the stability of students staying in their own classrooms, participating in manageable groups, and receiving the needed attention and support, resulting in better performance in math, ELA, ELD, and other academic subjects. It will also result in lower suspension rates and better attendance.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Fowler Unified School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged educational partners throughout the 2020-21 school year, and again at the beginning of the 2021-22 school year, to discuss providing instructional supports and interventions. Additionally, since Spring of 2020, the District's community engagement process has gathered perspectives and insights of each of the educational partner groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://www.fowlerusd.org/Page/4086> (pgs. 4-8)
- Expanded Learning Opportunities Grant Plan <https://www.fowlerusd.org/Page/4148> (pgs. 1-2)
- Local Control and Accountability Plan <https://www.fowlerusd.org/Page/4151> (pgs. 78-81)
- ESSER III Expenditure Plan <https://www.fowlerusd.org/Page/5190> (pgs. 2-5)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

#### Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

- Health and safety of students, educators, and other staff
- Successes: The District has adopted policies including, but not limited to, the following: mask wearing, modification of facilities where appropriate, hand washing and respiratory etiquette, maintaining clean facilities, improved ventilation, contact tracing with isolation and quarantine, collaboration with various health departments, diagnostic and screening testing, efforts to provide vaccinations, accommodations for children with disabilities, and coordination with health officials. Those policies have been successfully implemented throughout the District.
- Challenges: The policies cited above have been reviewed and revised when the pandemic appeared to be abating, and again with the wave of the Omicron variant. Adopting and implementing policies since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness.
- Continuity of services
- Successes: Fowler USD has provided services to all students that include academic supports, social, emotional, mental health, student health and food services to ensure students grow both academically and emotionally. The District has maintained Student Support Specialists at each school site, as well as continuing our partnership with All 4 Youth. The Child Nutrition Services Department has provided nutritional meals to all students in a safe manner. The District has increased the number of LVNs working

at school sites. To support academic needs, each school supports individual student learning needs by using tiered supports, which have been monitored for growth. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine. Students with disabilities and English learners continue to be prioritized with supports for each individual learner.

- Challenges: While the District is proud that it has maintained the above continuity of services, we have not been able to implement to the expected degree due to illnesses related to the pandemic, and to the lack of available certificated and support staff. Finding subs and filling open positions has been and remains a challenge, and has resulted in administrators, academic coaches, and support staff often working outside their regular duties to ensure that basic instructional and support services are maintained.

#### Implementation of the ESSER III Expenditure Plan

- Fowler Unified School District has not yet implemented the ESSER III Expenditure Plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

#### Safe Return to In-Person Instruction and Continuity of Services Plan

- Fowler Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and providing PPE to enable mask wearing and hand washing and respiratory etiquette. Hiring and sustaining maintenance staff to maintain clean facilities, to modify of facilities where appropriate, to maintain improved ventilation, to provide contact tracing with isolation and quarantine, to conduct diagnostic and screening testing and support efforts to provide vaccinations, to provide accommodations for children with disabilities, and administrators’ time to coordinate with health officials. The District has maintained Student Support Specialists at each school site, as well as continuing our partnership with All 4 Youth. The District has increased the number of LVNs working at school sites. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine.
- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the health services that are part of Goal 2 in the LCAP, and the independent study model to provide continuity of instruction and academic services described in the LCAP.

#### ESSER III Expenditure Plan

- Fowler Unified School District has not yet implemented the ESSER III Expenditure Plan.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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<br>Assistant Superintendent of Educational Services | tamara.sebilian@fowler.k12.ca.us<br>5598346080 |

## Plan Summary [2022-23]

### General Information

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

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

Fowler Unified School District serves the communities of Fowler (6,527 approximate population), Malaga (1,186 approximate population), and rural areas surrounding both communities. Fowler Unified is ideally situated a short 11 miles south of Fresno; boasts one of the highest graduation rates in Fresno County at 94.7% (2021), and has high participation rates for vocational education and visual-performing arts. Fowler Unified School District is a Preschool-12 school district; its schools include Malaga Elementary (Preschool- 5th), Marshall Elementary (Preschool- 2nd), Fremont Elementary (3rd - 5th), Sutter Middle School (6th - 8th), Fowler High School (9th -12th), and Fowler Academy Alternative School. Fowler Unified School District provides services to 2,586 students and employs over 260 individuals, including teaching and support staff.

The District demographic data show that 79.9% of students are socioeconomically disadvantaged/low-income, 18.1% of students are classified as English learners, and 9.9% are students with disabilities. Less than 1% of FUSD students are Foster Youth or homeless. Ethnically, we are 81.3% Hispanic, 8.0% White, 8.6% Asian, and less than 1% each of Black/African American, Two or More Races, Pacific Islander, and American Indian/Alaskan Native. This rich diversity allows students to positively interact with others and experience a wide variety of vibrant backgrounds that enhance student achievement.

Unduplicated students comprise 81.3% 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.

When the COVID 19 global pandemic struck in the Spring of 2020, Fowler USD became a beacon of stability for the communities of Fowler and Malaga, as the District worked diligently to minimize the impact on students. The high levels of support by staff members across the District continued through the 2020-2021 and 2021-2022 school years. Some successes include progress in narrowing academic gaps for students, an increase in social-emotional supports for students to include support at all six sites across the District, and the provision of consistent meals to all students. As the country moved from a pandemic status into an endemic status in early 2022, challenges include chronic absenteeism and students' connectedness to school.

## 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 at 94.7%. The District still maintains expectations of raising that rate to 98.8% or above.

In the Spring of 2021, 14 Fowler High School graduates earned the CA State Seal of Biliteracy, and 58% met the criteria to attend a UC or CSU campus. In the Spring of 2022, there were 9 students who earned the CA State Seal of Biliteracy.

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.

Prior to the pandemic, Fowler Unified experienced solid gains in student achievement on the California Assessment of Student Performance Progress (CAASPP), as recorded on the CA School 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 increased significantly, growing from 49% to 62%. The latter was 10% above the 2019 expected outcome. The District still maintains expectations of raising that rate to 98.8% or above.

The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, has increased significantly over the baseline year, increasing from 57% to 61%.

As part of Action 3.9, the District conducted a late-Spring review of progress for Long-Term English Learners entering secondary and was able to reclassify an additional 13, raising our reclassification rate to 9.7%. This also benefitted those students by freeing-up a period at the middle school or high school that will allow them to take an additional elective.

Suspension rates continued to decline to an overall rate of 0.4%; expulsion rates were very low at 0.0% in 2021 with no students expelled.

The iReady program to support students through intervention and allow students to succeed academically also provides useful data for instructional decisions at the classroom, school, and District levels.

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

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and 96% chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning. The results below are from Spring 2021 and reflect Students Meeting or Exceeding Standard.

| 2021 Results--               | ELA % | (Change from 2019) | Math % | (Change from 2019) |
|------------------------------|-------|--------------------|--------|--------------------|
| Overall --                   | 42.6  | -8.0               | 27.3   | -10.0              |
| Students with Disabilities-- | 20.8  | -3.8               | 22.1   | -1.9               |

|                     |      |       |      |       |
|---------------------|------|-------|------|-------|
| Low-Income --       | 36.7 | -10.2 | 23.1 | -10.3 |
| English Learners -- | 11.2 | -7.7  | 9.0  | -6.1  |
| Asian --            | 65.9 | -3.7  | 47.6 | -10.1 |
| Hispanic --         | 39.2 | -7.4  | 23.1 | -11.4 |
| White --            | 54.0 | -12.7 | 50.0 | -7.8  |

It was anticipated that, due to the impacts of the pandemic on instructional delivery and student participation in school, declines were seen in all groups in both ELA and math, generally ranging from 6 to 10 percentage points. The decline in ELA performance also affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

Data from Illuminate showing "distance from standard", while not reliably comparable to the California School Dashboard, underscores the declines in assessment performance.

Both SBAC and Illuminate data also confirm that learning loss has occurred disproportionately for Low-Income pupils, and the already large gap between performance levels for English Learners and other student groups has continued.

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.

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.

The 2021 AP pass rate of 54.9% declined from the 2020 rate.

Graduation rates for Low-Income students and English Learners, which had been higher than the Overall rate in 2019-20, fell to below the overall level in 2020-21, with significant declines that created gaps between the rates for those student groups and the overall rate. We believe that among the primary causes of this was the increasing disconnection that students experienced; the traumas of food and job insecurity that are far more likely to affect low-income families, including most of our EL students; and the difficulties in providing academic supports for those students during distance learning.

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.

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.

Chronic Absenteeism increased to over 15% overall in 2020-21, 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. Chronic absenteeism rates for African American students and those of two or More Races are also far above the overall rate. 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. In a 2022 teacher survey, over half of respondents indicated that the District was successful at providing support for teachers on the standards they have not yet mastered.

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

Fowler USD has spent the 2021-22 school year focused on narrowing achievement gaps with an increased emphasis on accelerating learning, in response to the effects of the COVID 19 pandemic. Guiding Coalition, teams of administrators, teachers, and instructional coaches, have been established at all school sites across the district. These teams are examining current practices and are developing systematic responses to meet the needs of all students. The next steps Guiding Coalitions will take are to identify essential standards, re-evaluate formative assessments related to those standards, and create more systematic responses to students' needs through RtI.

Despite the pandemic, students across Fowler Unified continue to grow academically. Several students at Sutter Middle School and Fowler High School have earned recognition at the county and state levels for their Science Fair projects. A few students have qualified to compete at a national level with these projects. All students enrolled in Fowler High School's Multimedia course have earned an Adobe certification and 17 students earned the opportunity to participate in the Fresno Madera Counties Music Educators Association Honor Choir. Students at the elementary and middle school levels have grown their knowledge in how to use multiple strategies to solve word problems and are exhibiting perseverance when solving difficult math problems. With academic achievement at the forefront, students across Fowler USD are making gains.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

Fowler 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

# Engaging Educational Partners

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

The 2021-24 Local Control and Accountability Plan (LCAP) Goals and Actions are the result of a collaboration between the community and the District 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 work was accomplished in three phases. In Phase I, the educational partners:

- 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, educational partners:

- 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 to guide District and schools' planning with the Promise and Core Values in mind.

As a result of these efforts, the Fowler USD LCAP 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 engagement process for our educational partners that began with the initial development of this plan was continued during the Fall and Spring of the 2021-22 school year, including the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC). All meetings were accessible to anyone wishing to participate. 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. A Spanish translator was available in the event that parents needed to access those services.

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

- District Administration/Principals Meeting – Ongoing through the school year.
- Classified Bargaining Unit including all Classified Staff Educational Partners Input Meeting -- April 20, 2022
- Certificated Bargaining Unit including Teacher Educational Partners Input Meeting -- April 20, 2022
- Community Educational Partners Input Meeting – Surveyed March 2022, met April 26, 2022
- Parents -- Surveyed March 2022

- Student Input Meeting – Surveyed March 2022, met with students May 6, 2022
- 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 11 students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities will be part of planning for the District's Expanded Learning plan.
- Parent Advisory Committee (PAC) Input on LCAP Draft Meeting -- May 19, 2022.
- District English Learner Advisory Committee (DELAC) Input on LCAP Draft Meeting – April 25, 2022; No questions were submitted that would require a written response from the Superintendent.

During educational partner 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 16-24, 2022. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration or through a Google Form. The public hearing of the plan was held on May 25, 2022.

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

The LCAP Plan was approved at the Board meeting of June 15, 2022. Additionally, the Board also adopted the District Budget at this same meeting on June 15, 2022. The Local Indicator Report was also presented.

Submitted to Fresno County Superintendent of Schools (FCSS) -- June 16, 2022.

#### A summary of the feedback provided by specific educational partners.

2020-2021:

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 and 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.

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.

2021-2022:

Members of the District English Learners Advisory Committee (DELAC) provided feedback on Goal 1 expressing that the use of ParentSquare was working well for families and they would like to see the use of it continue in the future. They stated that teachers were responding to parents faster than ever by using ParentSquare and that communication was much clearer. Committee members stated that the District's provision of translation services at parent meetings and family workshops is a positive and they would like this support continue, as it allows them to further engage in the education of their children. In relation to Goal 2, the DELAC expressed their support of having a Student Support Specialist on each school site to address mental health needs. The parents did recommend that a link to sign up for their child to work with a Student Support Specialist should be placed on each school's website to make it easier for parents to refer their children to services. For Goal 3, committee members stated that they felt their children's academic needs were being met and that staff was doing a great job of providing a quality education. A suggestion was made that the District increase the amount of information being given to parents regarding what classes are offered at Fowler High School.

Members of the Parent Advisory Committee (PAC) provided feedback that echoed DELAC members in that they felt that ParentSquare was a valuable tool. Communication with teachers and school officials is now more reliable and consistent. PAC members felt that they are now getting more information than in the past and communications are now much quicker. For Goal 2, the PAC expressed they would like to see services provided by Student Support Specialists continue into the future, as those positions are supporting students' mental health and are building social emotional learnings. In relationship to Goal 3, the PAC expressed appreciation for reduced class sizes in grades 4-12, as well as the District's support of its music programs and would like to see both of these items continue into the future.

Staff suggestions included adding a parent night (with translators), where we invite parents to the school and demonstrate learning activities to help parents feel more confident when working with their child at home; updating classrooms; more of an investment in our classified staff by offering full-time positions; clear communication when it comes to how the budget is being allocated overall; more certificated tutors or reading/math specialists; reach out to retirees to fill instructional aide and sub positions; building the skills of instructional aides to support students; more support for new teachers; more teacher prep time, including access to classrooms without students before school to use that time for planning; consistent Rtl implementation across grade levels; more collaboration and clarity between the district staff, site leadership, and our teachers; articulation between the secondary schools; allow sites to establish their local professional development needs; more team

building within a school's staff; and PLC time is positive. Adding teachers on special assignment fully-devoted to working with struggling students was a constant theme for the elementary responses.

Student discipline and consistent enforcement of consequences was mentioned repeatedly by certificated and support staff members at all levels as an area of improvement.

Several support staff members also responded that they would like to see improved communication to support staff of school events, changes in schedules, and other important information.

Many students who indicated that they would like an additional "World Language" option, specifically American Sign Language.

Based on conversations with the SELPA, the District will re-examine the Expanded Learning Opportunities action to ensure that necessary academic and social-emotional supports are provided to students with exceptional needs.

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

2020-2021:

Input by all educational partner 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 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 ParentSquare 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 educational partner 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.

2021-2022:

DELAC and PAC committee members expressed their support of ParentSquare as a communication tool. They enjoy the quicker response time from staff members when they pose questions through the application. Messages regarding the importance of attendance in the user-friendly format of Parent Square were sent home to families. The DELAC expressed the need for the District to make it easier for parents to refer their own children to receive supports from a Student Support Specialist by including a referral link on each school's website. Parents of students who were currently receiving supports from a specialist were very appreciative of the assistance and expressed their children have become more successful due to the targeted social emotional strategies. The 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 1 in this plan were heavily influenced by this input from our educational partners.

The District has added exploration of offering classes in American Sign Language to Goal 3, Action 16.

# 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 | MET -- Results Reported<br><br>3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the | MET -- Results Reported<br><br>4.0 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the |                |                | MET -- Results Reported<br><br>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly |

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

## Actions

| Action # | Title  | Description   | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1.1      | Improve Communication to District Educational Partners | <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 --<br/>           ParentSquare<br/>           Fowler SuperGram<br/>           Twitter<br/>           School Newsletters<br/>           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> | \$25,400.00 | No           |

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1.2      | Increase Community Outreach and Family Engagement | <p>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 development of:</p> <p>Educational Partner advisory meetings:</p> <ul style="list-style-type: none"> <li>• District English Learner Advisory Committee</li> <li>• Parent Advisory Committee</li> <li>• Town Hall Meetings</li> <li>• The District will reach out to parents and families as part of development of a Graduate Profile for FHS to support informed decisions to increase the A-G completion rates for Low-Income and English Learner students.</li> </ul> <p>The information garnered at the Educational Partner advisory meetings will be disseminated and discussed at:</p> <ul style="list-style-type: none"> <li>• District-level departments</li> <li>• Regular cabinet and leadership meetings</li> </ul> <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"> <li>• Parenting Workshops</li> <li>• Site hosted Family Nights -- STEM, Literacy, Math, Art, Technology, etc.</li> <li>• Back to School Night</li> <li>• Open House</li> <li>• Academic Awards</li> </ul> | \$22,900.00  | No           |
| 1.3      | Address the Needs of Our Learning Community       | The District is committed to support improved outcomes in academic performance and school engagement for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures through increased family engagement. To that  | \$277,676.00 | Yes          |

| Action # | Title                            | Description   | Total Funds | Contributing |
|----------|----------------------------------|---|-------------|--------------|
|          |                                  | <p>end, the District will establish well-defined departments and procedures to specifically examine data for those student groups and input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Procedures will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Translation services above and beyond those required by law, such as for communications at family events</li> <li>• Maintaining welcoming environments at schools and District facilities</li> <li>• Support family liaisons at school sites</li> <li>• Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students</li> </ul> |             |              |
| 1.4      | Partner-Informed Decision Making | <p>The District is committed to support improved outcomes in academic performance and school engagement for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through increased family engagement. To that end, the District will provide activities which include, but are not limited to, Town Hall Meetings, Family Empowerment Workshops, Parent University, PIQE, and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.</p> <p>The CDE Family Engagement Framework, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school."</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.

While necessary to protect the safety of students and staff, the implementation of safety measures associated with the COVID-19 pandemic created significant challenge to implementation of planned family engagement opportunities related to Action 1.2, such as Parenting Workshops and the site-hosted Family Nights for student recognition and parent training. These were not held during the first two-thirds of the year. As safety restrictions lessened in Spring 2022, school sites across the District successfully hosted a few Family Nights focused on technology supports for parents, social emotional supports, and literacy. Open Houses were successful, held on campuses in late April through May. These allowed families and community members to return safely to campuses to view student work and engage with school staff. All other actions were implemented as expected.

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

Action 1.2 -- Due to the continuing effects of the pandemic on the 2021-22 school year, school sites did not have as many expenses related to parent engagement workshops as were projected. For safety reasons, school sites did not hold in-person workshops until the spring of 2022. This resulted in a reduction of spending, as sites only purchased small amounts of supplies for limited parent engagement workshops. Additionally, there was a reduction in the need for translation services as there were not as many in-person family events. School sites had a store of award certificates from prior years and so there were no funds expended this year for that purpose.

Action 1.4 -- Fowler USD did not get to utilize the services of PIQE and ERC this school year, due to a decrease of in-person family engagement opportunities for the first two-thirds of the school year.

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

Regarding the Actions 1.1 through 1.4, The District has frequently, through in-person and online means, engaged families and other educational partners in decision-making during the last 24 months. For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities and family engagement nights were not able to be held until the Spring semester due to the restrictions associated with the pandemic. The Family Liaisons regularly reached out to parents to connect them to wrap around services and offer support based on individual family needs. As described in the Educational Partners Engagement section, the comments and suggestions from family partners had an important impact on the evaluation and revision of the District's LCAP.

We were pleased to see that, despite the disruptions caused by the pandemic, the overall rating by parents increased to 4.0 on a scale of 1.0 to 5.0. Parents gave the schools high marks for "building trusting and respectful relationships with families," "creating welcoming environments," and "two-way communications". Areas for additional focus were "helping families to understand and exercise their legal

rights and advocate for students," and "opportunities to provide input on policies and programs and seek input from underrepresented groups in the school community." We believe that this is a results of the combined implementation of all of the actions listed in this goal.

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.

The District added that we will reach out to parents and families as part of development of a Graduate Profile for FHS in order to create an instrument that is informed by those partners (Action 1.2).

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

# 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.

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

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

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|--|----------------|----------------|---|
| Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board | <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>4.0 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]   | [June, 2022, Report to the FUSD Governing Board]   |                |                | parent and family engagement<br><br>[June 2024, Report to the FUSD Governing Board]  |
| High School Graduation Rate | All students~ 98.2%<br>Hispanic~ 97.8%<br>White~ 100%<br>Asian – 100%<br>SED~ 99.2%<br>EL~ 100%<br>SWD – 84.6%<br><br>[California School Dashboard, 2020 District Graduation Rate Report] | All students ~ 94.3%<br>Hispanic ~ 94.6%<br>White ~ 88.9%<br>Asian ~ 95.2%<br>SED ~ 92.7%<br>EL~ 85.2%<br>SWD ~ 75%<br><br>As noted above, Foster Youth numbers were less than 11, so no results were reported.<br><br>[California School Dashboard Additional Report- 2021 Graduation Rate] |                |                | All Students -- 99%<br>Hispanic -- 100%<br>Asian -- 100%<br>White -- 100%<br>SED -- 100%<br>EL -- 100%<br>SWD -- 99%<br>Foster Youth – 100%<br>Homeless Youth – 100%<br><br>[California School Dashboard, 2023 District Graduation Rate] |
| Attendance                  | All Students -- 95.8%<br><br>[2019-20 District Attendance Calculations]   | All Students -- 91.7%<br><br>[2021-2022 District Attendance Calculations]  |                |                | All Students -- 98%<br><br>[2023-24 District Attendance Calculations]  |
| Suspension Rate             | All Students – 0.5%<br>Hispanic – 0.6%  | All students - 0.4%<br>Hispanic - 0.5%   |                |                | All Students – 0.2%<br>Hispanic – 0.2%   |

| Metric                   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------------------------|---|--|----------------|----------------|---|
|                          | African American – 0%<br>Asian -- 0%<br>White – 0.4%<br>Two or More races – 0%<br>SED – 0.7%<br>EL – 0.8%<br>SWD – 2.3%<br>Foster Youth -- 0%<br>Homeless Youth – 0%<br><br>[2019-20 DataQuest] | African American - 4.2%<br>Asian - 0%<br>White - 0%<br>Two or More Races - 0%<br>SED - 0.6%<br>EL- 0%<br>SWD - 1.8%<br>Foster Youth - 4.8%<br>Homeless Youth - 0%<br><br>[2020-21 DataQuest] |                |                | African American – 0%<br>Asian -- 0%<br>White – 0.2%<br>Two or More races – 0%<br>SED – 0.2%<br>EL – 0.2%<br>SWD – 0.2%<br>Foster Youth -- 0%<br>Homeless Youth – 0%<br><br>[2022-23 DataQuest] |
| Chronic Absenteeism      | All Students – 10.1%<br>Hispanic – 10.0%<br>Asian – 7.0%<br>White – 11.6%<br>SED – 10.8%<br>EL – 8.7%<br>SWD – 16.1%<br><br>[2019-20 CALPADS Report 14.1]                                       | All Students – 20.4%<br>Hispanic – 21.4%<br>Asian – 9.6%<br>White – 13.2%<br>SED – 24.1%<br>EL – 20.4%<br>SWD – 30.7%<br><br>[2020-21 DataQuest K-8 rates]                                   |                |                | All Students -- 7.5%<br>Hispanic -- 7.5%<br>Asian -- 7.5%<br>White -- 7.5%<br>SED -- 7.5%<br>EL -- 7.5%<br>SWD -- 7.5%<br><br>[2022-23 CALPADS Report 14.1]                                     |
| Expulsion Rate           | 0%<br><br>[2019-20 DataQuest]   | 0%<br><br>[2020-21 DataQuest]  |                |                | 0%<br><br>[2022-23 DataQuest]   |
| High School Dropout Rate | 1.2%<br><br>[2019-20 DataQuest Four-Year Cohort Outcomes]   | 4.3%<br><br>[2020-21 DataQuest Four-Year Cohort Outcomes]  |                |                | 0%<br><br>[2022-23 DataQuest Four-Year Cohort Outcomes]   |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|--|---|----------------|----------------|---|
| Middle School Dropout Rate  | 0.5%<br>[2020-21 CALPADS Report 8.1c]  | 0%<br>[2021-22 CALPADS Report 8.1c]   |                |                | 0%<br>[2023-24 CALPADS Report 8.1c]   |
| School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board --<br>% of Students Feeling Connected to School | MET -- Results Reported<br>64.2% of students surveyed responded that they feel connected to school<br>[June, 2021, Report to the FUSD Governing Board] | MET -- Results Reported<br>50.3% of students surveyed responded that they feel connected to school.<br>[June, 2022, Report to the FUSD Governing Board] |                |                | MET -- Results Reported<br>90% of students surveyed will respond that they feel connected to school<br>[June, 2024, Report to the FUSD Governing Board] |
| School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board --<br>% of Students Feeling Safe at School      | MET -- Results Reported<br>76.1% of students surveyed responded that they feel safe at school<br>[June, 2021, Report to the FUSD Governing Board]      | MET -- Results Reported<br>47.9% of students surveyed responded that they feel safe at school<br>[June, 2022, Report to the FUSD Governing Board]       |                |                | 90% of students surveyed will respond that they feel safe at school<br>MET<br>[June, 2024, Report to the FUSD Governing Board]                          |
| Facilities Inspection Tool (FIT):   | MET -- Results Reported  | MET -- Results Reported   |                |                | MET -- Results Reported   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|----------------|----------------|---|
| School facilities maintained in good repair based on FIT score reported to the FUSD Governing Board<br><br>MET | All sites "Good" or better<br><br>[June, 2021, Report to the FUSD Governing Board]  | All sites "Good" or better.<br><br>[June, 2022, Report to the FUSD Governing Board]   |                |                | All sites "Good" or better<br><br>[June, 2024 Report to the FUSD Governing Board]   |
| School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety     | Parents -- 88.5% expressed a feeling of school connectedness through a welcoming environment.<br>81.1% expressed that their child(ren) felt safe at school.<br><br>Teachers -- not surveyed for school connectedness of feelings of safety.<br><br>[Spring, 2022, Survey] | Parents -- 88.5% expressed a feeling of school connectedness through a welcoming environment.<br>81.1% expressed that their child(ren) felt safe at school.<br><br>Teachers -- not surveyed for school connectedness of feelings of safety.<br><br>[Spring, 2022, Survey] |                |                | Parents -- 100% expressing a feeling of school connectedness through a welcoming environment.<br>90% expressing that their child(ren) felt safe at school.<br><br>Teachers -- 100% expressing a feeling of school connectedness<br>100% expressing that they feel safe at school. |

## Actions

| Action # | Title              | Description   | Total Funds  | Contributing |
|----------|--------------------|---|--------------|--------------|
| 2.1      | Access to Services | The District is committed to support increased school engagement and improved school climate for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through creating a plan to support students' health at school. | \$316,966.00 | Yes          |

| Action # | Title                                      | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
|          |  | <p>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.</p>   |              |              |
| 2.2      | Social and Emotional Learning and Supports | <p>The District is committed to support improved outcomes in school engagement and school climate for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through creating school environments that welcome and support our student populations and their mental and emotional health by:</p> <ul style="list-style-type: none"> <li>• Hiring and/or retaining intervention and support staff, including Student Support Specialists, to provide behavior intervention and support, principally directed to Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and the staff who work with them.</li> <li>• Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</li> <li>• 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.</li> </ul> <p>Social-emotional learning is an essential concept within education, providing a framework through which students acquire the skills required to navigate through school, working life, and beyond.</p> | \$955,388.00 | Yes          |

| Action # | Title                                    | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 2.3      | Meeting the Needs of Homeless Students   | 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.  | \$2,000.00   | No           |
| 2.4      | Student Behavior and Attendance Supports | <p>The District is committed to support improved outcomes in school engagement and school climate for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal by providing behavior support and at-promise intervention programs. Principally intended to support Low-Income students, English Learners, and Foster Youth, including those with exceptional needs, these services will include:</p> <ul style="list-style-type: none"> <li>• Positive Based Intervention and Support (PBIS)</li> <li>• Opportunities for Service Learning</li> <li>• School Attendance and Review Board (SARB)</li> <li>• The use of Parent Square to allow better communication regarding student attendance.</li> <li>• The District will use Concentration Grant Add-on funds to hire and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates for Low-Income, English Learners, and Foster Youth.</li> <li>• The District will use Concentration Grant add-on funds to hire an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease.</li> </ul> | \$587,274.00 | Yes          |

| Action # | Title                     | Description  | Total Funds  | Contributing |
|----------|---------------------------|--|--------------|--------------|
| 2.5      | Speech Services           | 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.<br><br>The District will also employ a full-time speech therapist.   | \$186,350.00 | No           |
| 2.6      | Foster Youth Supports     | The District is committed to support improved outcomes in school engagement for Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through providing transitional services and supports to Foster Youth new to the District. The District will also provide social/emotional supports for all our Foster Youth.  | \$2,000.00   | Yes          |
| 2.7      | Facilities                | The LEA will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.  | \$850,000.00 | No           |
| 2.8      | Additional Transportation | The District is committed to support improved outcomes in school engagement for Low-Income students, and to close gaps on the state and local measures listed in the metrics for this goal, through providing student transportation to and from school for extra-curricular activities outside of normal school hours as many of those students do not have access to private transportation outside of school hours. | \$140,000.00 | 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.

The District was generally able to implement the actions in Goal 2 as planned.

Physical health and mental health issues were mitigated, as much as possible, by the support available to Low-Income students by the LVNs (Action 2.1).

Action 2.2 was successfully implemented, as social-emotional learning supports for Low-Income students, Foster Youth, and English Learners were increased through the work of the Student Support Specialists. However, the District was challenged to find sufficient substitute teachers to provide release time, and were only able to provide limited social and emotional learning (SEL) professional learning at some sites. It was not implemented systematically with whole site professional development sessions as was hoped. Student Support Specialists were able to provide informal professional learning for teachers individually depending on the needs of their students. Specialists throughout the District met with teachers individually to develop and implement specific strategies tailored to meet the needs of targeted students.

Actions 2.3 and 2.6 were implemented without District expenditures, as the school sites used categorical set-asides to address needs of homeless students, as they arose. There were no new Foster Youth requiring transitional services; and no Foster families or youths requested social-emotional services.

Attendance supports were in place, including Positive Based Intervention and Support (PBIS), Opportunities for Service Learning, the School Attendance and Review Board (SARB), and the use of Parent Square to allow better communication regarding student attendance (Action 2.4).

Speech services were successfully provided at higher than expected levels (Action 2.5).

In relationship to Action 2.7, Fowler USD was intentionally -- and successfully -- focused on providing safe and positive learning environments for students at all campuses throughout the District. Facilities were maintained, including the frequent changing of air filters and cleanings in student learning spaces, to provide clean environments for students to learn in.

Action 2.8 was implemented, as Low-Income students, Foster Youth, and English Learners availed themselves of transportation to and from school for extra-curricular activities outside of normal school hours, as many of those students do not have access to private transportation. Even though the COVID 19 pandemic hit the school transportation industry hard, Fowler USD was able to continue to provide transportation services for student for extended day and extracurricular activities. Due to driver shortages, some routes were consolidated and students spent longer on the bus. There were times when the District had to use charter buses to ensure that students did not miss out on extracurricular events, but ultimately, Fowler USD students were fully able to participate.

All other actions were implemented as expected.

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

- 2.1 -- Over-budgeted: In regards to LVNs, Fowler USD experienced some difficulty with employing consistent LVNs throughout the school year and there were periods of time during the 2021-22 school year in which there was not one LVN per site.
- 2.2 -- Under-budgeted: The costs for the additional Student Support Specialists was greater than expected.
- 2.3 -- Over-budgeted: Implemented without District expenditures, as the school sites used categorical set-asides to address needs of homeless students, as they arose.
- 2.4 -- Over-budgeted: School sites were not able to spend down all of the funding designated to PBIS, due to safety reasons concerning large assemblies and such in response to the COVID 19 pandemic. However, school sites are working on creating systems to strengthen their PBIS systems for the 2022-23 school year.
- 2.5 -- Under-budgeted: Speech services were needed at higher than expected levels.
- 2.6 -- Over-budgeted: There were no new Foster Youth requiring transitional services; and no Foster families or youths requested social-emotional services.
- 2.7 -- Under-budgeted: Providing safe and positive learning environments for students at all campuses throughout the District, including the frequent changing of air filters and cleanings in student learning spaces, to provide clean environments for students to learn in, required greater expenditures than budgeted.
- 2.8 -- Over-budgeted: Implemented as planned, but, due to driver shortages, bus availability was sometimes limited, and some routes were consolidated and students spent longer on the bus.

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

Many of the metrics used to measure the effectiveness of the Goal 2 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same.

In the case of this goal, several of the metrics are from 2020-21, and were significantly impacted by the pandemic. Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. Chronic Absenteeism increased as students for similar reasons, including an increasing disconnection from school. Suspension rates were down, as students were at home for most of the year, limiting the potential for suspendible incidents.

Even though graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person, the District's Graduation Rate was among the highest in Fresno County. The District still maintains expectations of raising that rate to 98% or above. We are confident that the efforts for social-emotional supports (Action 2.2) and attendance supports (Action 2.4) have contributed to maintaining a graduation rate that remained well above 90%.

Chronic Absenteeism continued to increase to 15.2% overall in 2020-21, higher than the targeted outcome. Of particular concern is that Chronic Absenteeism Rates for Low-Income and English Learner students are now significantly greater than the overall rate. Rate also remain high for student groups that already have high rates of absenteeism, Students with Disabilities (15.25) and Foster Youth (40%).

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. This is also the case for 2021, when it dropped to 0.4%. The district will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites.

The current data that can be used to evaluate this year's implementation are student surveys and attendance rates.

- Student survey data suggests that our actions have not been as successful as planned. Fifth through twelfth grades students who responded to the survey showed double-digit declines in feeling safe at school and connected to school, confirming anecdotal data from educational partners' input that indicate that the traumatic effects of the pandemic continue to linger in students' attitudes.
- Our attendance rate for the 2021-22 school year, 91.7%, was below our expectations.

Based on the data in the metrics for this goal, the District has only the evidence of relatively high graduation rates to which it can point as indication that we realized the expected outcomes. Based on the data cited in the Measuring and Reporting Results section above, Actions 2.1, 2.3, 2.5, 2.7, and 2.8 under this goal have not had the intended effect of increasing the student outcomes for engagement and school climate associated with the goal. The impacts of the school closures and distance learning on students' academic progress are still being felt, as well, and it will take time to recoup those losses for our children.

Considering the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 2, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, Fowler Unified School District students showed trends toward improvement, overall and for most student groups, in Chronic Absenteeism, and Suspension rates. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

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.

The District will use Concentration Grant Add-on funds to hire and train campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being (Action 2.4). The District will use Concentration Grant add-on funds to hire an employee to will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support students' respiratory health (Action 2.7).

The following revisions were made to actions under this goal:

Description of Action 2.1 changed to reflect only metrics for this goal.

Description of Action 2.2 revised for clarity and to reflect only metrics for this goal.

Description of Action 2.4 revised for clarity.

Description of Action 2.6 changed to reflect only metrics for this goal.

Description of Action 2.7 changed to reflect only metrics for this goal, and that the identified group to principally receive the service is Low-Income students.

A metric, "School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety" was added to Measuring and Reporting Results to insure compliance with the requirements of EC52060.

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 3      | <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.

As noted in the "Identified Need" section of the LCAP, declines were seen in all groups in both ELA and math SBAC assessments, generally ranging from 6 to 10 percentage points. We believe that this was due to the impacts of the pandemic on instructional delivery and student participation in school. The decline in ELA performance also affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

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  | <p>All Students – 1.3 points below<br/>                     Students w/Disabilities – 58.8 points below<br/>                     English Learners – 23.2 points below<br/>                     Hispanic – 10.1 points below<br/>                     Low Income – 9.1 points below<br/>                     White – 31 points above<br/>                     Asian – 41 points above</p> <p>[2019 California School Dashboard]</p> | <p>Not reported for 2020 or 2021.</p> <p>[2022 Illuminate Performance Summary Report]</p> <p>All Students - 23 points below<br/>                     Students w/Disabilities – 85 points below<br/>                     English Learners – 97 points below<br/>                     Hispanic – 31 points below<br/>                     Low Income – 35 points below<br/>                     White – 7 points above<br/>                     Asian – 30 points above</p> <p>Foster Youth data sample is too small to be reported due to privacy concerns.</p> |                |                | <p>All Students – 10 points above<br/>                     Students w/Disabilities – 25 points below<br/>                     English Learners – at standard<br/>                     Hispanic – 1 point above<br/>                     Low Income – 2 points above<br/>                     White – 40 points above<br/>                     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<br/>                     Students w/Disabilities – 97.9 points below<br/>                     English Learners – 54.1 points below</p>   | <p>Not reported for 2020 or 2021.</p> <p>[2022 Illuminate Performance Summary Report]</p>  |                |                | <p>All Students – at standard<br/>                     Students w/Disabilities – 40 points below<br/>                     English Learners – at standard</p>  |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|----------------|----------------|---|
|  | <p>Hispanic – 50.5 points below<br/> Low Income – 47.4 points below<br/> White – 13.6 points above<br/> Asian – 17.2 points above</p> <p>[2019 California School Dashboard]</p> | <p>All Students - 64 points below<br/> Students w/Disabilities – 108 points below<br/> English Learners – 117 points below<br/> Hispanic – 76 points below<br/> Low Income – 77 points below<br/> White – 11 points below<br/> Asian – 1 point above</p> <p>Foster Youth data sample is too small to be reported due to privacy concerns.</p> |                |                | <p>Hispanic – at standard<br/> Low Income – at standard<br/> White – 23 points above<br/> Asian – 26 points above</p> <p>[2023 California School Dashboard]</p> |
| <p>ELPAC Summative Assessment:<br/> Percentage of English Learners Who Increase One or More Levels</p> | <p>44.4%</p> <p>[2019 California School Dashboard]</p>  | <p>2021 Summative ELPAC</p> <p>Level 4- 10%<br/> Level 3- 37.2%<br/> Level 2- 38.7%<br/> Level 1- 14%</p> <p>[2022 CA Educator Reporting System- Refer to data below in lieu of no ELPI per suspended 2020 ELPAC]</p>   |                |                | <p>English Learners - 55%</p> <p>[2023 California School Dashboard]</p>   |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
| Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP) | 6.9%<br>[DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]   | 9.7%<br>[2022 District Calculation]  |                |                | Reclassified Rate - 15%<br>[DataQuest, English Learner (EL) Data Annual Reclassification 2023-24]  |
| iReady Reading  | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 34%<br>Grade K -- 71%<br>Grade 1 -- 28%<br>Grade 2 -- 28%<br>Grade 3 -- 38%<br>Grade 4 -- 31%<br>Grade 5 -- 23%<br>Grade 6 -- 25%<br>Grade 7 -- 29%<br>Grade 8 -- 39%<br><br>[2021 iReady Diagnostic 2] | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 30%<br>Grade K -- 62%<br>Grade 1 -- 28%<br>Grade 2 -- 34%<br>Grade 3 -- 39%<br>Grade 4 -- 26%<br>Grade 5 -- 25%<br>Grade 6 -- 25%<br>Grade 7 -- 34%<br>Grade 8 -- 31%<br><br>[2022 iReady Diagnostic 2] |                |                | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 44%<br>Grade K -- 80%<br>Grade 1 -- 38%<br>Grade 2 -- 37%<br>Grade 3 -- 47%<br>Grade 4 -- 40%<br>Grade 5 -- 33%<br>Grade 6 -- 35%<br>Grade 7 -- 39%<br>Grade 8 -- 49%<br><br>[2024 iReady Diagnostic 2] |
| iReady Math   | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 26%<br>Grade K -- 51%<br>Grade 1 -- 18%   | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 22%<br>Grade K -- 36%<br>Grade 1 -- 10%   |                |                | Percentage "Early On-Grade" or "Mid On-Grade and Above":<br><br>Overall -- 36%<br>Grade K -- 61%<br>Grade 1 -- 28%   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|---|----------------|----------------|--|
|  | Grade 2 -- 18%<br>Grade 3 -- 19%<br>Grade 4 -- 18%<br>Grade 5 -- 23%<br>Grade 6 -- 26%<br>Grade 7 -- 29%<br>Grade 8 -- 49%<br><br>[2021 iReady Diagnostic 2] | Grade 2 -- 19%<br>Grade 3 -- 17%<br>Grade 4 -- 21%<br>Grade 5 -- 16%<br>Grade 6 -- 31%<br>Grade 7 -- 20%<br>Grade 8 -- 26%<br><br>[2022 iReady Diagnostic 2]  |                |                | Grade 2 -- 28%<br>Grade 3 -- 29%<br>Grade 4 -- 28%<br>Grade 5 -- 33%<br>Grade 6 -- 36%<br>Grade 7 -- 39%<br>Grade 8 -- 59%<br><br>[2024 iReady Diagnostic 2] |
| Early Assessment Program (EAP):<br>% PUPILS SCORING "READY" on SBAC ELA Assessments  | All Students: 20%<br>EL: 0%<br>SED: 18%<br>Hispanic 17%<br>SWD: 0%<br>White: 42%<br>Asian: 23%<br><br>[2019 CAASPP Test Results]                             | All Students: 19.60%<br>EL: 0%<br>SED: 17.42%<br>Hispanic 15.53%<br>SWD: 0%<br>White: 47.06%<br>Asian: 35.29%<br><br>Foster Youth data sample is too small to be reported due to privacy concerns.<br><br>[2020-21 CAASPP Test Results] |                |                | All Students: 40%<br>EL: 40%<br>SED: 40%<br>Hispanic 40%<br>SWD: 30%<br>White: 62%<br>Asian: 43%<br><br>[2023 CAASPP Test Results]                           |
| Early Assessment Program (EAP):<br>% PUPILS SCORING "READY" on SBAC Math Assessments | All Students: 5%<br>EL: 0%<br>SED: 4%<br>Hispanic: 4%<br>SWD: 0%<br>White: 0%<br>Asian: 15%  | All Students: 4.02%<br>EL: 0%<br>SED: 3.79%<br>Hispanic 2.5%<br>SWD: 0%<br>White: 11.11%<br>Asian: 11.76%   |                |                | All Students: 30%<br>EL: 40%<br>SED: 40%<br>Hispanic: 40%<br>SWD: 30%<br>White: 40%<br>Asian: 35%  |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|--|----------------|----------------|--|
|  | [2019 CAASPP Test Results]   | Foster Youth data sample is too small to be reported due to privacy concerns.<br><br>[2020-21 CAASPP Test Results]             |                |                | [2023 CAASPP Test Results]   |
| Advanced Placement Exams: % of pupils scoring 3 or higher (# scoring 3 or higher/ total 10-12 grades population) | 71.95%<br><br>[AP College Board, 2020]   | 54.9%<br><br>[AP College Board, 2021]  |                |                | 75%<br><br>[AP College Board, 2023]  |
| California School Dashboard: College and Career Indicator - % of students "Prepared"                             | All students~ 61.8%<br>Hispanic~ 58.7%<br>Asian~ 92.3%<br>White~ 69.2%<br>SED~ 59.1%<br>SWD – 15.4%<br>EL – 33.3%<br><br>(Foster Youth and Homeless results not reported)<br><br>[2020 School Dashboard Additional Reports and Data] | The All Students and student groups' percentages of "Prepared" on the College and Career Indicator were not reported for 2021. |                |                | All students~ 71%<br>Hispanic~ 67%<br>Asian~ 98%<br>White~ 78%<br>SED~ 68%<br>SWD – 25%<br>EL – 45%<br><br>[2024 School Dashboard Additional Reports and Data] |
| A-G Completion Rate  | All students~ 57.2%  | All students~ 61.1%  |                |                | All students~ 66%  |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|--|----------------|----------------|--|
|  | <p>Hispanic~ 55.1%<br/>Asian~ 76.9%<br/>White~ 69.2%<br/>SED~ 51.8%<br/>SWD – 15.4%<br/>EL – 26.3%</p> <p>(Foster Youth and Homeless results not reported)</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]</p> | <p>Hispanic~ 56.3%<br/>Asian~ 80.0%<br/>White~ 75.0%<br/>SED~ 57.8%<br/>SWD – 28.6%<br/>EL – 26.1%</p> <p>Foster Youth and Homeless students' data sample is too small to be reported due to privacy concerns.</p> <p>[DataQuest, 2020-21 Four-Year Adjusted</p> |                |                | <p>Hispanic~ 64%<br/>Asian~ 86%<br/>White~ 78%<br/>SED~ 60%<br/>SWD -- 25%<br/>EL -- 45%</p> <p>[DataQuest, 2022-2023 Four-Year Adjusted Cohort Graduation Rate]</p> |
| CTE Completion Rate Grade 12 Completers/ Graduation Cohort | <p>All students~ 63.1%<br/>Hispanic~ 58.0%<br/>Asian~ 76.9%<br/>White~ 61.5%<br/>SED~ 65.2%<br/>EL~ 16.7%<br/>SWD~ 53.8%</p> <p>[2019-20 CALPADS EOY Reports 3.14 and 3.15]</p>  | <p>All students~ 42.9%<br/>Hispanic~ 47.9%<br/>Asian~ 19.0%<br/>White~ 27.8%<br/>SED~ 41.5%<br/>EL~ 40.7%<br/>SWD~ 35.0%</p> <p>[2020-21 California School Dashboard College/Career Measures Only Report]</p>  |                |                | <p>72% of 2024 graduates will complete a CTE pathway.</p> <p>[CALPADS Reports 3.14 &amp; 3.15]</p>   |
| Combined A-G and CTE Completion Rate                       | 30.9%  | 21.4%  |                |                | 36%  |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|--|----------------|----------------|---|
|  | [2019-20 CALPADS EOY Reports 8.1 and 3.15]  | [2020-21 California School Dashboard College/Career Measures Only Report]  |                |                | [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 | <p>MET -- Results Reported</p> <p>3.7 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>ELA – 4.2, Math – 4.1, ELD – 3.9</p> <p>[June, 2021, Report to Board]</p> | <p>MET -- Results Reported</p> <p>3.5 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>ELA – 3.9, Math – 3.9, ELD – 3.7</p> <p>[June, 2022, Report to Board]</p> |                |                | <p>MET -- Results Reported</p> <p>4.7 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[June, 2024, Report to Board]</p> |
| Access to Standards-Aligned Materials: Results Reported to the FUSD Governing Board  | <p>MET -- Results Reported</p> <p>100% of students had access to standards-</p>   | <p>MET -- Results Reported</p> <p>100% of students had access to standards-</p>  |                |                | <p>MET -- Results Reported</p> <p>100% of students have access to</p>   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|---|----------------|----------------|--|
|  | aligned curriculum materials.<br><br>[June, 2021, Report to Board]   | aligned curriculum materials.<br><br>[June, 2022, Report to Board]  |                |                | standards-aligned curriculum materials.<br><br>[June, 2024, Report to Board]   |
| Access to a Broad Course of Study:<br><br>Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board | MET -- Results Reported<br><br>The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.<br><br>[June, 2021, Report to Board] | MET -- Results Reported<br><br>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.<br><br>All students had access to a broad course of study.<br><br>[June, 2022, Report to Board] |                |                | MET -- Results Reported<br><br>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.<br><br>All students will have access to a broad course of study.<br><br>[June, 2024, Report to Board] |
| Teachers Appropriately Credentialed with No Mis-assignments or Vacancies   | MET -- Results Reported<br><br>93% of teachers appropriately   | MET -- Results Reported<br><br>93% of teachers appropriately  |                |                | MET -- Results Reported<br><br>100% of teachers appropriately  |

| Metric                                       | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|--|----------------|----------------|--|
| Results Reported to the FUSD Governing Board | <p>credentialed and assigned.</p> <p>[June, 2021, Report to Board]</p> | <p>credentialed and assigned.</p> <p>[June, 2022, Report to Board]</p> |                |                | <p>credentialed and assigned.</p> <p>[June, 2024, Report to Board]</p> |

## Actions

| Action # | Title                        | Description  | Total Funds    | Contributing |
|----------|------------------------------|--|----------------|--------------|
| 3.1      | 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.   | \$9,213,307.00 | No           |
| 3.2      | Standards-Aligned Curriculum | <p>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.</p> <p>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.</p> | \$157,000.00   | No           |

| Action # | Title                          | Description   | Total Funds    | Contributing |
|----------|--------------------------------|---|----------------|--------------|
|          |                                | <p>To insure access to a broad course of study for Students with Disabilities, the District will:</p> <ul style="list-style-type: none"> <li>• Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum.</li> <li>• Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum.</li> </ul>  |                |              |
| 3.3      | English Language Acquisition   | <p>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.</p>  | \$27,688.00    | No           |
| 3.4      | Intervention and Support Staff | <p>The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth, including those with exceptional needs in grades TK–12. These may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Certificated Tutors</li> <li>• District Coaches</li> <li>• Guidance Instructional Specialists</li> <li>• Instructional Aides</li> <li>• SST Coordinators</li> </ul> <p>Fowler High School added a Punjabi-speaking instructional aide to</p> | \$3,297,460.00 | Yes          |

| Action #   | Title                         | Description  | Total Funds  | Contributing |
|------------|-------------------------------|--|--------------|--------------|
|            |                               | <p>provide academic support.</p> <p>The District will also use Concentration Grant add-on funds to increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students.</p> <p>The District will also use Concentration Grant add-on funds to increase Certificated Tutors FTE to support student learning at schools with 55% or more of unduplicated students.</p> <p>The District will also use Concentration Grant add-on funds to add Intervention Teachers to support student learning at schools with 55% or more of unduplicated students.</p>  |              |              |
| <b>3.5</b> | Supplemental Learning Program | <p>The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will use the iReady program which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student needs. Low-Income students, English Learners, and Foster Youth will be provided summer access to the program in order to address learning recovery and acceleration.</p> | \$155,000.00 | Yes          |
| <b>3.6</b> | Library Support Services      | <p>The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will work to continuously improve library services. Improved services will include:</p> <ul style="list-style-type: none"> <li>• Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community,</li> </ul>   | \$251,427.00 | Yes          |

| Action # | Title                               | Description  | Total Funds  | Contributing |
|----------|-------------------------------------|--|--------------|--------------|
|          |                                     | <p>language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth.</p> <ul style="list-style-type: none"> <li>Staffing and training of library techs that enables educationally- and culturally-responsive library services.</li> </ul>   |              |              |
| 3.7      | Summer School                       | The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12.   | \$258,498.00 | Yes          |
| 3.8      | Supplemental/Intervention Materials | The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth, including those with exceptional needs.             | \$155,375.00 | Yes          |
| 3.9      | English Learner Supports            | <p>The District is committed to support improved outcomes in academic performance for English Learners, and to close gaps on the state and local measures listed in the metrics for this goal. The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Re-designated English Learner students who experience academic difficulties.</p> <p>These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the</p> | \$52,320.00  | Yes          |

| Action #    | Title                     | Description  | Total Funds    | Contributing |
|-------------|---------------------------|--|----------------|--------------|
|             |                           | core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs.   |                |              |
| <b>3.10</b> | Reducing Class Sizes      | The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. 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 Low-Income students, English Learners, and Foster Youth.  | \$2,068,333.00 | Yes          |
| <b>3.11</b> | Early Education Support   | To support academic gains on state and local assessments, the District will provide support to sustain preschool classes.  | \$120,000.00   | No           |
| <b>3.12</b> | After School Program      | The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will contract with Fresno County Superintendent of Schools to provide an After-School Program. Because the state funding for the program is not sufficient to meet the requests by high needs students for after school enrollment the District will fund additional slots prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports. | \$320,000.00   | Yes          |
| <b>3.13</b> | Technology Implementation | The District is committed to support improved outcomes in academic performance for Low-Income students, English Learners, and Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal. The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for Low-   | \$466,472.00   | Yes          |

| Action #    | Title                    | Description   | Total Funds    | Contributing |
|-------------|--------------------------|---|----------------|--------------|
|             |                          | <p>Income students, English Learners, and Foster Youth, including those with exceptional needs.</p> <ul style="list-style-type: none"> <li>• to ensure our Low-Income students, English Learners, and Foster Youth have access to the internet outside of the classroom/school environment the district will provide hotspots, as needed.</li> <li>• additional staff to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for a period of time.</li> <li>• additional supplies/materials/Chromebooks on hand to repair or trade out Chromebook to ensure our Low-Income students, English Learners, and Foster Youth have devices to continue learning from home.</li> </ul> |                |              |
| <b>3.14</b> | CTE/ROP                  | <p>The District will support college and career readiness through the increased participation of Low-Income students, English Learners, and Foster Youth, including those with exceptional needs in CTE/ROP courses by hiring and retaining personnel for coursework in the following areas of Career Technical Education/ ROP classes, including materials and supplies.</p> <ul style="list-style-type: none"> <li>• Agriculture and Natural Resources</li> <li>• Arts, Media, and Entertainment</li> <li>• Health Science and Medical Technology</li> <li>• Marketing, Sales, and Services</li> </ul>  | \$1,269,964.00 | No           |
| <b>3.15</b> | 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 Low-Income students, English Learners, Foster Youth, and students with exceptional needs, in order to support academic gains and to close achievement gaps on state</p>  | \$487,920.00   | Yes          |

| Action # | Title                             | Description   | Total Funds  | Contributing |
|----------|-----------------------------------|---|--------------|--------------|
|          |                                   | <p>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"> <li>• Core Subject Areas</li> <li>• Special Education</li> <li>• CTE/ROP</li> <li>• Visual &amp; Performing Arts</li> <li>• Technology</li> </ul> <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> |              |              |
| 3.16     | Access to a Broad Course of Study | <p>The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school grades.</p> <p>The district will provide support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district</p>   | \$487,610.00 | No           |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>offerings in order to best support each student's academic and social-emotional needs.</p> <p>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.</p> <p>Graduate Profiles will be developed and implemented at Fowler High to support English Learners, Low-Income students, and students with exceptional needs in increasing A-G completion rates.</p> <p>The District will explore adding to the available "World Language" course, specifically American Sign Language.</p> |             |              |

## 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.

Hiring shortages brought upon by the COVID 19 pandemic presented challenges in several areas. It was difficult to find substitute teachers to cover classrooms. The sub shortage impacted the District's ability to hold professional development sessions as originally planned in Action 3.15 for teachers during the school year. The District was able to hold some professional development sessions at all sites but creative schedules had to be developed and the number of teachers attending professional development sessions was limited. There were a few instances where trainings with county content specialists had to be rescheduled due to lack of classroom coverage. This challenge extended to training to provide additional English Learner supports (Action 3.9). At some school sites, they experienced some success by pulling one lead teacher from each grade level to attend an English learner training provided by a county consultant and then those grade level teachers shared out their learnings with the rest of their teams during student early release days. This model greatly reduced the amount of substitute teachers needed and still allowed all teachers to continue their learning of English language development instruction.

Action 3.4 was severely challenged by difficulties in hiring certificated tutors to support student learning. The District had planned to hire a certificated tutor at each elementary site but only one candidate met the qualifications and was hired. The other elementary sites had a job posting listed for the position for the entire school year and no qualified candidates applied. It was also a challenge to hire additional instructional aides (action 3.4), as qualified applicant pools were slim. To address this issue, the District offered increased hours to the preexisting instructional aides in order to strengthen supports for students. Staffing issues also affected Action 3.12, as we were not able to implement before school programs at Marshall and Fremont because we were not able to hire people to staff those programs.

All other actions were implemented as expected.

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

3.1 -- Under-budgeted: Teachers received a salary increase last year, which also impacted expenditures for benefits.

3.3 -- Under-budgeted: Paying teachers their hourly rate for time outside the duty day to participate in professional development activities turned out to be far more expensive than the cost for subs.

3.5 -- Over-budgeted: We were not able to find subs to release teachers to participate in the professional development activities.

3.6 -- Over-budgeted: Due to shortages and shipping issues experienced by some of our vendors, we were not able to purchase all of the materials we planned to.

3.7 -- Over-budgeted: After the strain of the school closures and virtual learning in 2020-21, there was a lack of interest on the part of staff in working at summer school, and we could not offer as many sessions and for as long a period as planned. On top of that, student interest was also lower than in past years.

3.8 -- Over-budgeted: Due to shortages and shipping issues experienced by some of our vendors, we were not able to purchase all of the materials we planned to.

3.9 -- Over-budgeted: We were not able to find subs to release teachers to participate in these professional development activities, and few teachers opted to do so on their own time.

3.12 -- Over-budgeted: The original budget included costs for before school programs at Marshall and Fremont. However, we were not able to hire people to staff those programs.

3.15 -- Under-budgeted. Paying teachers their hourly rate for time outside the duty day to participate in professional development activities turned out to be far more expensive than the cost for subs.

3.16 -- Under-budgeted: The District spent funds to update instruments that were several decades old to upgrade our band programs for students. Additionally, the District spent funds on purchasing costly masks designed for students to play instruments safely and reduce the spread of COVID 19. There was also an increase in instrument cleaning costs.

The District made multiple attempts throughout the school year to hire certificated tutors at all elementary sites to support academic growth for students. However, only one qualified candidate was found and hired. The vacant positions at two of the elementary sites were not filled due to lack of qualified applicants. There was a decrease in spending on library materials and supplies as sites were reassessing their library layouts, operations, and materials. COVID 19 impacted the contributions made by Fowler USD to early education programs due to the lack of revenue. To ensure the safety of students and staff, costs related to facilities were higher than projected. The District worked in close partnership with Fresno County Superintendent of Schools to try to implement before school programs at both Fremont and Marshall elementary schools. However, these programs did not get up and running due to the lack of employees to support these programs. The issue of finding people to support school programs is one that has been related to the pandemic.

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

As with Goal 2, many of the metrics used to measure the effectiveness of the Goal 3 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. Here, too, several of the metrics are from 2020-21 and were significantly impacted by the pandemic, as was last year's data and other data reported for this year.

As was anticipated, due to the impacts of the pandemic on instructional delivery and student participation in schools, overall declines were seen in all groups in both ELA and math on all measures. Significant gaps continue between the overall assessment performance and that of Low-Income students and English Learners in both ELA and math, and Students with Disabilities, as well.

iReady data are more recent, and appear to confirm that learning loss occurred. However, we have some reservations about comparing the 2022 data to 2021, as the prior assessments were done online, and the District had little control over the testing environments. There are concerns about the validity of the 2021 scores, as some students may have had outside help or other resources in completing the assessment, while some may have had to take the assessment in stressful circumstances.

For the current year (2021-22) iReady data shows the percentage of assessed students meeting standards is 4% points lower than 2020-2021. The math iReady assessment showed the same decline. In both cases, there were grade levels that showed no decline or showed improvement, positive results that the District can use on which to build. We believe that the intervention staff (Action 3.4) and the iReady support program (Action 3.5) have had, and will continue to have, positive impacts on learning loss recovery. Ensuring that our Low-Income student and English Learners have access to the technology they need (Action 3.13) to access online supports at home has also contributed to mitigating learning loss.

Results from the 2021 Early Assessment Program (EAP) were on a par with the prior year, and suggest that we are having some success at the secondary level in stemming learning loss. These results point on a positive direction for the use of intervention and support materials (Action 3.8) and the staff who implement those interventions (Action 3.4), in addition to smaller class sizes in ELA and math (3.10) at the high school and middle school.

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

ELPAC Summative results show that almost one-half of our English Learners are at the two highest levels. Supplementing both integrated and designated English Language Development (ELD) instruction (Action 3.3) with supplemental materials and additional supports directed toward accelerating language acquisition and access to the core (Action 3.9), including to Re-designated English Learner students who experience academic difficulties is helping our English Learners to be more successful. The increase in our reclassification rate to 9.7% underscores the effectiveness of this action. This also benefitted those students by freeing-up a period at the middle school or high school

that will allow them to take an additional elective. Providing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community and support English language acquisition (Action 3.6) has also contributed to these improved results.

The 100% access to a broad curriculum indicate that Action 3.2 has been effective in providing a standards-based curriculum, Action 3.16 has been effective in providing access for all students, including Low-Income students, English Learners, and Foster Youth, and 3.15 has had a positive effect in providing staff with the tools they need to implement and differentiate instruction based on that curriculum.

Having 93% of our teachers appropriately credentialed and assigned demonstrates the effectiveness of Action 3.1 in hiring teachers.

iReady results for Kindergarten and 1st grade students are lower than expected, showing us that our support of preschool classes (3.11) has not had the desired effects, and will bear watching as we move farther away from the pandemic and are able to better track data trends. The same applies to Action 3.12, the after-school program, which we expect to provide students with the help they need to be more successful in the SBAC and Illuminate ELA and math assessments.

Declines in the CTE pathway completion rate and the combined CTE and A-G completion rates raise concerns about the effectiveness of Action 3.14, which we intend to address as part of our Graduate Profile initiative in 2022-23.

Considering the cautions noted above, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 3, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, Fowler Unified School District students showed trends toward improvement, overall and for most student groups, in English Language Arts (ELA) and Mathematics. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

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.

Graduate Profiles will be developed and implemented at Fowler High to support English Learners, Low-Income students, and students with exceptional needs in increasing A-G completion rates (Action 3.16).

Fowler High School added a Punjabi-speaking instructional aide to provide academic support (Action 3.4).

As was anticipated, due to the impacts of the pandemic on instructional delivery and student participation in school, declines were seen in all groups in both ELA and math, generally ranging from 6 to 10 percentage points. The decline in ELA performance also affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points). The District will use Concentration Grant add-on funds to increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students (Action 3.4). The District will also use Concentration Grant add-on funds to increase Certificated Tutors FTE and add intervention

teachers to support student learning at schools with 55% or more of unduplicated students (Action 3.4).

The descriptions on the following actions was revised:

3.4, to align with the metrics under this goal.

3.5, to align with the metrics under this goal.

3.6, to align with the metrics under this goal.

3.7, to align with the metrics under this goal.

3.8, to align with the metrics under this goal. For increased clarity, a redundant phrase at the end of the action description was deleted.

3.9, to align with the metrics under this goal.

3.10, to align with the metrics under this goal. For increased clarity, "high needs" replaced with reference to the specific student groups intended by that phrase.

3.12, to align with the metrics under this goal. For increased clarity, a redundant phrase at the end of the action description was deleted.

3.13, to align with the metrics under this goal, and to bring the language regarding hotspots up-to-date. Also revised for clarity regarding Low-Income students, English Learners, and Foster Youth with exceptional needs.

3.14, to identify the specific groups whose participation the District intends to increase.

3.16, to identify the specific groups whose access the District intends to ensure. Language also added to describe supports for students with disabilities to ensure access to a broad course of study.

Measuring and Reporting Results section: The source for Year 1 "CTE Completion Rate" was changed to the Dashboard data, which was not available in the baseline year, and better reflects the state's accountability measures.

To insure access to a broad course of study for Students with Disabilities, the District will:

- Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum.
- Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. ( Action 3.2)

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 7,000,561   | 785,184  |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 30.18%  | 7.85%                       | \$1,752,573.00          | 38.03%  |

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

## Required Descriptions

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

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

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

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

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

Goal 1, Action 3 --

Needs, Conditions, or Circumstances:

Although 80% of students are identified as low-income, less than 10% of those parents responded to the parent survey. Even more concerning is that less than 15% of English Learner parents responded to the survey, about 16% of parents of students with exceptional needs, and only two Foster parents responded. Due to school closures caused by the pandemic, parents of Low-Income students, English Learners, and Foster Youth were very limited in their opportunities to participate in school activities. These data clearly show that the District and these high-needs students will be better served by increasing the engagement of families of English Learners, Foster Youth, and Low-Income students.

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

To support improved outcomes for English Learners, Foster Youth, and Low-Income students in academic performance and school engagement, and to 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
- Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students

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

The Family Liaisons will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at all events will increase family engagement. Our experience with families of English Learners, Foster Youth, and Low-Income students repeatedly shows that when they have information to access school and community resources, they are eager to do so, and feel more positive about their child's school and likelier to participate in activities.

We expect increased family engagement as reflected in the Local Priority 3 Parent Survey Instrument. Survey data will provide information upon which further opportunities for engagement may be designed.

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

Goal 1, Action 4 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points). Another concern is that Chronic Absenteeism Rates for Low-Income and English Learner students are now significantly greater than the overall rate. Rates also remain extremely high for Foster Youth (40%).

Although 80% of students are identified as low-income, less than 10% of those parents responded to the parent survey. Even more concerning is that less than 15% of English Learner parents responded to the survey, about 16% of parents of students with exceptional needs, and only two Foster parents responded. Due to school closures caused by the pandemic, parents of Low-Income students, English Learners, and Foster Youth were very limited in their opportunities to participate in school activities. These data clearly show that the District and its high-needs students will be better served by increasing the engagement of families of English Learners, Foster Youth, and Low-Income students.

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

To support improved outcomes for English Learners, Foster Youth, and Low-Income students in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the District will provide activities which include, but are not limited to, Town Hall Meetings, Family Empowerment Workshops, Parent University, PIQE, and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.

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

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

Goal 2: Provide a positive environment that will improve student outcomes and close performance gaps.

Goal 2, Action 1 --  
Needs, Conditions, or Circumstances:

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?” Input from educational partners 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. Chronic Absenteeism rates for Low-Income and English Learner students are now significantly greater than the overall rate. Chronic absenteeism rates also remain extremely high for Foster Youth (40%), leading to concerns about future school success for those students. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them four times more likely to drop out of high school than proficient readers (<https://files.eric.ed.gov/fulltext/ED592870.pdf>).

Our most recent data (2021) for graduation rates from Goal 2 show that Low-Income students and English Learners lag several percentage points behind the Overall students’ performance. Though Foster Youth data are not reported, staff observations confirm that they, too, are lagging in meeting the requirements for graduation.

In our Spring, 2022, student survey, only 50.3% of students surveyed responded that they feel connected to school, and 47.9% of students surveyed responded that they feel safe at school. Of those students, significant numbers identified as low-income and/or English learners. 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.

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

The District will create a plan to support Low-Income students, English Learners, and Foster Youth’s health needs at school. The District will provide contracted health services for LVN support for those 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.

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

To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic has accentuated the link between health and learning, especially among groups in which inequities of access exist. 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. Providing increased access to health services at school sites and better information on accessing services in the community, will result in better health and increased school connectedness for our English Learners, Foster Youth, and Low-Income students. Increased attendance for these students will be another result, which additionally leads to lower Chronic Absenteeism rates and higher graduation rates.

Goal 2, Action 2 --

Needs, Conditions, or Circumstances:

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?” Input from educational partners 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 overall attendance rate has fallen by 4% points since the baseline year, with low-income students even more than that. Chronic Absenteeism rates for Low-Income and English Learner students are now significantly greater than the overall rate. Rates also remain extremely high for Foster Youth (40%), leading to concerns about future school success for those students. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them four times more likely to drop out of high school than proficient readers (<https://files.eric.ed.gov/fulltext/ED592870.pdf>).

Our most recent data (2021) for graduation rates from Goal 2 show that Low-Income students and English Learners lag several percentage points behind the Overall students' performance. Though Foster Youth data are not reported, staff observations confirm that they, too, are lagging in meeting the requirements for graduation.

In our Spring, 2022, student survey, only 50.3% of students surveyed responded that they feel connected to school, and 47.9% of students surveyed responded that they feel safe at school. Of those students, significant numbers identified as low-income and/or English learners. 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.

The DELAC expressed their support of having a Student Support Specialist on each school site to address mental health needs.

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

The District will create school environments that welcome and support all of our students with particular focus on English learners, Foster Youth, and Low-Income student populations by:

- Hiring and/or retaining intervention and support staff, including Student Support Specialists, to provide behavior intervention and support, principally directed to Low-Income students, English Learners, and Foster Youth 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.

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

The 52.1% of respondents to our student survey who did not agree that they feel safe at school were 81% Low-Income students, 18% English Learners, and less than 1% Foster Youth, demonstrating a strong need to engage in activities that will help those students feel safer at school. The 49.7% who did not feel connected reflected similar percentages of Low-Income students, English Learners, and Foster Youth. The need to address those feelings is clear from these data. Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011)

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>. Our experience as educators confirms that students who experience prosocial behaviors help establish positive relationships, which, in turn, cause students to feel safer and more connected to school. Additionally, students who feel increased school connectedness are less likely to be chronically absent. Increased attendance rates will also have a positive impact on graduation rates, as Low-Income students, English Learners, and Foster Youth need to be in school to increase the likelihood of their graduating.

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

Goal 2, Action 4 --

Needs, Conditions, or Circumstances:

The overall attendance rate has fallen by 4% points since the baseline year, with low-income students even more than that. Chronic Absenteeism rates for Low-Income and English Learner students are now significantly greater than the overall rate. Rates also remain extremely high for Foster Youth (40%), leading to concerns about future school success for those students. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them four times more likely to drop out of high school than proficient readers (<https://files.eric.ed.gov/fulltext/ED592870.pdf>).

Our most recent data (2021) for graduation rates from Goal 2 show that Low-Income students and English Learners lag several percentage points behind the Overall students' performance. Though Foster Youth data are not reported, staff observations confirm that they, too, are lagging in meeting the requirements for graduation.

In our Spring, 2022, student survey, only 50.3% of students surveyed responded that they feel connected to school, and 47.9% of students surveyed responded that they feel safe at school. Of those students, significant numbers identified as low-income and/or English learners. 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.

Since the inception of this action, Parent Advisory Committee (PAC) expressed the idea of the District using Parent Square to send out a message to families regarding the importance of attendance in a format that is user-friendly. Members of the District English Learners Advisory Committee (DELAC) expressed similar feelings, that the use of ParentSquare was working well for families and they would like to see the use of it continue. They stated that teachers were responding to parents faster than ever by using ParentSquare and that communication was much clearer. Members of the Parent Advisory Committee (PAC) provided feedback that echoed DELAC members in that they felt that ParentSquare was a valuable tool. Communication with teachers and school officials is now more reliable and consistent. PAC members felt that they are now getting more information than in the past and communications are now much quicker.

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

The District is committed to providing behavior support and at-promise intervention programs. Principally intended to support Low-Income students, English Learners, and Foster Youth, including those with exceptional needs, these services will include:

- Positive Based Intervention and Support (PBIS)
- Opportunities for Service Learning
- School Attendance and Review Board (SARB)
- The use of Parent Square to allow better communication regarding student attendance.
- Hiring campus supervisors at schools with 55% or greater enrollment of unduplicated students.
- Hiring an employee to monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease.

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

A critical component to student success in learning is a positive school climate that engages English Learners, Low-Income students, and Foster Youth in learning. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler, and Feinberg (2002) found that PBIS helped increase reading and math scores, and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. We are certain that providing the resource of a Family Liaison to identify and reach out to the families of Foster Youth and homeless students, in addition to English Learners and Low-Income students, will increase their school connectedness and help improve attendance and behavior outcomes. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. Connectedness will improve attendance and reduce chronic absenteeism rates.

Service learning is designed to create a culture of strong personal relationships as students interact with each other and the community; beneficial social and communication skills; and important life skills as students learn to plan, contribute to a team effort, resolve conflicts, speak in public, make good decisions, and take responsibility for their efforts. These skills are among those that come about from social-emotional learning, an essential concept within education, that provides a framework through which students acquire the skills required to navigate through school, working life, and beyond. Youth.gov cites evidence on their website that students who participate in service learning "have shown increased attachment to school, engagement, and motivation." They also note that service learning promotes increased school connectedness and promotes social-emotional skills. We know from experience and research that stronger social-emotional skills, coupled with with significant relationships, will result in increased school connectedness. We expect to see increased connectedness to school for our Low-Income students, and Foster Youth, including those with exceptional needs, as a result of the programs implemented in this initiative.

Our SARB model will implement a multi-tiered approach, driven by data, to engage students and families in school. It will include a three-phase program of: 1. Early intervention, in which members recognize their role as the catalyst in supporting and improving student attendance and behavior, with a focus on Tier 1 early interventions is key to de-escalating trends toward chronic absenteeism; 2. Professional development focused on enhancing cultural competencies, elevating social and emotional learning, and recognizing and addressing mental health needs supported by counselors who respond rapidly and positively to mitigate the needs of disengaged students; and 3. Family engagement and school connectedness through the means described in goal 1 and through the use of Parent Square. As a result of implementation, we expect to see decreases in chronic absenteeism and increases in school attendance.

Our parent educational partners have verified the importance as a communication method, particularly for communications regarding

attendance. With this continued support, we anticipate that attendance rates will increase and chronic absenteeism rates decline.

Hiring campus supervisors is an additional means to provide Low-Income students, English Learners, and Foster Youth students with significant adult relationships in support of mental health and well-being that will help increase school connectedness. The results we saw in the student surveys are confirmed by a recent Ed Trust article (2021), that "Building and maintaining strong "developmental relationships" that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years. Without these trusting relationships and connections, educators cannot catch students up." Our experience, and the research cited by Ed Trust, is that strong relationships between students and adults kin campus is one of the most effective ways of building school connectedness. Hiring and training campus supervisors to build relationships with students will result in increased school connectedness.

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

Goal 2, Action 6 –

Needs, Conditions, or Circumstances:

Chronic Absenteeism rates remain extremely high for Foster Youth (40%), leading to concerns about future school success for those students. Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them four times more likely to drop out of high school than proficient readers (<https://files.eric.ed.gov/fulltext/ED592870.pdf>).

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

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

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

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

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.

Goal 2, Action 8 --

Needs, Conditions, or Circumstances:

Student and parent educational partners have indicated that, for low-income students, transportation to and from after school activities is often not possible from family members. The opportunities for these students to participate is impacted by the lack of available, reliable transportation.

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

The District will provide transportation to and from school to Low-Income students for extra-curricular activities outside of normal school hours.

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

Providing Low-Income students with safe, reliable transportation to and from afterschool activities will increase the participation in afterschool activities of students who might otherwise not be able to do so. Reed concluded in his 2014 study that “extracurricular participation significantly show[s] positive relationships with ACT, GPA, and absences after controlling for gender, race, and lunch status.” Results also showed that “academics, attendance, and behavior all were perceived to be positively related to extracurricular participation as well. Survey results showed that behavior was perceived to have the greatest impact as a result of extracurricular participation.”

[\[https://aquila.usm.edu/dissertations/368\]](https://aquila.usm.edu/dissertations/368). Catherine Olson (2008) conducted a study which concluded that the absentee rate was significantly lower for the students who were involved in fine arts activities as compared to those students who didn't participate in any extracurricular activities at all. She also determined that participation in extracurricular activities is reliably related with regularity in attendance. We expect reduced chronic absenteeism rates and increased attendance for our our Low-Income students as a result of implementing this action.

Goal 3: Provide high-quality instruction to increase English learners, foster youth, and low-income student achievement and close performance gaps for all students.

Goal 3, Action 4 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affects Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively.

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 Low-Income students, English Learners, and Foster Youth.

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

The District will retain/hire intervention and support staff to provide intervention and support for English Learners, Foster Youth, and Low-Income students in grades TK–12. The intervention staff will include certificated tutors, District coaches, Guidance Instructional Specialists, instructional aides, SST Coordinators, and intervention teachers. Interventions will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs.

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

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

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

### Goal 3, Action 5 –

#### Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

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

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

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

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

Goal 3, Action 6 –

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the “ready” level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively.

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.

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

The District will work to continuously improve library services to meet the needs of English Learners, Foster Youth, Low-Income students.

Improved services will include:

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

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

We expect that, in providing culturally-responsive materials in our libraries, and training library staff in culturally-responsive literature, we will support English Learners, Low-Income and Foster Youth in developing reading skills. Books that reflect the diversity of our student populations will: “bridge the gap between the school and the world of the student; provide positive perspectives on parents and families; demonstrate cultural sensitivity” and support culturally-responsive instruction.

[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.

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

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

With the implementation of this action, we expect that our English Learners, Foster Youth, Low-Income students will show growth in ELA achievement as demonstrated on SBAC assessments, EAP results, and Illuminate assessments.

Goal 3, Action 7 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

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

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

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

By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for SBAC ELA and math achievement, for EAP results, and ELA and math Illuminate assessments for our Low-Income students, English Learners, and Foster Youth.

Goal 3, Action 8 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth, including

those with exceptional needs, defined as "Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team...have an active individualized education program, [and] receiving early intervention services or appropriate special education and related services..." (EC 8208 (I)(2)).

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

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

By identifying needs for additional academic supports, purchasing and implementing evidence-based supplemental materials, and providing coordinated supplemental services, materials, and instruction that address English language development, ELA, and math, we expect improved academic outcomes for our English Learners, Foster Youth, Low-Income students, demonstrated by growth in SBAC ELA achievement on SBAC assessments, EAP results, and Illuminate assessments.

Goal 3, Action 9 –

Needs, Conditions, or Circumstances:

Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show performance gaps for English Learners, 74 points lower, and 53 points lower, respectively than the Overall population.

Though reclassification rates were up from the baseline, the most recent (2021) ELPAC data shows only 10% of our English Learners scoring at a well-developed level.

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 English Learners.

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

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

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

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

By providing these supports and services to English Learners, we expect to accelerate improved academic outcomes for SBAC ELA and math achievement, for EAP results, and ELA and math Illuminate assessments for those students, in addition to increased percentages of English Learners annually achieving "well-developed" levels on the annual summative ELPAC.

Goal 3, Action 10 –

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

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.

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

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

By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments, EAP results, and Illuminate assessments.

Goal 3, Action 12 –

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the

Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

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

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

Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014].

Participation by Low-Income students, English Learners, and Foster Youth in the program will result in improved performance on SBAC assessments, EAP results, and Illuminate assessments.

Goal 3, Action 13 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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. Those issues remain problematic for those 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."

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

The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for English learners, Foster Youth, and Low-Income students, and provides them home access to computers and internet.

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

"Incorporating the use of several technological applications allows for students to participate in higher-order thinking, enhance communication, engage in collaborative problem-solving activities and discussions, critically reflect on content and expand digital competencies (Schindler et al., 2017 ). Studies have compared differences in academic achievement between students who have been taught with technological enhancement (i.e. lecture recordings and podcasts) and those who been taught without it. The results demonstrated that students who learned academic content in the technology enhanced classroom outperformed those who learned the content without technology (Carle, Jaffee & Miller, 2009 )" [\[https://techandcurriculum.pressbooks.com/chapter/engagement-and-success/\]](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.

Having increased access to devices at school and home is expected to result in improved performance on SBAC ELA and math assessments, EAP results, and Illuminate assessments.

Goal 3, Action 15 --

Needs, Conditions, or Circumstances:

The decline in ELA performance described in the "Identified Need" section of the Plan affected Low-Income students disproportionately, as they declined 10.2% points while the overall decline was 8% points. Low-Income students also lag several percentage points behind the Overall student population in ELA assessment scores. Double-digit gaps continue between the overall assessment performance and that of English Learners in both ELA (31% points) and math (18% points).

The most recent (2021) state assessment results for English Learners at the high school level who met or exceeded standards in ELA and math (10.9% and 6.4%, respectively) show a significant achievement gap in comparison to all students (59.2% and 34.4%). 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 2021 cohort came close to expectations for EAP "readiness" in math and ELA, no English Learners scored at the "ready" level.

Illuminate data from Goal 3 show that Low-Income students are performing lower than the Overall population, 12 points lower in ELA, and 13 points lower in math. Those same data show much greater performance gaps for English Learners, 74 points lower, and 53 points lower, respectively

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 Low-Income students, English Learners, and Foster Youth.

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

District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to promote learning for Low-Income students and English Learners, and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments by designing lessons that are social-economically and culturally sensitive, and by providing differentiated instruction. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).

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

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

Implementation of these professional development activities is expected to result in improved performance on SBAC ELA and math assessments, EAP results, and Illuminate assessments.

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 with particular focus on English Learners, Foster Youth, and Low-Income students, increasing as individual students are identified for more intensive supports.

Most of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This means of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "class Structure."

C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture. The exceptions are Action 2.6, which is limited to Foster Youth, and Action 3.9, which is specifically for English Learners.

Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades 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 English learners, foster youth, and low-income students, the District uses its LCFF supplemental and concentration (S/C) funds of \$7,767,124 and other resources to provide the additional actions and services as described above. For example, in order to increase graduation rates, and improve academic outcomes for our high-needs students, the District has used S/C funds to hire properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 4-12.

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

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

The percentage of all increased/improved services for English learners, foster youth, and low-income students is 38.19%, exceeding the 38.09% noted at the top of this section.

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

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

The District will use Concentration Grant Add-on funds to hire campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being (Action 2.4).

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

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

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

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | 0  | 128:2,555   |
| Staff-to-student ratio of certificated staff providing direct services to students          | 0  | 146:2,555   |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$20,853,305.00 | \$712,350.00      |             | \$623,673.00  | \$22,189,328.00 | \$18,055,041.00 | \$4,134,287.00      |

| Goal | Action # | Action Title   | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 1    | 1.1      | Improve Communication to District Educational Partners | All  | \$25,400.00  |                   |             |               | \$25,400.00  |
| 1    | 1.2      | Increase Community Outreach and Family Engagement      | All  | \$14,900.00  |                   |             | \$8,000.00    | \$22,900.00  |
| 1    | 1.3      | Address the Needs of Our Learning Community            | English Learners<br>Foster Youth<br>Low Income | \$277,676.00 |                   |             |               | \$277,676.00 |
| 1    | 1.4      | Partner-Informed Decision Making                       | English Learners<br>Foster Youth<br>Low Income | \$20,000.00  | \$15,000.00       |             |               | \$35,000.00  |
| 2    | 2.1      | Access to Services                                     | English Learners<br>Foster Youth<br>Low Income | \$122,966.00 | \$194,000.00      |             |               | \$316,966.00 |
| 2    | 2.2      | Social and Emotional Learning and Supports             | English Learners<br>Foster Youth<br>Low Income | \$860,388.00 |                   |             | \$95,000.00   | \$955,388.00 |
| 2    | 2.3      | Meeting the Needs of Homeless Students                 | Homeless Students<br>All                       |              |                   |             | \$2,000.00    | \$2,000.00   |
| 2    | 2.4      | Student Behavior and Attendance Supports               | English Learners<br>Foster Youth<br>Low Income | \$587,274.00 |                   |             |               | \$587,274.00 |
| 2    | 2.5      | Speech Services  | Students with Disabilities                     |              | \$186,350.00      |             |               | \$186,350.00 |
| 2    | 2.6      | Foster Youth Supports                                  | Foster Youth                                   | \$2,000.00   |                   |             |               | \$2,000.00   |
| 2    | 2.7      | Facilities   | All  | \$850,000.00 |                   |             |               | \$850,000.00 |

| Goal | Action # | Action Title                        | Student Group(s)                               | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|-------------------------------------|--|----------------|-------------------|-------------|---------------|----------------|
| 2    | 2.8      | Additional Transportation           | Low Income                                     | \$140,000.00   |                   |             |               | \$140,000.00   |
| 3    | 3.1      | Qualified Teachers                  | All  | \$9,213,307.00 |                   |             |               | \$9,213,307.00 |
| 3    | 3.2      | Standards-Aligned Curriculum        | All  |                | \$157,000.00      |             |               | \$157,000.00   |
| 3    | 3.3      | English Language Acquisition        | English Learners All                           | \$15,000.00    |                   |             | \$12,688.00   | \$27,688.00    |
| 3    | 3.4      | Intervention and Support Staff      | English Learners<br>Foster Youth<br>Low Income | \$3,143,604.00 |                   |             | \$153,856.00  | \$3,297,460.00 |
| 3    | 3.5      | Supplemental Learning Program       | English Learners<br>Foster Youth<br>Low Income | \$155,000.00   |                   |             |               | \$155,000.00   |
| 3    | 3.6      | Library Support Services            | English Learners<br>Foster Youth<br>Low Income | \$251,427.00   |                   |             |               | \$251,427.00   |
| 3    | 3.7      | Summer School                       | English Learners<br>Foster Youth<br>Low Income |                |                   |             | \$258,498.00  | \$258,498.00   |
| 3    | 3.8      | Supplemental/Intervention Materials | English Learners<br>Foster Youth<br>Low Income | \$128,744.00   |                   |             | \$26,631.00   | \$155,375.00   |
| 3    | 3.9      | English Learner Supports            | English Learners                               | \$52,320.00    |                   |             |               | \$52,320.00    |
| 3    | 3.10     | Reducing Class Sizes                | English Learners<br>Foster Youth<br>Low Income | \$2,068,333.00 |                   |             |               | \$2,068,333.00 |
| 3    | 3.11     | Early Education Support             | All  | \$120,000.00   |                   |             |               | \$120,000.00   |
| 3    | 3.12     | After School Program                | English Learners<br>Foster Youth<br>Low Income | \$160,000.00   | \$160,000.00      |             |               | \$320,000.00   |
| 3    | 3.13     | Technology Implementation           | English Learners<br>Foster Youth<br>Low Income | \$466,472.00   |                   |             |               | \$466,472.00   |
| 3    | 3.14     | CTE/ROP                             | All  | \$1,269,964.00 |                   |             |               | \$1,269,964.00 |
| 3    | 3.15     | Professional Development            | English Learners<br>Foster Youth<br>Low Income | \$420,920.00   |                   |             | \$67,000.00   | \$487,920.00   |

| Goal | Action # | Action Title                      | Student Group(s) | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|-----------------------------------|------------------|--------------|-------------------|-------------|---------------|--------------|
| 3    | 3.16     | Access to a Broad Course of Study | All              | \$487,610.00 |                   |             |               | \$487,610.00 |

**2022-23 Contributing Actions Table**

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 23,192,568                   | 7,000,561  | 30.18%  | 7.85%  | 38.03%  | \$8,857,124.00  | 0.00%  | 38.19 %  | <b>Total:</b>            | \$8,857,124.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$8,802,804.00   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$54,320.00      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title                                | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|-------------|--|---|
| 1    | 1.3      | Address the Needs of Our Learning Community | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$277,676.00   | 0   |
| 1    | 1.4      | Partner-Informed Decision Making            | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$20,000.00  | 0   |
| 2    | 2.1      | Access to Services                          | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$122,966.00   | 0   |
| 2    | 2.2      | Social and Emotional Learning and Supports  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$860,388.00   | 0   |
| 2    | 2.4      | Student Behavior and Attendance Supports    | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$587,274.00   | 0   |
| 2    | 2.6      | Foster Youth Supports                       | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                                   | All Schools | \$2,000.00   | 00  |

| Goal | Action # | Action Title                        | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location  | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------------|---|--|--|---|--|---|
| 2    | 2.8      | Additional Transportation           | Yes   | LEA-wide                                 | Low Income                                     | All Schools   | \$140,000.00   | 0   |
| 3    | 3.4      | Intervention and Support Staff      | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$3,143,604.00   | 0   |
| 3    | 3.5      | Supplemental Learning Program       | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | K-8   | \$155,000.00   | 0   |
| 3    | 3.6      | Library Support Services            | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$251,427.00   | 0   |
| 3    | 3.7      | Summer School                       | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   |  | 0   |
| 3    | 3.8      | Supplemental/Intervention Materials | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$128,744.00   | 0   |
| 3    | 3.9      | English Learner Supports            | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools   | \$52,320.00  | 0   |
| 3    | 3.10     | Reducing Class Sizes                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>FHS, SMS,<br>Fremont, Malaga<br>4-12 | \$2,068,333.00   | 0   |
| 3    | 3.12     | After School Program                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$160,000.00   | 0   |
| 3    | 3.13     | Technology Implementation           | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$466,472.00   | 0   |
| 3    | 3.15     | Professional Development            | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$420,920.00   | 0   |

## 2021-22 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$19,447,486.00                                      | 22,096,815                                 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                        | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1                  | 1.1                  | Improve Communication to District Stakeholders    | No   | \$43,000.00                                    | 36,509  |
| 1                  | 1.2                  | Increase Community Outreach and Family Engagement | No   | \$22,900.00                                    | 2,348   |
| 1                  | 1.3                  | Address the Needs of Our Learning Community       | Yes  | \$233,435.00                                   | 253,020   |
| 1                  | 1.4                  | Stakeholder-Informed Decision Making              | Yes  | \$35,000.00                                    | 0   |
| 2                  | 2.1                  | Access to Services                                | Yes  | \$393,500.00                                   | 329,650   |
| 2                  | 2.2                  | Social and Emotional Learning and Supports        | Yes  | \$295,377.00                                   | 665,074   |
| 2                  | 2.3                  | Meeting the Needs of Homeless Students            | No   | \$2,000.00                                     | 0   |
| 2                  | 2.4                  | Student Behavior and Attendance Supports          | Yes  | \$132,743.00                                   | 52,902  |
| 2                  | 2.5                  | Speech Services                                   | No   | \$182,086.00                                   | 238,007   |
| 2                  | 2.6                  | Foster Youth Supports                             | Yes  | \$2,000.00                                     | 0   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title          | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------|--|--|---|
|                    |                      |                                     |  |  |   |
| 2                  | 2.7                  | Facilities                          | No   | \$850,000.00                                   | 1,244,000   |
| 2                  | 2.8                  | Additional Transportation           | Yes  | \$140,000.00                                   | 89,678  |
| 3                  | 3.1                  | Qualified Teachers                  | No   | \$8,929,281.00                                 | 10,642,971  |
| 3                  | 3.2                  | Standards-Aligned Curriculum        | No   | \$303,200.00                                   | 310,087   |
| 3                  | 3.3                  | English Language Acquisition        | No   | \$27,688.00                                    | 50,193  |
| 3                  | 3.4                  | Intervention and Support Staff      | Yes  | \$1,560,845.00                                 | 1,458,507   |
| 3                  | 3.5                  | Supplemental Learning Program       | Yes  | \$200,000.00                                   | 110,991   |
| 3                  | 3.6                  | Library Support Services            | Yes  | \$285,738.00                                   | 221,232   |
| 3                  | 3.7                  | Summer School                       | Yes  | \$678,589.00                                   | 239,457   |
| 3                  | 3.8                  | Supplemental/Intervention Materials | Yes  | \$155,375.00                                   | 103,904   |
| 3                  | 3.9                  | English Learner Supports            | Yes  | \$52,320.00                                    | 16,063  |
| 3                  | 3.10                 | Reducing Class Sizes                | Yes  | \$2,100,521.00                                 | 1,917,656   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title        | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------|--|--|---|
| 3                  | 3.11                 | Early Education Support           | No   | \$111,894.00                                   | 140,000   |
| 3                  | 3.12                 | After School Program              | Yes  | \$320,000.00                                   | 160,000   |
| 3                  | 3.13                 | Technology Implementation         | Yes  | \$824,025.00                                   | 835,116   |
| 3                  | 3.14                 | CTE/ROP                           | No   | \$1,001,317.00                                 | 1,206,617   |
| 3                  | 3.15                 | Professional Development          | Yes  | \$113,052.00                                   | 322,612   |
| 3                  | 3.16                 | Access to a Broad Course of Study | No   | \$451,600.00                                   | 1,301,713   |
| 3                  | n/a                  | 15% Increase Concentration Grant  | Yes  | N/A  | 148,508   |

**2021-22 Contributing Actions Annual Update Table**

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 6,403,972  | \$5,826,349.00  | \$4,651,399.00  | \$1,174,950.00   | 0.00%  | 0.00%  | 0.00%  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1                  | 1.3                  | Address the Needs of Our Learning Community | Yes   | \$233,435.00   | 253,020   | 0                                       | 0   |
| 1                  | 1.4                  | Stakeholder-Informed Decision Making        | Yes   | \$20,000.00  | 0   | 0                                       | 0   |
| 2                  | 2.1                  | Access to Services                          | Yes   | \$200,000.00   | 144,352   | 0                                       | 0   |
| 2                  | 2.2                  | Social and Emotional Learning and Supports  | Yes   | \$235,377.00   | 586,417   | 0                                       | 0   |
| 2                  | 2.4                  | Student Behavior and Attendance Supports    | Yes   | \$132,743.00   | 52,902  | 0                                       | 0   |
| 2                  | 2.6                  | Foster Youth Supports                       | Yes   | \$2,000.00   | 0   | 0                                       | 0   |
| 2                  | 2.8                  | Additional Transportation                   | Yes   | \$140,000.00   | 89,678  | 0                                       | 0   |
| 3                  | 3.4                  | Intervention and Support Staff              | Yes   | \$890,815.00   | 773,321   | 0                                       | 0   |
| 3                  | 3.5                  | Supplemental Learning Program               | Yes   | \$200,000.00   | 110,991   | 0                                       | 0   |
| 3                  | 3.6                  | Library Support Services                    | Yes   | \$285,738.00   | 221,232   | 0                                       | 0   |
| 3                  | 3.7                  | Summer School                               | Yes   | \$340,000.00   | 0   | 0                                       | 0   |
| 3                  | 3.8                  | Supplemental/Intervention Materials         | Yes   | \$144,375.00   | 41,375  | 0                                       | 0   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title       | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------------|---|--|---|---|---|
| 3                  | 3.9                  | English Learner Supports         | Yes   | \$52,320.00  | 16,063  | 0                                       | 0   |
| 3                  | 3.10                 | Reducing Class Sizes             | Yes   | \$2,100,521.00   | 1,917,656   | 0                                       | 0   |
| 3                  | 3.12                 | After School Program             | Yes   | \$160,000.00   | 160,000   | 0                                       | 0   |
| 3                  | 3.13                 | Technology Implementation        | Yes   | \$664,025.00   | 115,254   | 0                                       | 0   |
| 3                  | 3.15                 | Professional Development         | Yes   | \$25,000.00  | 20,630  | 0                                       | 0   |
| 3                  | n/a                  | 15% Increase Concentration Grant | Yes   |  | 148,508   | 0                                       | 0   |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 22,335,668  | 6,403,972   | 0  | 28.67%  | \$4,651,399.00   | 0.00%   | 20.82%   | \$1,752,573.00   | 7.85%   |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## Focus Goal(s)

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

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

## Broad Goal

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

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

## Maintenance of Progress Goal

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

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

## Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

California Department of Education  
January 2022