LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fowler Unified
CDS Code: 10621580000000
School Year: 2026-27
LEA contact information:
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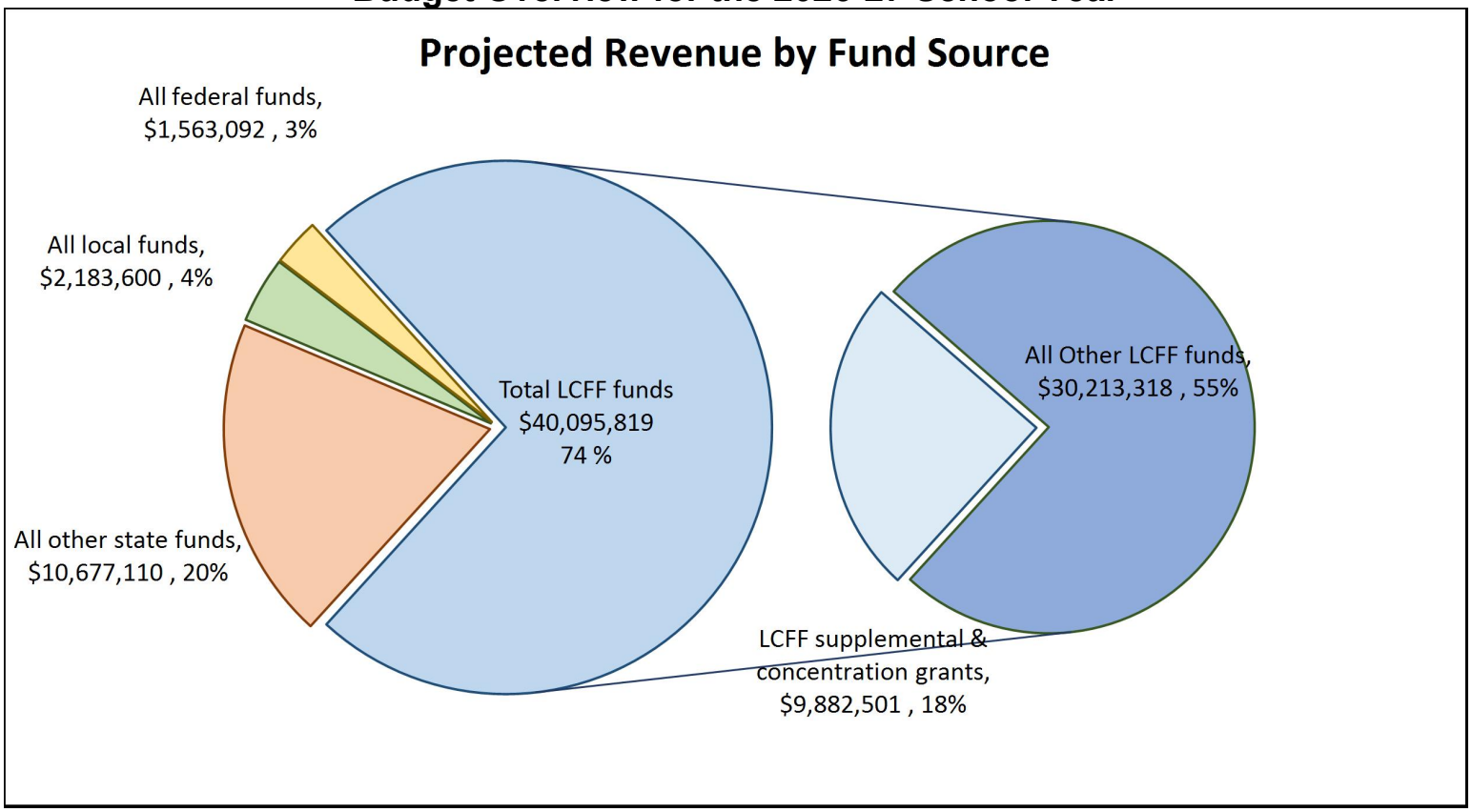
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



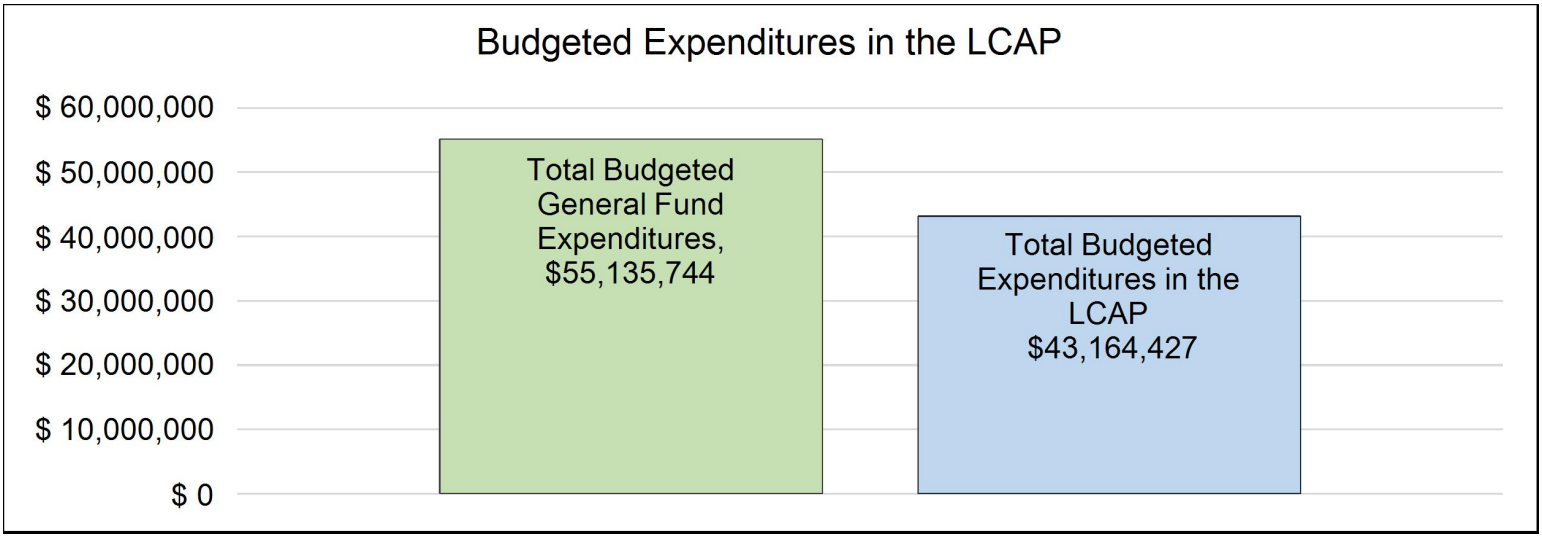
This chart shows the total general purpose revenue Fowler Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fowler Unified is $54,519,621, of which $40,095,819 is Local Control Funding Formula (LCFF), $10,677,110 is other state funds, $2,183,600 is local funds, and $1,563,092 is federal funds. Of the $40,095,819 in LCFF Funds, $9,882,501 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fowler Unified plans to spend $55,135,744 for the 2026-27 school year. Of that amount, $43,164,427 is tied to actions/services in the LCAP and $11,971,317 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

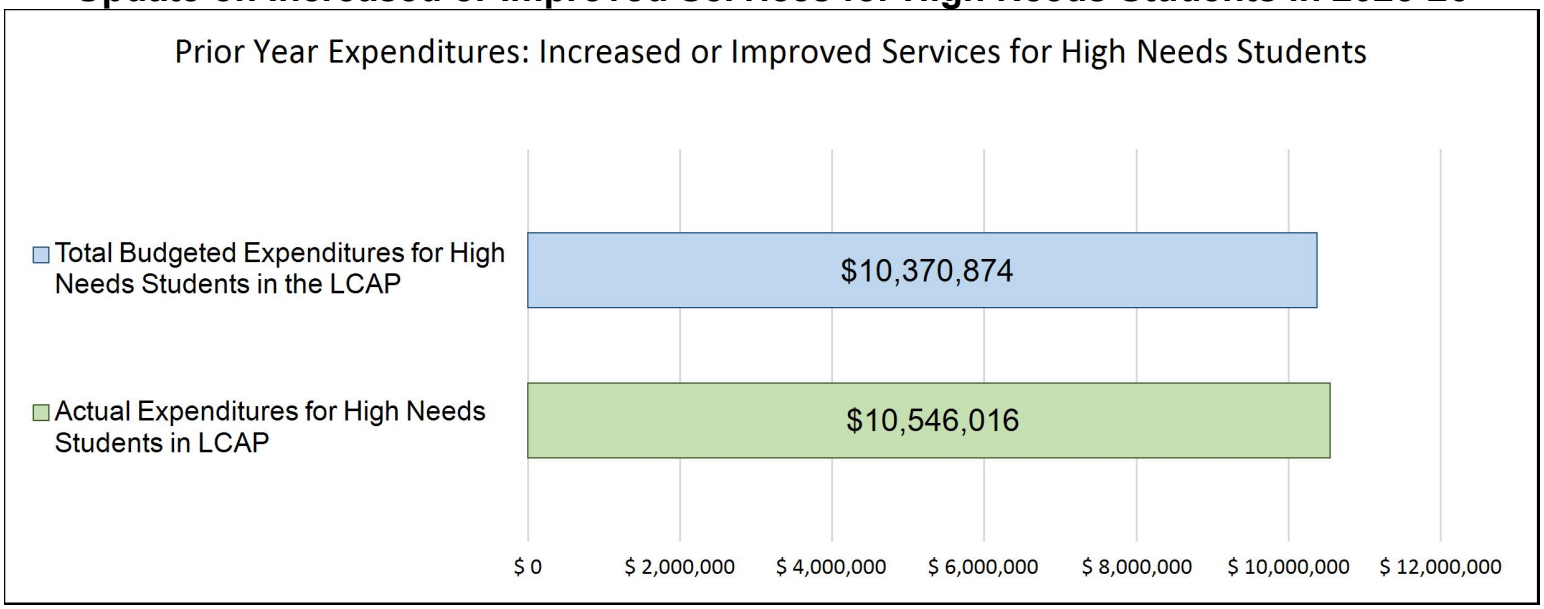
General fund expenditures not included in the Local Control and Accountability Plan include general operating expenses that are basic services provided by the District such as costs of base programs, general costs for overhead, costs and contributions to programs not associated with LCAP goals and actions and contributions to other operating funds of the district such as Preschool.

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

In 2026-27, Fowler Unified is projecting it will receive $9,882,501 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 $9,882,501 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Fowler Unified's LCAP budgeted $10,370,874 for planned actions to increase or improve services for high needs students. Fowler Unified actually spent $10,546,016 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $175,142 had the following impact on Fowler Unified’s ability to increase or improve services for high needs students:

N/A

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fowler Unified	Edgar Pelayo Director of Data Analytics	epelayo@fowlerusd.org 559-834-6080

Plan Summary [2026-27]

General Information

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

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 (7,154 approximate population), Malaga (1,186 approximate population), and rural areas surrounding both communities. Fowler Unified is ideally situated a short 11 miles south of Fresno; boasts one of the highest graduation rates in Fresno County at 96.2% (2025), and has high participation rates for career technical education and visual-performing arts. Fowler Unified School District is a Preschool-12 school district; its schools include Malaga Elementary (Preschool- 5th), Marshall Elementary and the Early Learning Center (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 2,555 students and employs approximately 377 individuals, including teaching and support staff.

The most recent (2025-26) District demographic data show that, out of our enrollment of 2,555 students, 80.7% are Socioeconomically Disadvantaged/Low-Income, 14.0% of students are classified as English learners, and 11.1% are Students with Disabilities. 2.8% are Homeless, and less than 1% of FUSD students are Foster Youth. Ethnically, we are 83.1% Hispanic, 6.7% White, 7.9% Asian, 1.2% Two or

More Races, and less than 1% each of Black/African American, 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 82.0% of the Fowler Unified School District student population. “Unduplicated students” are low-income students (qualify for free/reduced lunch), English learners, or 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 target support for low income, English Learners and Foster Youth, to increase teacher efficacy, and decrease equality gaps in performance outcomes for identified groups.

In the 2025-2026 school year, Fowler USD provided increased levels of support for students, both academically and social emotionally. Some successes include the enhanced role of the Instructional Leadership Collaboration teams of educators at each site who met regularly to discuss student academic and social emotional needs, carefully examined data, and planned and implemented targeted supports and strategies for the growth of all students. The concerted efforts have resulted in increased intentionality with instructional practices in classrooms across the district, leading to incremental increases in local academic data points.

For the 2026–27 school year, Fowler Academy Continuation School (FACS) and Fowler Academy Independent Study were again identified as eligible for Equity Multiplier funding. On the 2025 California School Dashboard, neither school received performance levels for academic indicators due to the small number of students (fewer than 11) who completed the state academic assessments. Goal 4 was established to describe how Equity Multiplier funds will be used to improve student achievement in English Language Arts and Mathematics at both schools. Any Equity Multiplier funds carried over will continue to be used to support these schools and the actions outlined in Goal 4.

Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

Fowler Unified School District (FUSD) reviewed California School Dashboard indicators and local performance data to evaluate progress toward LCAP goals from the most current data of implementation. This reflection examines the District’s current performance, identifying student groups demonstrating the greatest success as well as those experiencing the most significant challenges as the LCAP enters Year 3.

Overall, the most recent data indicate that the District has sustained strong outcomes in graduation rates, college and career readiness, attendance, and school climate, while academic achievement outcomes remain uneven, particularly for English Learners, Long-Term English Learners, and Students with Disabilities. The District recognizes the significant effort and professionalism of staff during the early implementation of a new district-wide instructional approach grounded in Visible Learning (VL). The modest decline observed in 2025 state assessment results coincides with this initial phase, as educators engage in learning, refining, and applying new high-impact instructional strategies. Visible Learning, developed by educational researcher John Hattie, is based on a synthesis of more than 1,200 meta-analyses identifying practices proven to improve student learning. As Fowler Unified educators thoughtfully integrate these strategies, classrooms are experiencing meaningful instructional shifts that require new skills and deep professional learning. Educational researcher Michael Fullan describes this stage as the “implementation dip," a temporary and well-documented phase in which performance may level or decline as new practices take hold. We believe that this pattern reflects the depth of instructional change underway rather than a lack of effort or effectiveness. As implementation continues and core VL practices become more consistent across classrooms, the District anticipates positive gains in student academic outcomes.

College and Career Readiness and School Climate
The District is proud to report significant successes in College and Career Readiness. The 2025 California School Dashboard College and Career Indicator (CCI) shows that the percentage of students considered "Prepared" rose to 71.6%, a substantial increase of 14.6% from the 2023 baseline of 57.0%. Notably, English Learners demonstrated much growth in this area, increasing from a 2023 baseline of 10.7% to 52.4% in 2025. This aligns with improvements in A-G Completion Rates, where English Learners improved from a baseline of 17.9% to 54.5%. Additionally, the District’s graduation rate remains very high at 96.2%, maintaining a Blue (Very High) performance level. English Learners also saw an increase in graduation rates to 95.5%, an improvement of 9.8% over the 2023 baseline.
In the area of School Climate, the District achieved a major success in reducing suspension rates. The 2025 Overall suspension rate dropped to 1.9%, a 2.3% improvement from the 2023 baseline of 4.2%. Most notably, Fowler Academy Continuation School reduced its suspension rate to 0%, a vast improvement from the baseline of 22.5% in 2023. Chronic Absenteeism also continued to decline significantly, dropping to 14.4% Overall from a 2023 baseline of 24.6%. Local climate surveys indicate that 86.8% of students feel safe at school and 83.5% feel connected to school, both increases over the baseline.

The District will continue to address gaps by maintaining and refining actions that have shown positive impacts, such as the Expanded Learning Program and Summer School, while intensifying support for Students with Disabilities and English Learners through Actions 1.9, 1.10, and 1.18. The success in reducing suspensions and chronic absenteeism demonstrates that our Goal 2 actions regarding school climate are effective, and we aim to leverage this positive climate to drive academic recovery in the coming year.

Academic Performance:
While there are bright spots, 2025 outcomes indicate challenges in academic performance on state assessments (SBAC).
English Language Arts (ELA):
-Mets or Exceeds Standards of Proficiency: The data from the 2025 CA Dashboard proficiency outcomes showed an Overall decrease of 0.7% when compared with the baseline year of this plan from the 2023 CA Dashboard. Fowler High School students experienced the greatest growth in the district with 70.15% of Overall students achieving levels of meeting or exceeding the standard. White students (58.7%) demonstrated the highest proficiency rates, a slight increase from the previous year. Low-Income students maintained from the 2023 baseline, reaching 41.4% in 2025. Students with Disabilities saw a decline of 0.6% in proficiency levels and English Learners remained well

below standard, with 7.9% of students meeting the proficiency standard. Even though Long-Term English Learners (LTELs) saw an increase of 1.5% to an overall 8.5%, they remain below where the District would like them to be. The needs of English Learners will be addressed in Actions 1.3, 1.4, and 1.9 while LTELs will continue to be supported through Action 1.10.
-Distance from Standard: Overall student performance declined, moving to 17.4 points below standard (a 3.9-point decline from the 2023 baseline). However, English Learners (ELs) demonstrated resilience, improving to 59.3 points below standard, an increase of 2.8 points over the 2023 baseline. Conversely, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) experienced significant declines. SWD dropped to 111.2 points below standard, a decline of 23.4 points from the baseline.

A deeper examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing.

Mathematics:
-Mets or Exceeds Standards of Proficiency: Proficiency outcomes in mathematics declined for several groups, as well as students Overall. There were 30.9% of students who met the mark of meeting or exceeding the standard, a drop of 2.5% compared to the 2023 baseline. Overall students at Fowler High School grew 4.29% from the 2023 baseline year. However, only 25.75% of 2025 FHS students met or exceeded the standard. English Learners and Students with Disabilities demonstrated the lowest proficiency rates, indicating that progress toward standard has not yet translated into proficiency for these groups.
-Distance from Standard: Overall performance declined to 50.4 points below standard (a 2.1-point decline from the 2023 baseline). Similar to ELA, English Learners showed improvement, moving to 80.5 points below standard (a 5.6-point improvement over the 2023 baseline). However, Students with Disabilities experienced a sharp decline of 39.9 points from baseline, resulting in a score of 136.3 points below standard.

In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical concepts and procedures, and 45% below in application of strategies to solve complex problems. For our English Learners, 65% were "Below Standard" in using mathematical concepts and procedures, and 72% below in application of strategies to solve complex problems.

ELPAC:
The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. Data for English Learners are promising, particularly for LTELs, and show the expected improvements in decreasing the distance from standard.

Required Actions:

The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2025 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 1.19: At Sutter Middle School, ELPI results in the "Very Low" performance range were cause to create a specific action in this plan to accelerate progress in ELD for English Learners. The 2025 SMS California School Dashboard ELPI results saw a decrease of 21.5% to 41.7%, placing it from the Blue (Very High) performance level in 2024 down into the Red (Very Low) level. Separate results were reported for Long-Term English Learners (LTEL) for the first time on the 2024 Dashboard, with 67.2% of those students making appropriate progress, but there was a decline in 2025 by 19.3 points dropping the group into the Orange level. Additionally, 2025 Sutter Middle School results for English Learners in Distance from Standard for ELA were in the Red performance level with a decline of 10.9 points, while ELs performance level for math was in the Yellow level showing an increase of 11.5 points.
- Action 1.20: Students with Disabilities at Fremont School were in the "Very Low" performance level in ELA, requiring an LCAP action to address that performance level. 2025 Dashboard results showed an 16.1 points increase in performance for SWD in ELA, moving the group into the Orange performance level. Fremont School staff will continue implementation of a writing focus in anticipation that this will produce further growth.
- Action 2.9 and Action 2.10: At Sutter Middle School, 2023 Chronic Absenteeism results were at the Red performance level for Asian students, White students, and Students with Disabilities. To address this issue, causes were identified and specific LCAP actions taken to address those results. The Chronic Absenteeism rates as shown on the 2025 Dashboard included a 5.6% increase in rates for Students with Disabilities keeping them in the Red Level, a 2.6% decline for White students moving them to the Green level, and 0% of Asian students were chronically absent moving them into the Blue level.
- Action 2.11: Fowler High School suspension rates for English Learners were in the Red (Very High) performance level in 2023. A specific action to address this area for English Learners was included in this LCAP. 2025 Dashboard results showed a decrease in EL suspension rates of 10.4%, showing that there were 1.9% of EL students suspended. Fowler High School staff will continue implementation of this action as it has been to be successful with the group earning a Green performance level.
- Action 2.12: At the Fowler Academy Continuation School, suspension rates for All Students and Low-Income students were also in the Red (Very High) performance level in 2023. As a result, specific actions to address those rates for those groups were included in this LCAP. As a result of the efforts of Fowler Academy staff, 2025 Dashboard showed no suspensions, and a Blue -- the best possible -- performance level for the second year in a row.

Learning Recovery Emergency Block Grant (LREBG):
The District has unexpended LREBG funds from the 2025-2026 and 2026-2027 school years. A LREBG funded action can be found in Goal 1, Action 1.21. A Fowler Unified needs assessment substantiated findings from the 2025 CA Dashboard related to declines in student progress on both the math and ELA indicators, particularly for Low-Income students and English Learners. A review of state and local data related to academic progress shows a need to provide targeted intervention in both ELA and math for Low-Income and English Learners. This action aligns to allowable uses of funds in the areas of providing accelerated student learning and closing academic gaps through targeted evidence based support, including small group tutoring in ELA and math, early intervention and literacy supports, as cited in California Education Code 32526.

Reflections: Technical Assistance

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

Fowler Unified School District meets the eligibility criteria for Differentiated Assistance (DA) for Students with Disabilities in the categories of chronic absenteeism and the academic areas of English language arts mathematics. The District will work with the Fresno County Superintendent of Schools (FCSS) to provide the following support for Students with Disabilities in developing and implementing a DA plan that includes a district-level needs assessment, evidence-based interventions, and the identification of any resource inequities.

- Create a DA Improvement Team consisting of school partners, district leadership, and FCSS support staff;
- Designate a District "lead" to serve as the point of contact for services related to Differentiated Assistance requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Identify connections between school site SPSAs and the District's LCAP to ensure that all schools are aware of District-wide actions in the LCAP that can be leveraged to support implementation;
- Provide evidence-based intervention training and support to support Students with Disabilities. The selection, implementation, and monitoring of evidence-based interventions and supports should reflect considerations of the needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address DA;
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.

The local needs assessment will be conducted by the DA team comprised of the Senior Director of Special Education, district office administrators, school principals, and teachers. The team will examine student data, classroom practices, and input from staff, parents, and students. The surveys and data used in conducting the local needs assessment will be included in a DA plan and the District will support release time, as needed, for data evaluation and root cause analysis by staff. The District's Assistant Superintendent of Business Services will provide support in fiscal analysis to determine if any resource inequities exist.

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

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District budgets. The district office administrators will provide guidance to staff regarding how resource inequities might be identified and that all resources, not just fiscal, must be examined.

Action 1.18, Services for Students with Exceptional Needs, will be tied to the Differentiated Assistance work.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Administration/Principals Meetings	District and site administrators participated in scheduled monthly in-person leadership meetings to discuss a variety of district priorities and initiatives. Throughout the year, several of these meetings were dedicated to the Local Control and Accountability Plan (LCAP), providing opportunities to review student performance data, monitor progress toward LCAP goals and actions, identify areas of need, and provide input to inform the development, implementation, and annual update of the LCAP.
Classified Bargaining Unit, including all Classified Staff Educational Partners	Input Meeting, April 22, 2026, with the presentation of data and draft goals and actions to support students' success. Input given at this meeting included the following: -The increase in library services available to students through the Expanded Learning Program has offered students more opportunities to engage in literacy activities and build a love for reading. -Student Support Counselors, Behavior Intervention Technicians, and campus monitors on school sites are a great support to students to support social emotional learning and safety. -There was expressed support for having the District’s own Registered Nurse (RN) and Licensed Vocational Nurse (LVN) to attend to student health needs. -Classified staff report that campuses are clean and maintained. -There was encouragement to continue with translation services and ParentSquare for families to increase connectivity.

Educational Partner(s)	Process for Engagement
	Surveyed, Spring 2026 • 93.5% agreed that they felt connected to their school/department. • 97.8% agreed that they felt safe at their school/department. • 89.2% agreed that their school/department supports their growth by providing materials/resources/equipment in order to meet student/department needs. • 85% agreed that their school/department supports their growth by providing professional development/training in order to meet student/department needs. • 89.1% agreed that their school/department supports their growth to meet student/department needs through a collaborative culture. • Support staff feel a sense of belonging and connection through the positive work environments at their schools and in their departments. Collaboration is highly valued with some respondents reporting, “Everyone is ready to jump in and help” and “We have great teamwork”. • Students are the core motivation for employees as an appreciation for positive relationships built with students has made an impact on job satisfaction. • There is a strong perception of peer to peer support and, in many cases, administrative support. Some comments include, “Feeling supported by admin [administration],” and “Support from colleagues and communication” are key. • School sites and departments have worked to build positive culture and climates, as staff generally view their work environments as positive, engaging, and morale-boosting. • There were a few consistent themes in the input regarding suggested changes. Respondents suggest that there could be improvements made in communication between the district and school sites that could help bring clarity and alignment to staff members. • Staff have suggested the need for structured time and systems for proactive planning and collaboration.

Educational Partner(s)	Process for Engagement
	• A desire to strengthen student recognition systems was also suggested.
Certificated Bargaining Unit, including Teacher Educational Partners	Input Meeting, February 10, 2026, with the presentation of data and draft goals and actions to support students' success. Input given at this meeting included the following: -There was support expressed for the continuation of instructional aides, as they provide needed supports to students and help with differentiated instruction in classrooms. -Enhanced summer school sessions and summer bridge programs have had a positive impact on students. -For the last couple of years, there has been an increase in library hours at the elementary level which means increased access for students and the Unit is in full support of continuing this practice. -Having Student Support Specialists at each school site has been beneficial for students, their families, and staff members. Their work is having a positive impact. -A concern regarding clean and safe facilities was expressed. There is a need for new wall padding in the Sutter gym and blacktops at Malaga and Sutter are cracking and need to be redone. Surveyed Spring, 2026 • 95.1% agreed that they felt connected to their school. • 95.1% agreed that they felt safe at their school. • 92.7% agreed that their school supports their growth by providing social and emotional learning supports in order to meet student needs. • 82.9% agreed that their school supports their growth by providing professional development/training in order to meet student needs. • 91.5% agreed that their school supports their growth to meet student needs through a collaborative culture. • Several key themes emerged from certificated staff's responses, with the most dominant responses tied to staff valuing a relational culture. Comments highlighted welcoming and supportive environments and included multiple references to “family-oriented” and “community feel”.

Educational Partner(s)	Process for Engagement
	One respondent commented, “It is a family oriented, community feel. We are all here for each other.” • Staff feel that they are part of a high-functioning team and do not work in isolation. “We support each other and work together very well,” stated a staff member. • Teachers and administrators derive meaning and satisfaction from who their students are and their positive relationships with them. • Respondents expressed a strong trust in leadership, where leaders are visionary, professional, and responsive. “We have an amazing principal who truly cares for our teachers and school community,” wrote a respondent. • “Everyone has all students’ best interest as a top priority,” remarked a respondent. This quote shows there is a strong collective commitment to being student-centered. • Responses also included requests to strengthen behavior systems so that they have increased consistency, effectiveness, and alignment of resources. • Respondents also expressed a desire to simplify and prioritize district initiatives. • Some staff recommended decreasing time spent on assessments to allow for more meaningful instruction. • There are opportunities for an increase in academic rigor and vertical alignment among the grade levels.
Community Educational Partners	Input Meeting, May 27, 2026, with presentation of data and prior actions to support students' success. The Public Comment period ran from June 1 - June 10, 2026. 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 June 10, 2026.
Parents	Surveyed, Spring 2026 Family survey responses expressed a strong appreciation for the FUSD schools' caring, supportive, safe, and high-quality staff. Key highlights included:

Educational Partner(s)	Process for Engagement
	• Teachers and staff genuinely care about students, are supportive, and approachable. • There is consistently clear and strong communication between teachers, staff, and parents. • Schools foster a warm, inclusive, and welcoming culture described as feeling like a family or a close-knit community. • Parents feel welcomed on campus, feel valued, seen, and heard. • There is an expressed appreciation for positive relationships, as families value knowing staff personally. • Parents praised the easy access they have to teachers and administrators through open channels of communication, including ParentSquare and email formats. Staff members are quick to respond to questions parents have. • Families consistently value the physical safety and cleanliness of school sites. • Parents appreciate both the academic rigor and support systems, including individualized extra supports for students • Principals are visible and approachable and also work to build relationships with students. • Overall, school staff were praised for their quality, care and commitment to students. Parents have expressed a range of concerns about various aspects of their children's education and school environment. These include: • Parents expressed a need to increase academic rigor, improve instructional models, and strengthen core subject areas. • Families want expanded academic support, especially for struggling students and advanced learners. • There is a strong desire for more opportunities beyond academics, especially for clubs, sports, and inclusive activities. • Some parents expressed dissatisfaction with sports facilities and are calling for upgrades. Additionally, parents are encouraging the district to expand sports programs, particularly at the middle school level.

Educational Partner(s)	Process for Engagement
	• Beyond athletics, parents acknowledge facilities are aged and need modernization. • Families have called for clearer information about their child's academic progress and the need for additional resources for families to support learning at home. Discussed at each school's SSC Site Council meetings open to all parents with presentation of data and prior actions to support students' success, Spring 2026: • Members expressed appreciation for family liaisons who connect families with various resources and help support school attendance. • Members voiced concerns regarding the District's aging athletic facilities. Parents expressed that investments are being made in academic facilities but investments are not extending to the upgrading of athletic facilities. • Members had mixed reviews regarding communication on ParentSquare, with some saying that they use it and others expressing that there is saturation of messaging. An opinion was expressed saying that the Super Gram is nice but suggested money might be better spent elsewhere as the same messaging can be communicated through ParentSquare.
Students Input	Surveyed, Spring 2026 Almost 1400 students responded to the District survey, which, along with other prompts, asked "What do you like best about school," and "What would you change?" Common themes expressed in the students' responses were: • Many students mentioned enjoying their friends as the best part of school. They see school as a social place where they can connect with their peers. • Students repeatedly described teachers and school staff as kind, supportive, helpful, welcoming, and invested in their success. • Appreciation for school meals, specific menu items, and the snack bar was expressed by many respondents. However,

Educational Partner(s)	Process for Engagement
	other students expressed that they would like more variety in food options and larger portions. • Many students value school because of the opportunities to participate in sports teams, PE, clubs, rallies, and opportunities to attend school events. They also highlighted dress-up days, school spirit activities, and reward systems. • Several students described the school climate as welcoming, inclusive, clean, safe, peaceful, and community-oriented. • Students expressed a desire for longer breaks, longer lunch, and more recess time as something they would change. • A need for cleaner restrooms was voiced by students. • Many respondents asked for lightened homework requirements and more flexible deadlines to lower academic pressures. • Students expressed discontent with strict school policies including phone rules, dress code, and bathroom passes. • Physical changes to campuses mentioned by students included increased parking stalls, upgraded sports facilities, cleaner grounds, and improved buildings.
Fowler Unified Board of Trustees	On February 4, 2026, the 2025-26 LCAP Mid-Year Report was presented at a regularly scheduled Board of Trustees meeting. The 2026-27 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 24, 2026. Additionally, the Board also adopted the District Budget at this same meeting on June 24, 2026. The Local Indicator Report was also presented.
SELPA Consultation	The District closely consults with the SELPA through attendance at monthly Operations Committee meetings and ongoing consultation with SELPA staff. Student records for the 15 students receiving services from FCSS are reviewed to ensure information is current and that parents receive appropriate notification regarding their child's services. Through these consultations, SELPA staff verified that the actions included in the LCAP align with the District's Compliance and

Educational Partner(s)	Process for Engagement
	Improvement Monitoring (CIM) Plan and support the strategies outlined in the SELPA Local Plan for students with disabilities. The support needs of students with disabilities are also incorporated into planning for the District's Expanded Learning Program.
Parent Advisory Committee (PAC)	The PAC is composed of parents and multiple student advisors from Sutter Middle School, Fowler High School, and Fowler Academy. Input on LCAP Draft has been ongoing throughout the year with the PAC. A meeting to review the draft LCAP was held on May 28, 2026. During LCAP draft review meetings with the PAC, no questions submitted that required a written response from the Superintendent of Fowler USD. Input given by the PAC included the following: -Appreciation was expressed for instruction provided by the District, particularly for the increased focus on reading, writing, and writing in cursive. It was encouraged that the District incorporate more fundamental math skill instruction for secondary students. -It was suggested that in order to increase parent participation at workshops, the District utilizes surveys to collect specific topics of interest from parents. Some suggested workshop topics included strategies for how parents can teach their children to cope in different situations. Another suggestion to increase participation rates was to have staff make personal phone calls to parents inviting them to attend the event. Additionally, it was recommended that staff hand out flyers for upcoming workshops with QR codes at highly attended events like winter programs. -Continuing with the theme of communicating with parents, it was suggested that the District begin sending home healthy eating newsletters to families that inform families about healthy snack options for celebrations. -It was suggested that school sites provide before school tutoring for secondary students because many students participate in after school activities and cannot attend after school tutoring sessions. -A suggestion was made that instruction for Students with Disabilities could include increases in hands-on activities to better support academic growth and attendance.

Educational Partner(s)	Process for Engagement
	-There was support expressed for the continuation of the Student Support Counselors and the Behavioral Intervention Technicians to support students socially and emotionally. -The District was encouraged to see how sports facilities could be upgraded in alignment with the planned classroom facility upgrades. -Educational Partners highlighted communcation from the district and school sites. -Parents requested additional family education opportunities related to student transitions between grade spans and expressed support for practices that promote inclusion, belonging, and equitable access to school activities and events for all students.
District English Learner Advisory Committee (DELAC)	Input on LCAP Draft has been ongoing throughout the year with the DELAC. A meeting to review the draft LCAP was held on May 26, 2026. During LCAP draft review meetings with the DELAC, no questions were submitted that required a written response from the Superintendent of Fowler USD. Input given by the DELAC included the following: -Members expressed that English Learners need additional support in classrooms through instructional aides or other staff. -The District is encouraged to hold additional recognition nights for student achievements, assemblies, and events beyond the reclassification ceremonies that occur at school sites. -Members expressed agreement that strong parent involvement is needed for student success. They encouraged the District to have motivational events to encourage parent attendance by including music or food. The events should be widely publicized by using all channels of communication and express the importance of families attending the events. -In relation to Goal 4, the team shared the idea of connecting parents with others at the school site whose children have shown academic growth so that parents can support one another. -In relation to Goal 3, members expressed that they appreciated materials sent out were consistentely translated in Spanish, which allowed them to be informed to support their students.
Fowler Academy Continuation and Fowler Academy Independent Study Equity Multiplier Consultation	A meeting was held on May 14, 2026, with the School Site Council (SSC), the principal, and staff from Fowler Academy Continuation

Educational Partner(s)	Process for Engagement
	School and Fowler Academy Independent Study to develop the required focus goal and actions for the schools. In addition, students and parents were provided the opportunity to share feedback and priorities through the District's spring surveys, and their input was considered in the development of the focus goal and planned actions.

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

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

Feedback from our Educational Partners was influential in developing the following areas of the LCAP:
-The continuation of Actions 1.3, 1.9, and 1.10, which are directed toward the specific support of English Learners, was supported by members of the District English Language Advisory Committee. Members did encourage the District to consider increases to instructional aides in Action 1.4, specifically to support English Learners, but lauded the fact the District employs Punjabi-speaking staff to ensure students and families can communicate with school sites.
-At meetings with District administration and school site principals, the focus was on improving academic outcomes for all students, particularly in the areas of ELA and math. The collaborative group analyzed iReady data, tied to Action 1.5, in efforts to focus on supporting striving students. After carefully examining data points, principals strategically allocated resources outlined in Action 1.4 Intervention and Support Staff to bolster student growth.
-The Fowler Unified Staff Advisory committee expressed support for the continuation of Actions 1.3, 1.4, 1.9, and 1.10 as those actions focused on supporting the academic growth of English Learners.
-Classified staff expressed continued support for Action 1.6 Library Support Services, as library aides feel that they are receiving useful training that is expanding their skill sets in support of meeting students' needs.
-Parents continue to express satisfaction with reduced class sizes tied to Action 1.11.
-Action 1.21 Support Teachers was added to utilize LREBG funds and is intended to provide ELA and math instructional intervention support to struggling elementary students. Union leadership expressed support for this action because the support teachers will prioritize Low-Income and English Learners in closing achievement gaps.
-A strong theme of responses on survey data from students, parents, and staff alike was focused on the positive relationships built throughout the District. Students stated, “every single teacher wants you to succeed” and “what I like best about my school is they are very nice, including helping students when needed”. Parents commented, “the staff is awesome. . . positive and supportive staff, teachers, and administration” and “the teachers and staff seem motivated to help all students in all aspects of learning”. Additionally, staff responded with

“everyone is ready to jump in and help” and “we have great teamwork”. These survey responses speak to the supports outlined in Goal 2, which focuses on “providing a positive environment where individuals feel valued”.
-Parents and staff members aligned in support of continuing Action 2.1 Health Services and state that the RN and LVN have provided great care for students. By keeping students healthy, they are able to attend class so that learning can occur.
-Multiple educational partner groups have requested the District to continue Student Support Specialists, Behavior Intervention Technicians, and Campus Monitors as they help support school environments by keeping campuses safe while providing social emotional education, as outlined in Action 2.2.
-Staff and parents confirmed the District’s efforts to improve chronic absenteeism rates are proving fruitful, in relation to Action 2.4. School site and District staff have improved internal systems on early identification of students who could be heading toward chronic absenteeism and conduct early individual outreach to families as a means of prevention. With our internal and preliminary data, the District expects to see positive movement on the chronic absenteeism indicator on the 2026 CA Dashboard. Therefore, there is evidence to continue the action as written.
-In educational partner committee meetings, members expressed their support of the District’s use of ParentSquare, as outlined in Action 3.1. Parents stated that the tool makes it easy to get quick responses from teachers, which is appreciated. However, they also expressed there can also be overuse of the tool as too many messages can be sent out, leading to the drowning out of more important messaging.
-Action 3.3 will be continued based on positive responses regarding that action. Spring 2026 survey results were positive regarding relationships between schools and families. Comments regarding positive relationships are stated above.
-In relation to Goal 3, members of the Staff Advisory stressed the importance of professional learning opportunities for parents. One member celebrated the administration at the Early Learning Center (ELEC) for their implementation of morning drop off parent engagement activities. As parents drop their child off a the campus in the morning, they can get a coffee and a staff member will teach the parent a skill that can be worked on at home. The committee encouraged the District to meet parents where they are at to increase parent engagement and the ELEC example is a good starting point. An additional recommendation was for the District to build a website that has robust information for parents on how they can support their child's learning at home. The District could utilize ParentSquare over the summer and remind parents about the resources they can use on the website to help prevent the summer slide.

Consultation with the School Site Councils (SSCs) for Fowler Academy Continuation School and Fowler Academy Independent Study confirmed Equity Multiplier Goal 4 and its related actions. Parents and students from both schools expressed support for project-based learning opportunities that connect mathematics and English language arts to real-world experiences and promote academic growth. SSC members also recommended increasing hands-on learning and expanding Career Technical Education (CTE) and Regional Occupational Program (ROP) opportunities, noting that these experiences are more engaging for students, reduce distractions, and encourage positive behavior and participation. As a result, these efforts are expected to increase student engagement and improve achievement in ELA and Math.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality rigorous teaching and learning experiences to increase student achievement and academic outcomes for all students. • Learn and improve everyday with constructive, consistent feedback • Create engaging, relevant, enjoyable, and interactive learning experiences • Create collective experiences with shared responsibility to challenge perspectives and become global citizens • Foster lifelong learning, continually growing and making learning relevant and enjoyable • Collaborate to enhance learning and ideas	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Overall, the most recent data from the 2025 CA Dashboard indicate that the District has sustained strong outcomes in graduation rates, college and career readiness, attendance, and school climate, while academic achievement outcomes remain uneven, particularly for English Learners, Long-Term English Learners, and Students with Disabilities.

College and Career Readiness and School Climate
The District is proud to report significant successes in College and Career Readiness. The 2025 California School Dashboard College and Career Indicator (CCI) shows that the percentage of students considered "Prepared" rose to 71.6%, a substantial increase of 14.6% from the 2023 baseline of 57.0%. Notably, English Learners demonstrated much growth in this area, increasing from a 2023 baseline of 10.7% to 52.4% in 2025. This aligns with improvements in A-G Completion Rates, where English Learners improved from a baseline of 17.9% to 54.5%.
Additionally, the District's graduation rate remains very high at 96.2%, maintaining a Blue (Very High) performance level. English Learners also saw an increase in graduation rates to 95.5%, an improvement of 9.8% over the 2023 baseline.
In the area of School Climate, the District achieved a major success in reducing suspension rates. The 2025 Overall suspension rate dropped to 1.9%, a 2.3% improvement from the 2023 baseline of 4.2%. Most notably, Fowler Academy Continuation School reduced its suspension rate to 0%, a vast improvement from the baseline of 22.5% in 2023. Chronic Absenteeism also continued to decline significantly, dropping to 14.4% Overall from a 2023 baseline of 24.6%.

Academic Performance
While there are bright spots, 2025 outcomes indicate challenges in academic performance on state assessments (SBAC).
English Language Arts (ELA):
-Mets or Exceeds Standards of Proficiency: The data from the 2025 CA Dashboard proficiency outcomes showed an Overall decrease of 0.7% when compared with the baseline year of this plan from the 2023 CA Dashboard. Fowler High School students experienced the greatest growth in the district with 70.15% of Overall students achieving levels of meeting or exceeding the standard. White students (58.7%) demonstrated the highest proficiency rates, a slight increase from the previous year. Low-Income students maintained from the 2023 baseline, reaching 41.4% in 2025. Students with Disabilities saw a decline of 0.6% in proficiency levels and English Learners remained well below standard, with 7.9% of students meeting the proficiency standard. Even though Long-Term English Learners (LTELs) saw an increase of 1.5% to an overall 8.5%, they remain below where the District would like them to be. The needs of English Learners will be addressed in Actions 1.3, 1.4, and 1.9 while LTELs will continue to be supported through Action 1.10.
-Distance from Standard: Overall student performance declined, moving to 17.4 points below standard (a 3.9-point decline from the 2023 baseline). However, English Learners (ELs) demonstrated resilience, improving to 59.3 points below standard, an increase of 2.8 points over the 2023 baseline. Conversely, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) experienced significant declines. SWD dropped to 111.2 points below standard, a decline of 23.4 points from the baseline.

Mathematics:
-Mets or Exceeds Standards of Proficiency: Proficiency outcomes in mathematics declined for several groups, as well as students Overall. There were 30.9% of students who met the mark of meeting or exceeding the standard, a drop of 2.5% compared to the 2023 baseline. Overall students at Fowler High School grew 4.29% from the 2023 baseline year. However, only 25.75% of 2025 FHS students met or exceeded the standard. English Learners and Students with Disabilities demonstrated the lowest proficiency rates, indicating that progress toward standard has not yet translated into proficiency for these groups.
-Distance from Standard: Overall performance declined to 50.4 points below standard (a 2.1-point decline from the 2023 baseline). Similar to ELA, English Learners showed improvement, moving to 80.5 points below standard (a 5.6-point improvement over the 2023 baseline). However, Students with Disabilities experienced a sharp decline of 39.9 points from baseline, resulting in a score of 136.3 points below standard.

The actions and metrics below have been grouped together to help achieve our goal of providing high quality rigorous teaching and learning experiences to increase student achievement and academic outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students -- 13.5 points below	All Students -- 7.0 points below Students	All Students -- 17.4 points below Students	All Students -- 1.5 points above	All Students -- 3.9 points decline Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/Disabilities -- 87.8 points below English Learners -- 62.1 points below Hispanic -- 20.5 points below Low Income -- 22.3 points below White -- 9.8 points above Asian -- 46.1 points above African American -- 42.4 points below Two or More Races -- 94.7 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. Sutter Middle School English Learners -- 76.3 points below Fremont Elementary School Students with Disabilities -- 86.6 points below [2023 California School Dashboard]	w/Disabilities -- 104.1 points below English Learners -- 53.4 points below LTEL -- 95.1 points below Hispanic -- 14.7 points below Low Income -- 15.8 points below White -- 23.0 points above Asian -- 50.4 points above African American -- <11 Two or More Races -- 9.7 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. Sutter Middle School English Learners -- 59.7 points below Fremont Elementary School Students with Disabilities -- 98.5	w/Disabilities -- 111.2 points below English Learners -- 59.3 points below LTEL -- 112.1 points below Hispanic -- 24.2 points below Low Income -- 26.4 points below White -- 9.4 points above Asian -- 47.3 points above African American -- <11 Two or More Races -- 30.4 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. Sutter Middle School English Learners -- 70.6 points below Fremont Elementary School Students with Disabilities -- 82.4	Students w/Disabilities -- 57.8 points below English Learners -- 32.1 points below LTEL -- 92.0 points below Hispanic -- 0.5 points above Low Income -- 1.3 points above White -- 24.8 points above Asian -- 61.1 points above African American -- 12.4 points below Two or More Races -- 64.7 points below Foster Youth -- 59.2 points below Homeless -- 37.9 points below Sutter Middle School English Learners-- 46.3 points below Fremont Elementary School Students with Disabilities -- 56.6 points below	w/Disabilities -- 23.4 points decline English Learners -- 2.8 points improvement LTEL -- 17 points decline Hispanic -- 3.7 points decline Low Income -- 4.1 points decline White -- 0.4 points decline Asian -- 1.2 points improvement African American -- <11 Two or More Races -- 64.3 points improvement Sutter Middle School English Learners -- 5.7 points improvement Fremont Elementary School Students with Disabilities -- 4.2 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below [2024 California School Dashboard]	points below [2025 California School Dashboard]	[2026 California School Dashboard]	
1.2	California School Dashboard: Math Distance from Standard	All Students -- 48.3 points below Students w/Disabilities -- 96.4 points below English Learners -- 86.1 points below Hispanic -- 55.2 points below Low Income -- 55.1 points below White -- 14.3 points below Asian -- 4.1 points above African American -- 114.1 points below Two or More Races -- 107.4 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. Sutter Middle School English Learners-- 107.7 points below [2023 California School Dashboard]	All Students -- 44.6 points below Students w/Disabilities -- 138.0 points below English Learners -- 80.1 points below LTEL -- 156.1 points below Hispanic -- 53.7 points below Low Income -- 54.9 points below White -- 1.4 points above Asian -- 16.3 points above African American -- <11 Two or More Races -- 67.3 points below Foster Youth -- <11 Homeless -- <11 Sutter Middle School English Learners -- 98.0 points below	All Students -- 50.4 points below Students w/Disabilities -- 136.3 points below English Learners -- 80.5 points below LTEL -- 152.9 points below Hispanic -- 57.7 points below Low Income -- 58.8 points below White -- 20.6 points below Asian -- 11.7 points above African American -- <11 Two or More Races -- 28.9 points below Homeless -- 170.2 points below Foster Youth data sample is too small to be reported due to privacy concerns. Sutter Middle	All Students -- 33.3 points below Students w/Disabilities -- 75.4 points below English Learners -- 65.1 points below LTEL -- 153.0 points below Hispanic -- 34.2 points below Low Income -- 34.1 points below White -- 0.7 points above Asian -- 19.1 points above African American -- 84.1 points below Two or More Races -- 77.4 points below Foster Youth -- 97.4 points below Homeless -- 101.3 points below Sutter Middle School English Learners-- 77.7 points below	All Students -- 2.1 points decline Students w/Disabilities -- 39.9 points decline English Learners -- 5.6 points improvement LTEL -- 3.2 points improvement Hispanic -- 2.5 points decline Low Income -- 3.7 points decline White -- 6.3 points decline Asian -- 7.6 points improvement African American -- <11 Two or More Races -- 78.5 points improvement Sutter Middle School English Learners -- 21.3 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2024 California School Dashboard]	School English Learners -- 86.4 points below [2025 California School Dashboard]	[2026 California School Dashboard]	
1.3	ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency	All Students -- 50.4% Sutter Middle School -- 44.7% [2023 California School Dashboard- ELPI]	All English Learners -- 46.9% LTEL -- 48.9% Sutter Middle School -- 63.2% [2024 California School Dashboard- ELPI]	All English Learners -- 47.0% LTEL -- 52.5% Sutter Middle School -- 41.7% [2025 California School Dashboard- ELPI]	All Students -- 56.4% LTEL -- 55% Sutter Middle School -- 53.7% [2026 California School Dashboard- ELPI]	All English Learners -- 3.4% decline LTEL -- 3.6% improvement Sutter Middle School -- 3% decline
1.4	Reclassification Rate of English Learners to Redesignated Fluent English Proficient (RFEP)	18.9% [2023 CALPADS Reports 8.1 and 2.16]	7.1% [2024 CALPADS Reports 8.1 and 2.16]	27.8% [2025 CALPADS Reports 8.1 and 2.16]	10% [2026 CALPADS Reports 8.1 and 2.16]	8.9% improvement
1.5	iReady Reading	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 47% 44% 34% K -- 74% 73% 56% 1 -- 62% 62% 39% 2 -- 50% 50% 44% 3 -- 55% 50% 32%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 47% 43% 25% K -- 82% 79% 79% 1 -- 54% 47% 22% 2 -- 53% 50% 22%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 45% 42% 23% K -- 83% 72% 72% 1 -- 51% 49% 33% 2 -- 43% 40% 16%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 56% 53% 43% K -- 83% 82% 65% 1 -- 71% 71% 48% 2 -- 59% 59% 53%	Overall L.I. E.L. All -- -2% -2% -11% K -- +9% -1% +16% 1 -- -11% -13% -6% 2 -- -7% -10% -28% 3 -- -8% -2% +8% 4 -- +29% +28% -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2024 iReady Diagnostic 3]	3 -- 59% 57% 38% 4 -- 41% 40% 6% 5 -- 34% 30% 0% 6 -- 32% 24% 9% 7 -- 39% 36% 25% 8 -- 43% 40% 9% [2025 iReady Diagnostic 3]	3 -- 47% 48% 40% 4 -- 64% 63% 19% 5 -- 32% 31% 5% 6 -- 32% 27% 0% 7 -- 30% 25% 3% 8 -- 38% 35% 32% [2026 iReady Diagnostic 3]	3 -- 64% 59% 44% 4 -- 47% 47% 37% 5 -- 50% 45% 30% 6 -- 50% 47% 45% 7 -- 55% 51% 44% 8 -- 51% 47% 45% [2027 iReady Diagnostic 3]	5 -- -6% -2% -13% 6 -- -6% -8% -33% 7 -- -13% -14% -32% 8 -- -1% N/C -4%
1.6	iReady Math	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 39% 36% 32% K -- 56% 52% 41% 1 -- 49% 48% 28% 2 -- 21% 19% 12% 3 -- 38% 33% 27% 4 -- 38% 36% 28% 5 -- 47% 41% 35% 6 -- 43% 40% 43%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 39% 36% 20% K -- 63% 64% 49% 1 -- 42% 38% 31% 2 -- 34% 31% 11% 3 -- 34% 30% 15% 4 -- 45% 41% 6% 5 -- 40% 36% 18%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 38% 36% 21% K -- 61% 59% 62% 1 -- 37% 35% 27% 2 -- 29% 28% 11% 3 -- 36% 36% 0% 4 -- 45% 45% 11% 5 -- 42% 40% 19%	Percentage "Early On Grade" or "Mid On-Grade and Above": Overall L.I. E.L. All -- 48% 45% 41% K -- 65% 61% 50% 1 -- 58% 57% 40% 2 -- 33% 31% 24% 3 -- 50% 45% 39% 4 -- 50% 48% 40% 5 -- 56% 50% 44%	Overall L.I. E.L. All -- -1% N/C -11% K -- +5% +9% +21% 1 -- -12% -13% -1% 2 -- +8% +9% -1% 3 -- -2% +3% -27% 4 -- +7% +9% -17% 5 -- -5% 1% -16% 6 -- -5% 7% -32% 7 -- +3% 1% -15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7 -- 26% 24% 22% 8 -- 43% 39% 41% [2024 iReady Diagnostic 3]	6 -- 41% 33% 10% 7 -- 38% 38% 28% 8 -- 24% 22% 9% [2025 iReady Diagnostic 3]	6 -- 38% 33% 11% 7 -- 29% 23% 7% 8 -- 29% 27% 25% [2026 iReady Diagnostic 3]	6 -- 52% 49% 52% 7 -- 38% 36% 34% 8 -- 52% 48% 50% [2027 iReady Diagnostic 3]	8 -- -14% -12% -16%
1.7	Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments	All Students - 28.35% Students w/ Disabilities - 0% English Learners - 0% Hispanic - 24.66% Low Income - 28.75% White - 20.0% Asian - 55.56% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 CAASPP Test Results]	All Students - 32.1% Students w/ Disabilities - 0% English Learners - 0% LTEL - <11 Hispanic - 24.7% Low Income - 29.0% White - 61.5% Asian - 62.1% Foster Youth - <11 Homeless - <11 [2024 CAASPP Test Results]	All Students - 33.3% Students w/ Disabilities - 7.4% English Learners - 0% LTEL - 0% Hispanic - 30.5% Low Income - 30.4% White - 45.0% Asian - 50.0% Foster Youth - <11 Homeless - <11 [2025 CAASPP Test Results]	All Students - 34.4% Students w/ Disabilities - 6.0% English Learners - 6.0% LTEL - 10.0% Hispanic - 30.7% Low Income - 34.8% White - 26% Asian - 61.6% Foster Youth - 11.7% Homeless - 17.3% [2026 CAASPP Test Results]	All Students - 4.9% improvement Students w/ Disabilities - 7.4% improvement English Learners - no change Hispanic - 5.8% improvement LTEL - no change Low Income - 1.6% improvement White - 25% improvement Asian - 5.6% decline
1.8	Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments	All Students - 4.64% Students w/ Disabilities - 0% English Learners - 0% Hispanic - 2.05% Low Income - 5.0% White - 10.0% Asian - 14.81%	All Students - 6.2% Students w/ Disabilities - 0% English Learners - 0% LTEL - <11 Hispanic - 5.4% Low Income -	All Students - 5.1% Students w/ Disabilities - 0% English Learners - 0% LTEL - 0% Hispanic - 1.7% Low Income - 3.5%	All Students - 10.6% Students w/ Disabilities - 6.0% English Learners - 6.0% LTEL - 10.0% Hispanic - 8.1%	All Students - 0.5% improvement Students w/ Disabilities - no change English Learners - no change Hispanic - 0.4% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 CAASPP Test Results]	4.0% White - 7.7% Asian - 10.3% Foster Youth - <11 Homeless - <11 [2024 CAASPP Test Results]	White - 15.0% Asian - 25.0% Foster Youth - <11 Homeless - <11 [2025 CAASPP Test Results]	Low Income - 11.0% White - 16.0% Asian - 20.8% Foster Youth - 6.7% Homeless - 9.0% [2026 CAASPP Test Results]	LTEL - no change Low Income - 1.5% decline White - 5.0% improvement Asian - 10.2% improvement
1.9	SBAC ELA: Percentage of students assessed meeting or exceeding standard.	All Students -- 45.4% Students w/ Disabilities -- 14.4% English Learners -- 12.0% Long-Term EL -- 9.1% Low-Income -- 41.8% White -- 54.2% Asian -- 69.7% African American -- 37.5% Two or More Races -- 23.1% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 SBAC Results]	All Students -- 49.2% Students w/ Disabilities -- 11.1% English Learners -- 12.6% LTEL -- 7.0% Hispanic -- 46.3% Low-Income -- 45.5% White -- 58.0% Asian -- 72.9% African American -- <11 Two or More Races -- 53.8% Foster Youth - <11 Homeless - <11 [2024 SBAC Results]	All Students -- 44.7% Students w/ Disabilities -- 10.5% English Learners -- 7.9% LTEL -- 8.5% Hispanic -- 41.7% Low-Income -- 41.4% White -- 58.7% Asian -- 71.0% African American -- <11 Two or More Races -- 37.5% Foster Youth - <11 Homeless - 25.0% [2025 SBAC Results]	All Students -- 54.4% Students w/ Disabilities -- 29.4% English Learners -- 27.0% LTEL -- 22.0% Low-Income -- 53.8% White -- 63.2% Asian -- 78.7% African American -- 49.5% Two or More Races -- 35.1% Homeless - 28.0% Foster Youth - 31.4% [2026 SBAC Results]	All Students -- 0.7% decline Students w/ Disabilities -- 3.9% decline English Learners -- 4.1% decline LTEL -- 0.6% decline Hispanic -- 0.6% decline Low-Income -- 0.4% decline White -- 4.8% improvement Asian -- 1.3% improvement Two or More Races -- 14.4% improvement
1.10	SBAC Math: Percentage of students assessed	All Students -- 32.3% Students w/ Disabilities -- 11.6%	All Students -- 33.4% Students w/	All Students -- 30.9% Students w/	All Students -- 41.3%	All Students -- 1.4% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting or exceeding standard.	English Learners -- 8.2% LTEL -- 0% Hispanic -- 29.1% Low-Income -- 29.2% White -- 48.1% Asian -- 50.9% African American -- 18.8% Two or More Races -- 23.1% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns. [2023 SBAC Results]	Disabilities -- 6.7% English Learners -- 6.6% LTEL -- 0% Hispanic -- 29.4% Low-Income -- 29.9% White -- 48.9% Asian -- 61.5% African American -- <11 Two or More Races -- 38.5% Foster Youth - <11 Homeless - <11 [2024 SBAC Results]	Disabilities -- 6.5% English Learners -- 6.0% LTEL -- 0% Hispanic -- 27.8% Low-Income -- 28.0% White -- 41.3% Asian -- 58.4% African American -- <11 Two or More Races -- 37.5% Foster Youth - <11 Homeless - 0% [2025 SBAC Results]	Students w/ Disabilities -- 26.6% English Learners -- 23.2% LTEL -- 15.0% Hispanic -- 41.1% Low-Income -- 41.2% White -- 57.1% Asian -- 59.8% African American -- 30.8% Two or More Races -- 35.1% Homeless - 20.0% Foster Youth - 22.5% [2026 SBAC Results]	Students w/ Disabilities -- 5.1% decline English Learners -- 2.2% decline LTEL -- no change Hispanic -- 1.3% decline Low-Income -- 1.2% decline White -- 6.8% decline Asian -- 7.4% improvement African American -- 12% Two or More Races -- 14.4% improvement
1.11	California Science Test: Percentage of students assessed meeting or exceeding standard.	All Students -- 21.9% Students with Disabilities -- 3.2% English Learners -- 1.0% Long-Term EL -- 0% Hispanic -- 18.7% Low-Income -- 20.0% White -- 28.3% Asian -- 39.7% Foster Youth, Homeless, and African American data sample is too small to be	All Students -- 24.0% Students with Disabilities -- 5.8% English Learners -- 0% LTEL -- 0% Hispanic -- 20.0% Low-Income -- 20.3% White -- 38.6% Asian -- 48.3% African American -- <11 Foster Youth -	All Students -- 21.3% Students with Disabilities -- 5.2% English Learners -- 0% LTEL -- 0% Hispanic -- 19.3% Low-Income -- 17.5% White -- 38.3% Asian -- 31.4% African American -- <11 Foster Youth - <11	All Students -- 30.9% Students with Disabilities -- 18.2% English Learners -- 16.0% LTEL -- 12.0% Hispanic -- 30.7% Low-Income -- 32.0% White -- 37.3% Asian -- 48.7% Foster Youth - 20.8%	All Students -- 0.6% decline Students with Disabilities -- 2.0% improvement English Learners -- 1.0% decline LTEL -- no change Hispanic -- 0.6% improvement Low-Income -- 2.5% decline White -- 10.0% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported due to privacy concerns. [2023 SBAC Results]	<11 Homeless - <11 [2024 SBAC Results]	Homeless - <11 [2025 CAST Results]	Homeless - 25.0% African American - 26.2% [2026 SBAC Results]	Asian -- 8.3% decline African American -- <11
1.12	Advanced Placement Exams: % of pupils scoring 3 or higher	All Students -- 39.8% Low-Income -- 39.8% [AP College Board, 2023]	All Students -- 48.2% Low-Income -- 50.0% [AP College Board, 2024]	All Students -- 57.4% Low-Income -- 55.9% [AP College Board, 2025]	All Students -- 51.8% Low-Income -- 51.8% [AP College Board, 2026]	All Students -- 17.6% improvement Low-Income Students -- 16.1% improvement
1.13	California School Dashboard: College and Career Indicator - % of Students "Prepared"	All students -- 57.0% Students w/ Disabilities -- 7.7% English Learners -- 10.7% Hispanic -- 54.1% Low Income -- 53.0% White -- 76.5% Asian -- 68.2% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard]	All students -- 58.3% Students w/ Disabilities -- 15.8% English Learners -- 39.4% LTEL -- 40.7% Hispanic -- 54.9% Low Income -- 55.4% White -- 61.9% Asian -- 75.0% Foster Youth - <11 Homeless - <11 [2024 California School Dashboard]	All students -- 71.6% Students w/ Disabilities -- 25.0% English Learners -- 52.4% LTEL -- 50.0% Hispanic -- 67.3% Low Income -- 68.9% White -- 69.2% Asian -- 96.6% Foster Youth - <11 Homeless - <11 [2025 California School Dashboard]	All students -- 63.0% Students w/ Disabilities -- 22.7% English Learners -- 25.7% LTEL -- 55.0% Hispanic -- 63.1% Low Income -- 62.0% White -- 82.5% Asian -- 74.2% Foster Youth - 23.6% Homeless - 32.4% [2026 California School Dashboard]	All students -- 14.6% improvement Students w/ Disabilities -- 17.3% improvement English Learners -- 41.7% improvement LTEL -- 9.3% improvement Hispanic -- 13.2% improvement Low Income -- 15.9% improvement White -- 6.3% decline Asian -- 28.4% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	A-G Completion Rate	All students -- 56.1% Students w/ Disabilities -- 15.4% English Learners -- 17.9% Hispanic -- 53.0% Low Income -- 52.5% White -- 70.6% Asian -- 72.7% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard Additional Reports]	All students -- 50.7% Students w/ Disabilities -- 15.0% English Learners -- 42.4% LTEL -- 40.7% Hispanic -- 45.8% Low Income -- 47.8% White -- 45.5% Asian -- 82.1% Foster Youth -- <11 Homeless -- <11 [2024 California School Dashboard Additional Reports]	All students -- 67.6% Students w/ Disabilities -- 23.5% English Learners -- 54.5% LTEL -- 56.3% Hispanic -- 62.4% Low Income -- 65.1% White -- 69.2% Asian -- 96.6% Foster Youth -- <11 Homeless -- <11 [2025 California School Dashboard Additional Reports]	All students -- 62.1% Students w/ Disabilities -- 30.4% English Learners -- 32.9% LTEL -- 59.0% Hispanic -- 62.0% Low Income -- 61.5% White -- 76.6% Asian -- 78.7% Foster Youth - 26.6% Homeless - 34.9% [2026 California School Dashboard Additional Reports]	All students -- 11.5% improvement Students w/ Disabilities -- 8.1% decline English Learners -- 36.6% improvement LTEL -- 15.6% improvement Hispanic -- 9.4% improvement Low Income -- 12.6% improvement White -- 1.4% decline Asian -- 23.9% improvement
1.15	CTE Completion Rate: Graduation Cohort	All students -- 47.1% Students w/ Disabilities -- 26.9% English Learners -- 17.9% Hispanic -- 49.2% Low Income -- 44.9% White -- 41.2% Asian -- 36.4% (Foster Youth and Homeless results not reported.)	All students -- 47.3% Students w/ Disabilities -- 20.0% English Learners -- 36.4% LTEL -- 44.4% Hispanic -- 24.2% Low Income -- 48.3% White -- 40.9% Asian -- 21.4% Foster Youth -- <11 Homeless -- <11	All students -- 49.3% Students w/ Disabilities -- 47.1% English Learners -- 45.5% LTEL -- 56.3% Hispanic -- 51.2% Low Income -- 48.2% White -- 53.8% Asian -- 34.5% Foster Youth -- <11 Homeless -- <11	All students -- 53.1% Students w/ Disabilities -- 35.9% English Learners -- 32.9% LTEL -- 59.0% Hispanic -- 55.2% Low Income -- 53.9% White -- 50.2% Asian -- 45.4% Foster Youth - 22.4% Homeless - 27.5%	All students -- 2.2% improvement Students w/ Disabilities -- 20.2% improvement English Learners -- 27.6% improvement LTEL -- 11.9% improvement Hispanic -- 2.0% improvement Low Income -- 3.3% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard Additional Reports]	[2024 California School Dashboard Additional Reports]	[2025 California School Dashboard Additional Reports]	[2026 California School Dashboard Additional Reports]	White -- 12.6% improvement Asian -- 1.9% decline
1.16	Combined A-G and CTE Completion Rate	All students -- 28.7% Students w/ Disabilities -- 3.8% English Learners -- 3.6% Hispanic -- 29.0% Low Income -- 25.3% White -- 29.4% Asian -- 27.2% (Foster Youth and Homeless results not reported.) [2023 California School Dashboard Additional Reports]	All students -- 22.4% Students w/ Disabilities -- 0% English Learners -- 6.1% LTEL -- 7.4% Hispanic -- 24.2% Low Income -- 20.8% White -- 13.6% Asian -- 17.9% Foster Youth -- <11 Homeless -- <11 [2024 California School Dashboard Additional Reports]	All students -- 35.7% Students w/ Disabilities -- 17.6% English Learners -- 36.4% LTEL -- 43.8% Hispanic -- 35.3% Low Income -- 33.8% White -- 38.5% Asian -- 34.5% Foster Youth -- <11 Homeless -- <11 [2025 California School Dashboard Additional Reports]	All students -- 34.7% Students w/ Disabilities -- 18.8% English Learners -- 18.6% LTEL -- 46.0% Hispanic -- 35.0% Low Income -- 34.3% White -- 35.4% Asian -- 36.2% Foster Youth - 17.6% Homeless - 20.5% [2026 California School Dashboard Additional Reports]	All students -- 7.0% improvement Students w/ Disabilities -- 13.8% improvement English Learners -- 32.8% improvement LTEL -- 36.4% improvement Hispanic -- 6.3% improvement Low Income -- 8.5% improvement White -- 9.1% improvement Asian -- 7.3% improvement
1.17	Implementation of Standards for All Students and Enabling English Learners Access to CCSS and ELD Standards: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 3.4 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core	MET -- Results Reported 3.7 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and	MET -- Results Reported 3.9 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and	MET -- Results Reported 4.0 overall average (on a scale of 1 = exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner	MET -- Results Reported Overall 0.5 improvement ELA – 0.4 improvement Math – 0.4 improvement ELD – 0.5 improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum and ELD standards. ELA – 3.8, Math – 3.8, ELD – 3.6 [June, 2024, Local Indicators Report to the Board]	English Learner access to core curriculum and ELD standards. ELA – 4.0, Math – 4.1, ELD – 3.9 [June, 2025, Local Indicators Report to the Board]	English Learner access to core curriculum and ELD standards. ELA – 4.2, Math – 4.2, ELD – 4.1 [June, 2026, Local Indicators Report to the Board]	access to core curriculum and ELD standards. ELA – 4.3, Math – 4.3, ELD – 4.3 [June, 2027, Local Indicators Report to the Board]	
1.18	Access to Standards-Aligned Materials: Results Reported to the FUSD Governing Board	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2024, Local Indicators Report to the Board]	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2025, Local Indicators Report to the Board]	MET -- Results Reported 100% of students had access to standards-aligned curriculum materials. [June, 2026, Local Indicators Report to the Board]	MET -- Results Reported 100% of students will have access to standards-aligned curriculum materials. [June, 2027, Local Indicators Report to the Board]	No Change
1.19	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board.	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students had access to a broad course of study. [June, 2024, Local Indicators Report to the Board]	pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study. [June, 2025, Local Indicators Report to the Board]	pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study. [June, 2026, Local Indicators Report to the Board]	pupils and students with exceptional needs will be reported to the Board. All students will have access to a broad course of study. [June, 2027, Local Indicators Report to the Board]	
1.20	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies Results Reported to the FUSD Governing Board [State law now permits that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported.]	86.0% of teachers appropriately credentialed and assigned. [2021-22 DataQuest]	86.3% of teachers appropriately credentialed and assigned. [2022-23 DataQuest]	82.4% of teachers appropriately credentialed and assigned. [2023-24 DataQuest]	89% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	3.6% decline of teachers appropriately credentialed and assigned.

Goal Analysis [2025-26]

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

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

The following prompt responses have been reviewed and updated from the prior year. While most implementation levels remained the same, any changes are explained below.

1.1 -- This action was successfully implemented as planned; the District continues to work diligently to hire qualified teachers who are assigned appropriately.

1.2 -- Curriculum that is aligned to the California State Standards has been purchased to support the academic gains of students, for the full implementation of this action. Teachers did engage in professional learning on adopted curriculum materials. There were also supplemental materials and technology access provided to students for ease of access.

1.3 -- The action was partially implemented as planned. Teachers have been provided instructional support for designated and integrated English Language Acquisition strategies and methodology through district-wide Curriculum and Instruction Specialists. However, the District limited the need for outside contracted support by utilization of content expert teachers already employed by the District.

1.4 -- This action was fully and successfully implemented through the addition of positions to provide supports to students. These positions include Curriculum & Instruction Specialists and site-based support teachers focused on the academic areas of literacy, math, and English language development, as well as instructional aides and Punjabi speaking aides.

1.5 -- This action was fully implemented as planned. The District continued to 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 were provided summer access to the program in order to address learning recovery and acceleration.

1.6 -- Creating and maintaining inviting and well stocked libraries in support of student learning, interests, and diversity was successfully implemented and continues to be a priority. The three elementary sites, the middle school, and the high school all have library aides who oversee library programs. Additionally, library staff participated in professional development provided by FCSS and FUSD Curriculum and Instruction Specialists.

1.7 -- Summer school programming continues to be offered for students in grades TK-12 in order to accelerate learning, as well as provide opportunities for credit recovery and original credit, and has been a success with those who enrolled, leading to full implementation of this action. Summer school enrollment experienced record levels and all students who wanted to participate were admitted, leading to substantial increased costs.

1.8 -- This action was implemented as planned. Supplemental/intervention materials were purchased in support of increasing academic growth for students who are low-income, Foster Youth, or English learners were purchased as expected. New materials, such as IXL, were piloted to see if their use would have a positive affect on our students in the areas of ELA and math.

1.9 -- This action was implemented in an effort to best support the growth of English learners. The District placed an emphasis on providing specific support for English learner students and their families through the use of an EL counselor and also implemented strategic professional development.

1.10 -- The District increased the intentionality in supporting long-term English learners (LTEL), implementing this action fully. LTEL students were identified before the start of the school year and teachers were informed of their students' status so that specific instructional strategies could be used to support LTEL student growth. Additionally, professional development was provided to teachers on highly effective instructional strategies for LTEL students. Families of LTEL students were engaged in family nights and were provided with strategies of how they could support their child's growth at home. Of note is that the district EL counselor periodically conducted outreach to families to share resources and inquire how the District can best support their child.

1.11 -- This action was successfully implemented as planned. In order to improve student outcomes, the District continues to keep class sizes reduced in grades 4-12.

1.12 -- This action was fully implemented as planned in that the District provided preschool programming. However, there was a substantive difference in funding due to the District leveraging California State Preschool Program (CSPP) funds to support preschool classes, which provided state funding to fully sustain the program without a district financial contribution. A key success was that all available student seats in the preschool were filled to capacity, reflecting the strong demand for and effectiveness of the District's early education programming.

1.13 -- In order to provide safe spaces for students to thrive both academically and emotionally, the District continues its commitment to providing Expanded Learning programming opportunities for students. This program was fully implemented but there was a material difference due to the fact the District was unable to purchase modular classrooms as planned. The programs offered at school sites were well attended on both on regular school days and also during intersessions. Programming allowed for students to receive academic tutoring and also offered unique engagement experiences that were not offered during the regular school day.

1.14 -- To provide meaningful learning experiences for students to prepare them for living in a technological based society, the district successfully and fully implemented providing technology devices for our Low-Income students, Foster Youth, and English Learners. This included a student device refresh program for those attending our secondary schools.

1.15 -- This action was implemented as planned, and the District, to support college and career readiness, provided Career Technical Education (CTE) and Regional Occupational Program (ROP) programs that continue to have highly qualified teachers and coursework.

1.16 -- Continuing to grow as professionals is highly valued by Fowler Unified. The District successfully provided many opportunities for staff to engage in professional development to enhance instruction in support of increasing student achievement. This action was implemented as planned, with the exception of the District strategically using teachers on special assignment, rather than outside agencies, to further develop

the skills of teachers through content specific learning sessions. Teachers in grades 3-5 were able to utilize collaboration time during the day when their students received physical education instruction from the District's elementary PE teachers. Additionally, ILC and PLC teams throughout the district met regularly over the course of the school year to engage in collaborative learning experiences.

1.17 -- This action was fully implemented as planned. Students continued to have access to a Broad Course of Study, including music programs offered to students in grades 4-12. Graduate profiles were not developed as the District instead decided to first focus on building profiles of proficient readers for grades TK-3rd, which were successfully built out.

1.18 -- This action was partially implemented as planned, as the District provided specialized academic instruction and designated services in alignment with students' Individualized Education Plans (IEPs). However, due to meet the increased needs of our students, including additional costs in staffing and a student attending a non-public school program at the District's expense, there is a material difference. Additionally, some districtwide professional development was provided this year but not to the extent that was planned. In alignment with Differentiated Assistance supports, the District used the 2025-26 school year to focus on systems analysis, data review, and identifying areas of need in order to build a stronger foundation.

1.19 -- This action was partially implemented as originally planned. The action called for Sutter Middle School (SMS) to collaborate with a Fresno County Superintendent of Schools (FCSS) ELA/ELD consultant to provide professional development for teachers with a focus on reading strategies that can be implemented into integrated and designated ELD instruction. However, due to the high cost of an FCSS consultant, the school elected to send teachers to county office hosted conferences as a less expensive option. Additionally, the school site elected to use both District and site resources, including Curriculum and Instruction Specialists, to provide professional learning.

1.20 -- This action was fully implemented. The action called for Fremont Elementary to implement a new writing curriculum aligned with the adopted curriculum that is more strategic in addressing the needs of Students with Disabilities and includes differentiated supports. Writing support was provided to teachers; however, due to the adopted curriculum being updated this year, teachers focused on using the writing resources within Benchmark Advanced rather than implementing a separate writing curriculum. The focus shifted to using differentiated supports within the adopted curriculum to best support students with disabilities.

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.

The District experienced material differences in the following actions:

1.3 -- Underspending occurred for this action. Even though the District did fulfill this action in its support of English language development for student language acquisition, the costs of professional development were less than anticipated. This is due to the District's utilization of content expert teachers already employed by the District, limiting the need for outside contracted support.

1.7 -- There were more costs than anticipated when originally planning this action. This is due to the increase of enrollment of students in TK-12th grade, as families voiced they appreciated the increased learning experiences offered to students through summer sessions. The large enrollment increases meant there was a greater need for staffing as well as supplies, hence the large increase in costs.

1.8 -- This action required more expenses than was originally planned due to increased costs of materials, including technology based programs. Additionally, the District piloted new supplemental programs, such as IXL, to determine if they could provide a more robust supplemental/intervention instructional program to close achievement gaps in the areas of ELA and math.

1.12 -- Fowler Unified recently qualified to become a California State Preschool Program (CSPP) and that designation brought grant money into the District. Therefore, there were no District funded expenditures needed to cover preschool costs due to the full utilization of State program funding.

1.13 -- The District underspent on this action. This is because the District had planned on using ELP funds to add a modular building at Marshall Elementary and another at Fremont Elementary as student learning spaces to accommodate the increased enrollment. However, the projects were put on hold because the District is planning to utilize state funding sources to reconstruct both school sites due to the aged facilities.

1.14 -- Due to needing to replace aging student devices, the District conducted a refresh of Chromebooks so that students had access to high functioning technology. A different funding source was utilized for the refresh, therefore leaving a remaining balance.

1.16 -- This action required less spending than originally planned due to the District's utilization of Educator Effectiveness grant funding for contracted professional development services outside of district resources. Well over 800 hours of professional learning were offered across the district, including both classified and certificated staff, and we celebrate the growth of our employees. Besides contracted services with outside entities such as our Fresno County Superintendent of Schools office, the District strategically used teachers on special assignment to further develop the skills of teachers through content specific learning sessions.

1.17 -- This action required more expenses than originally planned. This can largely be contributed to the use of Proposition 28 funds to enhance arts experiences for students beyond the regular programming. Prop. 28 funds allowed for supplemental support for students through additional staffing and materials in the areas of visual arts, choir, instrumental music, theatre, and dance.

1.19 -- This action required more expenditures than budgeted, as teachers attended professional conferences to improve and enhance instructional strategies, particularly addressing how to support the academic progress of English Learners.

1.20 -- This action was implemented as planned but there were no costs associated with this action due to the utilization of in-house staff providing training.

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

The overarching purpose of the actions in this goal is to increase academic achievement and reduced inequalities in academic performance:

1.1 and 1.2 – These foundational actions were effective in ensuring that all students had access to qualified, appropriately credentialed teachers and rigorous, standards-aligned instructional materials. The most recent data available from DataQuest showed that 82.4% of

teachers were appropriately credentialed and assigned. The District remains committed to reaching its target and will continue diligent efforts to recruit and retain qualified educators. The Local Indicators Report to the Board confirmed that 100% of students had access to standards-aligned curriculum materials in 2025-26, maintaining the same level from the baseline year. These actions were effective in maintaining universal access to quality instruction and instructional materials supporting the implementation of California State Standards.

1.3 and 1.9 – These actions showed effectiveness in supporting English Learners' language acquisition, access to core curriculum, and academic outcomes. The District provided designated and integrated English language development, professional development for teachers, comprehensive English Learner intervention support from certificated staff with paraprofessional support, enrichment and support materials, implementation of an English Learner Master Plan, and a counselor to work with English Learners and their parents. The percentage of English Learners making appropriate progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) showed a district-wide slight increase to 47.0% on the 2025 Dashboard, moving the student group into the Yellow performance level. Long-Term English Learners showed an increase of 3.6% to 52.5% making progress, resulting in a Green performance level. The reclassification rate of English Learners to Redesignated Fluent English Proficient (RFEP) increased significantly to 27.8% in 2025, an 8.9% improvement from the baseline of 18.9%. This represents a strong positive outcome and suggests that the designated and integrated English language development instruction and professional development provided through this action are contributing to students meeting reclassification criteria. On the 2025 SBAC, English Learners showed a decline in the percentage meeting or exceeding standard in ELA, dropping from 12.0% at baseline to 7.9%, and in Math from 8.2% to 6.0%. Distance from Standard results showed English Learners at 59.3 points below standard in ELA, a 2.8-point improvement from the 2023 baseline, and 80.5 points below standard in Math, a 5.6-point improvement from baseline. These Distance from Standard improvements suggest that while proficiency rates have not yet increased, English Learner students are moving closer to standard. The District will continue to provide professional development to support teachers in their instruction for designated and integrated ELD to deepen implementation and produce further gains.

1.4 and 1.5 – These actions were partially effective in supporting academic outcomes for Low-Income students, English Learners, and Foster Youth. The intervention support staff, including Curriculum and Instruction Specialists, Support Teachers, and Instructional Aides, provided targeted interventions to meet students' individual needs across grades TK-12. The iReady program provided teachers with diagnostic data and suggested interventions to address the needs of individual students. On the 2025 California School Dashboard, Overall Distance from Standard in ELA declined to 17.4 points below standard, a 3.9 point decline from the 2023 baseline of 13.5 points below. For Low-Income students, ELA Distance from Standard declined to 26.4 points below, a 4.1 point decline from the baseline of 22.3 points below. However, the percentage decrease for Low-Income students was less than the decrease experienced by Overall students. English Learners showed improvement in ELA Distance from Standard, moving to 59.3 points below, a 2.8 point improvement from the baseline of 62.1 points below. Long-Term English Learners declined to 112.1 points below standard. In Math, Overall Distance from Standard declined to 50.4 points below, a 2.1 point decline from the baseline of 48.3 points below. Low-Income students declined to 58.8 points below, a 3.7 point decline from the baseline of 55.1 points below. English Learners showed improvement in Math Distance from Standard, moving to 80.5 points below, a 5.6 point improvement from the baseline of 86.1 points below. Long-Term English Learners were at 152.9 points below standard. On the 2025 SBAC, the percentage of Overall students meeting or exceeding standard in ELA declined from 45.4% at baseline to 44.7%. Low-Income students maintained from the baseline, reaching 41.4% in 2025 compared to 41.8% at baseline. English Learners declined from 12.0% to 7.9%. Long-Term English Learners showed a slight increase of 1.5% to 8.5%. In Math, Overall students declined from 32.3% to 30.9%. Low-Income students declined from 29.2% to 28.0%. English Learners declined from 8.2% to 6.0%. Long-Term English Learners remained at 0%. The percentage of English Learners making appropriate progress toward English language proficiency as measured by the ELPAC showed a

slight increase to 47.0%, moving the student group into the Yellow performance level. Long-Term English Learners showed an increase of 3.6% to 52.5% making progress, resulting in a Green performance level. Data from the iReady Diagnostic 3 taken in the Spring of 2026 showed slight declines from the 2023 baseline in both reading and math. In reading, students in grades K-8 showed 45% of All students met the mark for "Early On Grade" or "Mid On-Grade and Above", a 2% decline from the baseline year. There were 42% of Low-Income students scoring in the top categories, experiencing a 2% drop from baseline. English Learners had the greatest drop in reading levels, with 23% meeting the target but this was an 11% decline from the 2023 baseline. Their Non-English Learner counterparts scored at a rate of 48%, showing there are inequities between the two student groups. For the math portion of iReady, 38% of All students met "Early On Grade" or "Mid On-Grade and Above" which was a drop of 1% from the baseline. Students in the Low-Income group had no change in comparison with 2023 as they maintained at a rate of 36%. Similar to the reading scores, English Learners experienced an 11% decrease from the baseline, with 21% meeting the criteria. Inequities exist in math as well between English Learners and their counterparts as 42% of Non-English Learners met the mark. These iReady data points suggest Overall performance is relatively stable but the gap is widening particularly for English Learners. The District will continue to refine the implementation of these actions to produce further gains, particularly for English Learners and Long-Term English Learners in proficiency rates.

1.6 and 1.7 – These actions were partially effective in supporting literacy, language acquisition, academic outcomes, graduation rates, and college and career readiness for Low-Income students, English Learners, and Foster Youth. The District continued to improve library services by purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of the learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. Library aides were staffed and trained to support students. Library staff met more than four times during the year to collaborate and attend professional development sessions led by FCSS staff and District staff. Educational partners continued to express appreciation for school libraries, where students can find a peaceful, comfortable place and access independent reading materials of high interest at appropriate reading levels. They also support the extension of hours for our elementary libraries, as students now have increased access to the library outside of classroom instructional hours. The summer extended learning program provided learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. The program was well-attended and successful in supporting students' academic progress. As described above, progress on the 2025 Dashboard declined in both ELA and math. ELPAC proficiency rates saw a slight increase from the previous year, as described above. Although not a metric for these actions, it is of note that the District's graduation rate remained very high at 96.2% Overall, maintaining a Blue (Very High) performance level. Low-Income students graduated at 95.9%, also at the Blue level, an improvement of 0.4% from the 2023 baseline. English Learners saw a significant increase in graduation rates to 95.5%, an improvement of 9.8% over the 2023 baseline of 85.7%. Long-Term English Learners graduated at 93.8%. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall increase of 11.5% from baseline to 67.6%. Low-Income students increased from 52.5% to 65.1%, a 12.6% improvement. English Learners showed a remarkable increase from 17.9% to 54.5%, a 36.6% improvement. Long-Term English Learners reached 56.3%. The College and Career Indicator showed that the percentage of students considered "Prepared" rose to 71.6% Overall, a substantial increase of 14.6% from the 2023 baseline of 57.0%. Low-Income students increased from 53.0% to 68.9%, a 15.9% improvement. English Learners demonstrated significant growth, increasing from 10.7% to 52.4%, a 41.7% improvement. Long-Term English Learners reached 50.0%. The EAP results showed that the percentage of Overall 11th grade students scoring "Ready" in ELA increased from 28.35% at baseline to 33.3%. Low-Income students increased from 28.75% to 30.4%. No English Learner or LTEL students scored at the "Ready" level in either ELA or Math. In Math, Overall students increased slightly from 4.64% to 5.1%. Low-Income students declined from 5.0% to 3.5%. The accessibility of independent reading materials through the libraries that were of high interest and available at appropriate reading levels contributed to the maintenance of Low-

Income students' performance on state ELA assessments. However, the library action was not as effective for English Learners in terms of proficiency rates, and the District will need to determine how library resources can be better leveraged to support English language acquisition to strengthen the action. The summer school program demonstrated effectiveness in supporting graduation rates, A-G completion, and College and Career readiness, with particularly strong gains for English Learners and Low-Income students. While SBAC proficiency rates showed declines, the improvements in Distance from Standard for English Learners and the significant gains in college and career readiness indicators suggest that these actions are contributing to long-term academic progress. While data for Foster Youth were not reported due to privacy concerns, the District believes that these actions have been equally beneficial for Foster Youth.

1.8 – This action was partially effective in supporting academic outcomes for Low-Income students, English Learners, and Foster Youth. The District purchased supplemental and intervention materials, including technology-based instructional programs, to provide interventions and additional supports. As described above, the “Distance from Standard” and “Percentages Meeting/Exceeding Standards” results for Low-Income students in both ELA and math showed a decline from the baseline year. On the 2025 SBAC, the percentage of Overall students meeting or exceeding standard in ELA declined from 45.4% at baseline to 44.7%. Low-Income students maintained from the baseline, reaching 41.4% in 2025 compared to 41.8% at baseline. English Learners declined from 12.0% to 7.9%. Long-Term English Learners showed a slight increase of 1.5% to 8.5%. In Math, Overall students declined from 32.3% to 30.9%. Low-Income students declined from 29.2% to 28.0%. English Learners declined from 8.2% to 6.0%. Long-Term English Learners remained at 0%. Data from iReady Diagnostic 3 taken in Spring of 2026 are detailed above. There were declines in both the reading and math portions of the iReady assessments and inequities remain between English Learners and their Non-English Learner peers. There continues to be a gap between Overall students and Low-Income and English Learner students on the State assessments, but there has been some narrowing of the gap. The percentage of English Learners making appropriate progress toward English language proficiency as measured by the ELPAC showed a slight increase from the previous year to 47.0%. These data points suggest that providing supplemental and intervention materials has been partially effective for Low-Income students, who maintained proficiency levels in ELA and showed smaller declines than the Overall group. The improvements in Distance from Standard for English Learners are promising. However, the lack of progress for English Learners in proficiency rates lessens the overall effectiveness of this action. While data for Foster Youth were not reported due to privacy concerns, the District believes that the supplemental materials have been beneficial for these students as well. The District will continue to refine the use of supplemental materials to better address the needs of students.

1.10 – This action showed mixed effectiveness in supporting academic outcomes for Long-Term English Learners. The District supported the linguistic and academic needs of LTELs by identifying and informing teachers which of their students are LTEL, collaborating to identify unique needs and barriers, providing targeted instructional support, providing professional development, and engaging parents and families. On the 2025 SBAC, Long-Term English Learners showed a 1.5% increase in ELA to 8.5% meeting or exceeding standard. However, no LTEL met or exceeded standard in Math, remaining at 0% for the third consecutive year. In Distance from Standard, LTELs declined to 112.1 points below in ELA and 152.9 points below in Math. The 2025 English Learner Progress Indicator showed growth for Long-Term English Learners, with 52.5% making a year or more progress, an increase of 3.6% from the prior year, resulting in a Green performance level. This is a positive indicator that the targeted supports are helping LTELs make progress in acquiring English language skills. These data indicate that while there are positive signs in ELPI results and a slight increase in ELA proficiency, the action has not yet produced the desired improvements in Distance from Standard or Math proficiency for LTELs. The District recognizes that this is still in the early stages of implementation and expects continued and deepened implementation. The District will continue to monitor LTEL progress closely and adjust supports as needed.

1.11, 1.14, and 1.16 – These actions were partially effective in their implementation. The District did experience declines on the SBAC for both ELA and math, but there were mixed results as the percentage decrease for Low-Income students was less than the decrease experienced by Overall students and their non-Low-Income counterparts. English Learners showed improvement in ELA Distance from Standard, moving to 59.3 points below and in math they improved to 80.5 points below, a 5.6-point improvement from the baseline of 86.1 points below. The EAP results showed Low-Income students increased from 28.75% to 30.4%. No English Learner or LTEL students scored at the "Ready" level in either subject. In Math, Overall students increased slightly from 4.64% to 5.1%. Low-Income students declined from 5.0% to 3.5%. The percentage of students completing A-G requirements showed an increase for Low-Income students from 52.5% to 65.1%. English Learners increased from 17.9% to 54.5%. The College and Career Indicator showed Low-Income students increased from 53.0% to 68.9% and English Learners increased from 10.7% to 52.4%. The percentage of English Learners making appropriate progress toward English language proficiency as measured by the ELPAC showed a slight increase to 47.0%. These data show that Low-Income students maintained proficiency levels from the baseline year in ELA and experienced smaller declines than the Overall group. English Learners demonstrated improvement in Distance from Standard in both ELA and Math, and significant gains were made in A-G completion and College and Career readiness. The District believes that the combined effects of smaller class sizes, equitable access to technology, and high-quality professional development will continue to support improved outcomes for Low-Income students and English Learners. While data for Foster Youth were not reported due to privacy concerns, the District believes that these actions have been equally beneficial for Foster Youth.

1.12 – This action was effective in the implementation of providing early education for young learners through preschool classes. However, the District did not need to provide financial support to sustain preschool classes because Fowler Unified was designated as a California State Preschool Program (CSPP), receiving state funding to fully fund the program. All available student seats in the preschool were filled to capacity, reflecting the strong demand for and effectiveness of the District's early education programming.

1.13 – This action was somewhat effective based on the metric data stated above. The metrics continue to show significant inequalities between non Low-Income Students and Low-Income students and English Learners, with the exception of some gap narrowing on the ELA portion of the SBAC. However, we believe that the narrowing gap results that were achieved for Low-Income students will be extended to English Learners and Foster Youth, as Expanded Learning Opportunities will complement implementation of Action 1.9.

1.15 – This action was effective in supporting college and career readiness through Career Technical Education and Regional Occupational Program courses. As described above, CTE completion rates and the College and Career Indicator showed improvement for Overall students, English Learners, and Low-Income students. Of note, Students with Disabilities increased from 3.8% baseline to 17.6% on CTE completion rates and on the CCI increased from a baseline of 7.7% to 25.0%. Both parents and students have expressed satisfaction with the wide range of CTE opportunities. The District is moving to strengthen pathway options by adding a Patient Care Pathway in response to popular student requests. These data demonstrate the effectiveness of this action in supporting college and career readiness across student groups.

1.17 – This action was effective in ensuring that all students throughout the District had access to a broad course of study. The College and Career Indicator showed that the percentage of students considered "Prepared" rose to 71.6% Overall, a 14.6% increase from the 2023 baseline of 57.0%, reaching the Blue (highest) performance level. Low-Income students increased from 53.0% to 68.9%. English Learners

increased from 10.7% to 52.4%. Students with Disabilities increased from 7.7% to 25.0%. The AP exam pass rate for All Students improved significantly from 39.8% at baseline to 57.4%. Low-Income students improved from 39.8% to 55.9%. The percentage of students completing A-G requirements also showed increases for Overall students, Low-Income students, and English Learners. We believe that these improvements reflect the effectiveness of the implementation of this action.

1.18 – This action was effective in ensuring access to services but showed challenges in improving academic outcomes for Students with Disabilities. All students with an IEP had access to specialized academic instruction and other designated instructional services as noted in their IEPs, and equitable access to District programs. Supplemental materials and access to technology were provided, along with targeted professional development for teachers. However, the data show that Students with Disabilities experienced declines in Distance from Standard on the 2025 Dashboard. In ELA, Students with Disabilities dropped to 111.2 points below standard and in Math, Students with Disabilities dropped to 136.3 points below standard. While the action ensured access to services and showed improvement in some areas such as the College and Career Indicator, the academic outcomes in ELA and Math indicate that a deeper focus on this action is needed. The District recognizes this as an area requiring intensified support and will work with the Fresno County Superintendent of Schools through Differentiated Assistance to develop and implement evidence-based interventions to address these outcomes.

1.19 – This action was partially implemented as originally planned, as the school site elected to use internal resources and send teachers to conferences rather than partnering with FCSS consultants due to high costs. While Sutter Middle School (SMS) made strategic moves to address English Learners, the 2025 Dashboard results showed mixed outcomes. ELPI results in the "Very Low" performance range on the 2023 CA Dashboard were originally a cause to create a specific action in this plan to accelerate progress in ELD for English Learners. There was significant growth on the 2024 CA Dashboard for English Learners, however the 2025 SMS California School Dashboard ELPI saw decreases again. ELPI results saw a decrease to 41.7% proficiency rate, placing it from the Blue (Very High) performance level in 2024 down into the Red (Very Low) level. Additionally, 2025 Sutter Middle School results for English Learners in Distance from Standard for ELA were in the Red performance level with a decline of 10.9 points, while ELs performance level for math was in the Yellow level showing an increase of 11.5 points. These mixed results suggest that while some progress was made in Math, the action was not fully effective in ELA and ELPI. The District is working to ensure that the professional learning provided through internal resources is sufficiently targeted to produce the desired improvements in reading strategies for integrated and designated ELD instruction.

1.20 – This action was implemented, as teachers at Fremont Elementary focused on using writing resources within the updated Benchmark Advanced curriculum rather than implementing a separate writing curriculum. The focus shifted to using differentiated supports within the adopted curriculum to best support students with disabilities. In 2023, Students with Disabilities at Fremont School were in the "Very Low" performance level in ELA, requiring an LCAP action to address that performance level. 2025 Dashboard results showed SWD in ELA scored 27.2 points below standard, placing the group into the Orange performance level. Fremont School staff will continue implementation of a writing focus in anticipation that this will produce further growth.

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

Action 1.21 has been added to address LREBG funding. Progress on this action will be measured by Metric 1.1 and 1.2.

All metrics in Goal 1 referring to Foster Youth and Homeless were updated to include a target and current difference from baseline as applicable.

Metric 1.20 was updated to reflect the most recent available DataQuest “Teaching Assignment Monitoring Outcomes” data, as now permitted under state law. As part of this update, the baseline year, Year 1, and Year 2 outcomes were revised to ensure alignment with current reporting requirements and the most accurate available data.

Action 1.13 was corrected to reflect a non-contributing action.

Action 1.18 was revised to incorporate strategies identified through the District's Differentiated Assistance process. The additions focus on implementing evidence-based writing supports, strengthening inclusive instructional practices, and using a continuous improvement process to improve outcomes for Students with Disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified Teachers	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.	$23,172,972.00	No
1.2	Standards-Aligned Curriculum	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. Teachers will place an emphasis on differentiated instruction where every student has a different learning path. Students' strengths will be expanded upon and areas of growth identified in order to support students along their journey. To insure access to a broad course of study for Students with Disabilities, the District will:	$443,013.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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.		
1.3	English Language Acquisition	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.	$1,500.00	No
1.4	Intervention and Support Staff	The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth in grades TK–12. These may include: • Curriculum and Instruction Specialists • Support Teachers • Instructional Aides The District will continue with a Punjabi-speaking instructional aide to provide academic support. The District will use Concentration Grant add-on funds for instructional aide FTE to support student learning at schools with 55% or more of unduplicated students. The District will also use Concentration Grant add-on funds to continue with Support Teachers to support student learning at schools with 55% or more of unduplicated students.	$4,441,621.00	Yes
1.5	Supplemental Learning Program	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	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided summer access to the program in order to address learning recovery and acceleration.		
1.6	Library Support Services	The District will continue to improve library services. Improved services will include: • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library aides that enables educationally and culturally responsive library services. Library staff will 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 will also meet with library staff from FCSS for professional learning to improve their skills and enhance their knowledge of digital literacy.	$361,088.00	Yes
1.7	Summer School	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.	$435,781.00	Yes
1.8	Supplemental/ Intervention Materials	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials determined by the site administration and staff as they engage in ongoing assessments of the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas.	$306,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance.		
1.9	English Learner Supports	The District is committed to meeting the needs of our English Learners to ensure access to the core and to increase academic outcomes. The District will provide English Learner intervention support from certificated staff, with paraprofessional support. These services will be based on an assessment of the student's level of language development, and include the following: • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core, including oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-activity kits to increase the academic outcomes. • Supplies for leveled interventions, including rich literature taking into account the background of students portrayed in the acquired literature. • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core and in ELD strategies that accelerate English Learner students' acquisition of English. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide paraprofessional support for small groups and individuals • Implementation of a revised English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs. • A counselor to work with English Learners and their parents through outreach to families and organizing parent workshops.	$172,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Long-Term English Learners (LTEL) Supports	The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) by identifying and informing teachers which of their students are LTEL; through collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; by providing targeted instructional support based on those needs and regularly monitoring progress; by providing professional development to teachers specific to supporting LTEL students; and by engaging parents and families in supporting LTEL in acquiring the skills required for reclassification to RFEP.	$1,500.00	Yes
1.11	Reducing Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$2,023,427.00	Yes
1.12	Early Education Support	The District will provide support to sustain preschool classes. In 2024-25, Fowler Unified was designated as a California State Preschool Program (CSPP) and will receive state funding to support the program.	$10,000.00	No
1.13	Expanded Learning Program	The District will continue to contract with Fresno County Superintendent of Schools to provide an After-School Program, in addition to programming provided by the District. Student slots for Expanded Learning Opportunities will be prioritized for Low-Income students, English Learners, and Foster Youth in need of academic supports. Students in grades 7-12 will also be provided opportunities to participate in Expanded Learning, funded by the District.	$2,000,000.00	No
1.14	Technology Implementation	The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that	$373,822.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increases access for Low- Income students, English Learners, and Foster Youth. -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. • Sufficient staff will be maintained to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for a period of time. • Additional supplies/materials/Chromebooks will be kept 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.		
1.15	CTE/ROP	The District will support college and career readiness through the increased participation of Low-Income students, English Learners, Foster Youth, and students with exceptional needs in CTE/ROP courses by hiring and retaining personnel for coursework in the following areas of Career Technical Education/ ROP classes, including materials and supplies. • Agriculture and Natural Resources • Arts, Media, and Entertainment • Health Science • Marketing, Sales, and Services	$933,296.00	No
1.16	Professional Development	District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. 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:	$202,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology The District will provide teachers in grades 3-5 with additional time for professional learning activities by hiring a P.E. teacher for those grades. Teachers will use that time for data review and collaborative planning to support Low-Income, English learners, and Foster Youth students. Instructional Leadership Collaborative, teams of administrators, teachers, and instructional coaches, will regularly meet at all school sites across the District. These teams are examining current practices and are developing systematic responses to meet the needs of Low-Income students, English Learners, Foster Youth. The next steps Instructional Leadership Collaboratives will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI). Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).		
1.17	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school grades. The District will provide support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure access to district programming and a free appropriate public education. Services provided	$653,018.00	No

Action #	Title	Description	Total Funds	Contributing
		will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. In grades 4-12, the District will ensure that interested students have access to a music program that includes choir and band. Work on the development and implementation of Graduate Profiles will begin at Fowler High to support English Learners, Low-Income students, and Foster in increasing A-G completion rates.		
1.18	Services for Students with Exceptional Needs	The District will provide specialized and targeted support to Students with Disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure access to District programming and a free appropriate public education. Services provided will be aligned with other District offerings in order to best support each student's academic and social-emotional needs, and will also include; • Supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. As part of our Differentiated Assistance work, we collaborated with educational partners and FCSS staff to collect and analyze data and conduct a root cause analysis. Through this process, we identified that Students with Disabilities at Sutter Middle School are struggling with foundational writing skills and require increased access to grade-level instruction and core curriculum supports within the Least Restrictive Environment (LRE). In response, we will implement a Plan-Do-Study-Act (PDSA) cycle of continuous improvement to identify and refine promising evidence-based interventions and service delivery practices. This systems improvement effort is focused on strengthening the alignment of Specialized Academic	$2,272,810.00	No

Action #	Title	Description	Total Funds	Contributing
		Instruction (SAI) services to students' IEP goals and grade-level standards while improving inclusive instructional practices and coordinated support systems. The first evidence-based practice we will implement is targeted writing support through Academic Seminar courses at Sutter Middle School. These practices are designed to increase student access to rigorous grade-level instruction, strengthen inclusion opportunities, and improve outcomes related to special education indicators. Additionally, ongoing professional development, collaboration among general education and special education staff, and coordinated instructional supports will build staff capacity to effectively deliver services that improve student access to the core curriculum and support improved academic outcomes for Students with Disabilities.		
1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	2023 California School Dashboard ELPI results for Sutter Middle School English Learners were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in ELD for those students. Examining the ELPAC performance of our students by domain, the data are clear that the area in which students are experiencing the greatest difficulties is Reading, in which 58% of 6th graders, 39% of 7th graders, and 48% of 8th graders were still at the "beginning to develop" level. This compares to single-digit percentages at that level in Listening and Speaking, and 18% or less at that level in Writing. Additionally, the Distance from Standard, ELA and Math were both in the "Very Low" performance level. Examining SBAC ELA assessment results, Reading is the area in which our English Learners showed the lowest performance. Anecdotal data from instructional staff confirm that English Learners struggle with reading instructions and word problems in math. These data strongly suggest that the lack of reading skills is hindering our English Learner students in all three areas.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Sutter Middle School will collaborate with a FCSS ELA/ELD consultant to provide professional development for teachers with a focus on reading strategies that can be implemented into integrated and designated ELD instruction.		
1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	2023 California School Dashboard Distance from Standard results for Fremont Elementary School Students with Disabilities were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in ELA was 90.2 points below standard. Examining SBAC ELA assessment results, Writing is the area in which our Students with Disability showed the lowest performance. Fremont Elementary will implement a new writing curriculum that is aligned with the adopted curriculum, is more strategic in addressing the needs of Students with Disabilities, and includes differentiated supports.	$1,000.00	No
1.21	Support Teachers	LREBG Action Fowler Unified will support students, particularly Low-Income and English Learners, by providing accelerated student learning and closing academic gaps through targeted evidence based support, including small group tutoring in ELA and math, early intervention and literacy supports. The interventions will be provided by support teachers who will focus on the implementation of evidence-based interventions to improve student academic outcomes. Studies have shown that highly skilled teachers who provide small group instruction have improved student outcomes. Highly effective intervention or tutoring models for elementary students include meeting five times per week for 20 minutes per session, with a focus on building a single skill at a time. Additionally, grouping students by skill level or language learner status make for a more effective intervention group.	$604,641.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics 1.1 and 1.2 will be used to determine effectiveness of this action. LREBG Funds: $604,641 through 2027-28		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging. • Reflect to develop a deeper understanding of ourselves and others • Develop trust with one another through consistency, respect, compassion, and accountability of our actions • Believe that diversity in mind, body, and spirit creates a stronger community • Ensure decisions and plans are created using an equity lens. Understanding that equity means we don't all start from the same place, and we must provide resources and opportunities needed to reach an equal outcome	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2025 California School Dashboard, Suspension Rates:
Suspension rates declined Overall by 1.7% from the previous year on the Dashboard, earning a Green performance level. Low-Income students, Hispanic, and English Learners improved to the Blue performance level. Students with Disabilities, Long-Term English Learners, and White students increased to the Green level.
The improvements made on this indicator show the intentional work done by the District to address previous outcome gaps among certain student groups. The implementation of integrated student support services increased parental engagement, school attendance, and addressed Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness as described by the actions of Goal 2.

2025 California School Dashboard, Chronic Absenteeism:
Chronic absenteeism rates continued to show notable declines. As suggested by educational partners, we will continue implementation of a three-pronged approach to closing those gaps between Low-Income students and All Students, and the inequalities apparent between Low-Income students and English Learners, and non Low-Income students. The District will continue the Positive Behavior and Intervention Strategies; Student Support Specialists Counselors at each school site who provide trainings (De-escalation, Mindfulness, etc.), counseling services (small group and one-on-one), on-site support for students and staff (in and out of class); security improvements; and expanded health services to reduce Chronic Absenteeism. The other two approaches will be the school sites reviewing absences and determining the need to send a SARB warning letter and the sites establishing incentives for attendance. The data show that our Low-Income students are

chronically absent at a much higher rate than non-Low-Income students. The District will continue its efforts to address these inequalities.

Data from the most recent year available on the CDE website shows that the high school drop out rate declined one percent to 1.9%.

The percentage of students who reported that they feel safe at school increased from a 2024 baseline of 86.1% to 86.8% in 2026. Similarly, the percentage of students who indicated that they feel connected to their school rose from 80.1% in 2024 to 83.5% in 2026, reflecting continued growth in students' sense of belonging. In 2026, 91.8% of parents reported that they believe their children are safe at school, compared to a 2024 baseline of 95.1%. While this represents a decline, parent perception of school safety remains high overall. Additionally, 95.1% of teachers reported that students are safe in our schools, remaining relatively stable compared to the 2024 baseline of 95.7%. Overall, student responses show continued positive growth in both safety and connectedness, demonstrating progress toward Goal 2, which focuses on supporting students' physical and emotional well-being by fostering positive school environments where individuals feel valued, celebrated for their unique qualities, and experience a strong sense of belonging.

The actions described in this goal are targeted toward improving pupil engagement and school climate outcomes for all students, with a focus on closing inequalities in outcomes among student groups. As stated in the goal, the District and our Educational Partners believe that a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging is fundamental to students' success. The actions address students' needs for additional social, emotional, and health supports, and behavioral supports based on multiple sources of information on students' progress. Decisions will be student-centered and informed by excellent data collection and analysis.

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

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.

The actions and metrics below have been grouped together to help achieve our goal of providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: High School Graduation Rate	All students -- 96.0% Students w/ Disabilities -- 76.9%	All students -- 95.1% Students w/ Disabilities --	All students -- 96.2% Students w/ Disabilities --	All students -- 96.9%	All students -- 0.2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners -- 85.7% Hispanic -- 97.3% Low Income -- 95.5% White -- 94.1% Asian -- 86.4% [2023 California School Dashboard]	75.0% English Learners -- 93.9% LTEL -- 100% Hispanic -- 94.8% Low Income -- 95.6% White -- 95.5% Asian -- 96.4% Foster Youth -- n/d Homeless Youth -- <11 [2024 California School Dashboard]	70.6% English Learners -- 95.5% LTEL -- 93.8% Hispanic -- 95.9% Low Income -- 95.9% White -- 100% Asian -- 96.6% Foster Youth -- n/d Homeless Youth -- <11 [2025 California School Dashboard]	Students w/ Disabilities -- 85.9% English Learners -- 88.7% LTEL -- 96.8% Hispanic -- 98.2% Low Income -- 96.4% White -- 95.0% Asian -- 89.4% [2026 California School Dashboard]	Students w/ Disabilities -- 6.3% decline English Learners -- 9.8% improvement LTEL -- 6.2% decline Hispanic -- 1.4% decline Low Income -- 0.4% improvement White -- 5.9% improvement Asian -- 10.2% improvement
2.2	Attendance	All Students -- 93.87% [2023-2024 District Attendance Calculations]	All Students -- 94.2% [2024-2025 District Attendance Calculations]	All Students -- 95.0% [2025-2026 District Attendance Calculations]	All Students -- 95.37% [2026-2027 District Attendance Calculations]	All Students -- 1.1% improvement
2.3	California School Dashboard: Suspension Rate	All students - 4.2% Students w/ Disabilities -- 5.5% English Learners -- 4.4% Hispanic -- 4.2% Low Income -- 4.7% White -- 4.2% Asian -- 2.5% African American -- 9.1% Two or More Races -- 4.3% Foster Youth -- 15.4%	All students -- 3.6% Students w/ Disabilities -- 5.8% English Learners -- 5.5% LTEL -- 11.5% Hispanic -- 3.8% Low Income -- 4.1% White -- 2.6% Asian -- 1.3% African American -- 8.3%	All students -- 1.9% Students w/ Disabilities -- 3.0% English Learners -- 1.4% LTEL -- 2.2% Hispanic -- 1.8% Low Income -- 1.9% White -- 1.1% Asian -- 1.4% African American -- 5.9%	All students - 2.7% Students w/ Disabilities -- 4.0% English Learners -- 2.9% LTEL -- 1.0% Hispanic -- 2.7% Low Income -- 3.2% White -- 2.7% Asian -- 1.0% African American -- 6.1%	All students -- 2.3% improvement Students w/ Disabilities -- 2.5% improvement English Learners -- 3.0% improvement LTEL -- 9.3% improvement Hispanic -- 2.4% improvement Low Income -- 2.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth - 0% Fowler High School English Learners -- 10.4% [2023 California School Dashboard]	Two or More Races -- 8.7% Foster Youth -- <11 Homeless Youth - 0% Fowler High School English Learners -- 12.8% Fowler Academy Continuation School: All Students -- 0% Low-Income Students -- 0% [2024 California School Dashboard]	Two or More Races -- 6.3% Foster Youth -- <11 Homeless Youth - 0% Fowler High School English Learners -- 1.9% Fowler Academy Continuation School: All Students -- 0% Low-Income Students -- 0% [2025 California School Dashboard]	Two or More Races -- 2.8% Foster Youth -- 6.4% Homeless Youth - 0% Fowler High School English Learners -- 7.4% Fowler Academy Continuation School: All Students -- 0% Low-Income Students -- 0% [2026 California School Dashboard]	White -- 3.1% improvement Asian -- 1.1% improvement African American -- 3.2% improvement Two or More Races -- 2.0% increase Homeless Youth - no change Foster Youth - N/A Fowler High School English Learners -- 8.5% improvement Fowler Academy Continuation School: All Students -- 22.5% improvement Low-Income Students -- 22.2% improvement
2.4	California School Dashboard: Chronic Absenteeism (K-8)	District-wide: All Students -- 24.6% Students w/ Disabilities -- 35.1% English Learners -- 23.3% Hispanic -- 24.9% Low Income -- 26.6%	District-wide: All Students -- 16.3% Students w/ Disabilities -- 23.4% English Learners -- 13.0%	District-wide: All Students -- 14.4% Students w/ Disabilities -- 25.8% English Learners -- 12.3%	District-wide: All Students -- 9.6% Students w/ Disabilities -- 14.1% English Learners -- 8.3%	All Students -- 10.2% improvement Students w/ Disabilities -- 9.3% improvement English Learners --

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White -- 21.9% Asian -- 17.8% African-American -- 57.9% Two or More Races -- 35.3% Sutter Middle School: Students w/ Disabilities -- 34.1% White -- 34% Asian-- 22.6% [2023 California School Dashboard]	LTEL -- 15.2% Hispanic -- 16.8% Low Income -- 18.1% White -- 9.2% Asian -- 12.3% African-American -- 47.7% Two or More Races -- 23.5% Foster Youth -- <11 Homeless -- 34.8% Sutter Middle School: Students w/ Disabilities -- 22.2% White -- 10.3% Asian-- 9.8% [2024 California School Dashboard]	LTEL -- 14.5% Hispanic -- 14.9% Low Income -- 16.1% White -- 11.0% Asian -- 5.1% African-American -- 35.7% Two or More Races -- 36.0% Foster Youth -- <11 Homeless -- 25.6% Sutter Middle School: Students w/ Disabilities -- 27.8% White -- 7.7% Asian-- 0% [2025 California School Dashboard]	LTEL -- 10.0% Hispanic -- 9.9% Low Income -- 11.6% White -- 6.9% Asian -- 2.8% African-American -- 27.9% Two or More Races -- 14.3% Foster Youth -- 9.6% Homeless -- 10.0% Sutter Middle School: Students w/ Disabilities -- 27.1% White -- 27.0% Asian-- 17.6% [2026 California School Dashboard]	11.0% improvement LTEL -- 0.7% improvement Hispanic -- 10.0% improvement Low Income -- 10.5% improvement White -- 10.9% improvement Asian -- 12.7% improvement African-American -- 22.2% improvement Two or More Races -- 0.7% increase Homeless --9.2% improvement Foster Youth -- N/A Sutter Middle School: Students w/ Disabilities -- 6.3% improvement White -- 26.3% improvement Asian-- 22.6% improvement
2.5	Expulsion Rate	0.1% [2022-23 DataQuest]	0%	0%	0%	0.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2023-24 DataQuest]	[2024-25 DataQuest]	[2025-26 DataQuest]	
2.6	High School Dropout Rate	2.3% [2022-23 DataQuest Four- Year Cohort Outcomes]	2.9% [2023-24 DataQuest Four-Year Cohort Outcomes]	1.9% [2024-25 DataQuest Four-Year Cohort Outcomes]	1.4% [2025-26 DataQuest Four-Year Cohort Outcomes]	0.4% improvement
2.7	Middle School Dropout Rate	0% [2022-23 CALPADS Report 8.1c]	0% [2023-24 CALPADS Report 8.1c]	0% [2024-25 CALPADS Report 8.1c]	0% [2025-26 CALPADS Report 8.1c]	No change
2.8	School Climate Survey: Results of the Student Survey Reported to the FUSD Governing Board -- % of Students Feeling Connected to School % of Students Feeling Safe at School	MET -- Results Reported 80.1% of students surveyed responded that they feel connected to school. 86.1% of students surveyed responded that they feel safe at school [June, 2024, Report to the FUSD Governing Board]	MET -- Results Reported 84.5% of students surveyed responded that they feel connected to school. 87.6% of students surveyed responded that they feel safe at school [June, 2025, Report to the FUSD Governing Board]	MET -- Results Reported 83.5% of students surveyed responded that they feel connected to school. 86.8% of students surveyed responded that they feel safe at school [June, 2026, Report to the FUSD Governing Board]	MET -- Results Reported 85% of students surveyed will respond that they feel connected to school. 90% of students surveyed will respond that they feel safe at school [June, 2027, Report to the FUSD Governing Board]	Students' feelings of connectedness to school: 3.4% improvement Students' feelings of safety at school: 0.7% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety	Parents -- 94.7% expressed that their child(ren) felt connected to school. 95.1% expressed that their child(ren) felt safe at school. Teachers -- 95.7% of teachers surveyed responded that school is a safe place for students 98.3% of teachers surveyed responded that students feel connected to school. [Spring, 2024, Survey]	Parents -- 88.4% expressed that their child(ren) felt connected to school. 95.1% expressed that their child(ren) felt safe at school. Teachers -- 96.6% of teachers surveyed responded that school is a safe place for students 97.4% of teachers surveyed responded that students feel connected to school. [Spring, 2025, Survey]	Parents -- 91.8% expressed that their child(ren) felt connected to school. 91.8% expressed that their child(ren) felt safe at school. Teachers -- 95.1% of teachers surveyed responded that school is a safe place for students 97.6% of teachers surveyed responded that students feel connected to school. [Spring, 2026, Survey]	Parents -- 95% will express that their child(ren) feel connected to school. 96% will express that their child(ren) feel safe at school. Teachers -- 97% of teachers surveyed will respond that school is a safe place for students 98.5% of teachers surveyed will respond that students feel connected to school. [Spring, 2027, Survey]	Parents expressing that their child(ren) felt connected to school: 2.9% decline Parents expressing that their child(ren) felt safe at school: 3.3% decline Teachers responding that school is a safe place for students: 0.6% decline Teachers responding that students feel connected to school: 0.7% decline
2.10	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score reported to the FUSD Governing Board	MET -- Results Reported All sites "Good" or better. [June, 2024, Report to the FUSD Governing Board]	MET -- Results Reported All sites "Good" or better. [June, 2025, Report to the FUSD Governing Board]	MET -- Results Reported 4 sites were "Good" or better. 2 sites were "Fair". [June, 2026, Report to the	MET -- Results Reported All sites "Good" or better. [June, 2027, Report to the FUSD Governing Board]	MET -- Results Reported Decline of 2 sites dropping into the "Fair" category. The other sites maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				FUSD Governing Board]		

Goal Analysis [2025-26]

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

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

The following prompt responses have been reviewed and updated from the prior year. While most implementation levels remained the same, any changes are explained below.

2.1 -- This action was implemented as planned, as the District continued in its second year of having a dedicated Registered Nurse (RN) who was supported by a Licensed Vocational Nurse (LVN). Physical health and mental health issues were mitigated, as much as possible, by successfully providing support to Low-Income students, English Learners, and Foster Youth by the RN and LVN.

2.2 -- This action was implemented as planned. School sites were staffed with Behavior Intervention Technicians (BIT) and Student Support Counselors who delivered social emotional lessons to students in classrooms as a tier 1 response, lessons for small groups as a tier 2 response, and one-on-one lessons for tier 3. Additionally, teaching staff participated in professional development sessions for supporting students with SEL strategies.

2.3 -- School site and district-based Family Liaisons collaborated on identification and providing targeted services to support the needs of homeless students. The District was successful in providing services to meet the needs of homeless students.

2.4 -- The District was successful in implementation of this action. ParentSquare was utilized to communicate attendance concerns with families and each school site implemented their own attendance incentive programs to encourage students to come to school. Positive Based Intervention and Support (PBIS) are increasingly used at all school sites in conjunction with restorative practices. Opportunities for Service Learning have been offered throughout the District at all levels. School Attendance and Review Board (SARB) continues to function leading to lower chronic absenteeism rates across the District. School sites were successful in hiring/retaining and training campus supervisors to build positive relationships with students in support of mental health and well-being. Air quality at all schools is regularly monitored to support respiratory health and prevent absences due to air-borne disease.

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

2.6 -- Family Liaisons facilitated transitional services and supports to Foster Youth new to the District, and social/emotional supports for all our Foster Youth were provided upon request. Additionally, Foster Youth in need of hygiene products, backpacks, and school supplies were provided with those items.

2.7 -- Fowler USD was successfully focused on providing safe and positive learning environments for students at all campuses throughout the District. Two school sites met the criteria for "fair" facilities, while the other sites maintained a "good" rating. A challenge for the District has been the age of our facilities. A multi-year facilities plan has been developed by the District to address the aging facilities.

2.8 -- Low-Income students, Foster Youth, and English Learners availed themselves of transportation to and from school for extra-curricular activities outside of normal school hours, as many of those students do not have access to private transportation. We were able to successfully continue to provide transportation services for students both to and from school, as well as extracurricular activities. However, there was a material difference due to rising costs of transportation.

2.9 -- At Sutter Middle School, the action to address Chronic Absenteeism for Asian students and White students was implemented as planned by reviewing student attendance records, using the SARB referral process, and providing motivating experiences to lower chronic absenteeism among these groups. A root cause analysis revealed there was a lack of understanding on the part of Asian and White parents about the importance of attendance and the impact it has on a child's learning. The staff at Sutter Middle School worked to educate parents with one-to-one conversations about the impact of missing school on their child. Additionally, short-term independent study was used increasingly this year to support continuity in student learning while students were ill. By focusing on parent education, increased use of short-term independent study, and offering engaging student experiences, chronic absenteeism rates have greatly improved at the site.

2.10 -- At Sutter Middle School, the action to address Chronic Absenteeism for Students with Disabilities was mostly implemented as planned, by creating student support plans to encourage attendance. Additionally, short-term independent study was used increasingly this year to support continuity in student learning while students were ill. Full Plan Do Study Act (PDSA) cycles were not completed as planned.

2.11 -- This action was fully implemented at Fowler High School in support of English Learners. The student reengagement center was used to de-escalate students as a preventative measure. Additionally, the school site offered periodic social emotional lessons with students that included strategies for how to properly engage with peers during challenging situations.

2.12 -- At the Fowler Academy Continuation School, this action was implemented as planned. Students and staff implemented Restorative Justice practices that built mutual understanding and respect. Implementation included staff professional development and planning time, student materials, guest speakers, and student recognition.

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.

The District experienced material differences in the following actions:

2.2 -- This action was overspent, due to the increased costs for staffing. Salaries for staff serving the needs of students through social-emotional learning, along with their statutory benefits, were increased through the negotiations process.

2.3 -- Although the District ensured Homeless students were provided with necessities to thrive in school, the expenses were not as high as anticipated. Family liaisons were able to successfully partner with families and provided items to students so that they were able to fully participate in school activities and also provided items for basic needs.

2.7 -- There was an overspending on facilities throughout the District due to aging structures and the increased costs of materials, equipment, and supplies that challenge the construction industry. By updating facilities and conducting routine maintenance, our students are able to access clean and safe learning environments.

2.8 -- This action was overspent from what was originally planned. Students did participate in many varying activities outside of normal school hours and were provided with transportation to and from events, as well as transportation home from after school tutoring sessions. Transportation costs throughout the State have increased due to the state of the economy.

2.9 -- Overspending occurred for this action as Sutter Middle School provided more attendance incentives than originally planned to encourage improved student attendance.

2.10 -- This action was overspent due to the increased costs of providing attendance incentives for students with good attendance rates.

2.11 -- This action was underspent due to overbudgeting and the successful implementation of proactive social-emotional lessons and supports, which contributed to improved student behavior and positive outcomes.

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

The overarching purpose of the actions in Goal 2 is to provide a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging. The District evaluated the effectiveness of each action using the metrics identified in the LCAP, including graduation rates, suspension rates, chronic absenteeism rates, attendance rates, dropout rates, expulsion rates, student and parent survey data on school safety and connectedness, and Facilities Inspection Tool (FIT) scores.

2.1 – This action was effective in supporting student health and well-being, contributing to positive outcomes across multiple indicators. The effectiveness of this action is reflected in the 2025 graduation rate, which remained among the highest in Fresno County at 96.2% Overall, maintaining a Blue (Very High) performance level on the California School Dashboard. Graduation rates for Low-Income students were at 95.9%, also at the Blue level, an improvement of 0.4% from the 2023 baseline of 95.5%. English Learners saw a significant increase in graduation rates to 95.5%, an improvement of 9.8% over the 2023 baseline of 85.7%. Long-Term English Learners graduated at a rate of 93.8%. Data for Foster Youth were not reported due to the small size of the cohort; however, the District's experience is that the health services provided through this action have been equally beneficial for Foster Youth. This action was also effective in reducing chronic absenteeism as Overall rates continued to show notable declines, dropping from 24.6% at the 2023 baseline to 14.4% in 2025, a 10.2% improvement. For Low-Income students, chronic absenteeism declined from 26.6% at baseline to 16.1%, a 10.5% improvement. English

Learners showed an even greater decline, from 23.3% at baseline to 12.3%, an 11.0% improvement. Long-Term English Learners declined from 15.2% in the prior year to 14.5%. Data for Foster Youth were not reported due to the small cohort size. The percentage of students who responded to the survey prompt that they feel safe at school maintained from the 2023 baseline at 86.8% in 2026. The percentage of respondents who agreed that they feel connected to their school was 83.5%, a 3.4% increase from the 2024 baseline of 80.1%. These results indicate the effectiveness of this action in addressing students' physical and emotional well-being by providing a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging. Educational Partners have shared that many families, particularly Low-Income families and families of Foster Youth, face health challenges and barriers to accessing care that result in their children missing school. By providing health services with RN and LVN support in addition to what is legally required, the District has been effective in addressing these barriers and supporting improved attendance and well-being for Low-Income students, English Learners, and Foster Youth.

2.2 – This action was effective in supporting the social and emotional well-being of students and contributing to positive outcomes across multiple indicators. The effectiveness of this action was supported through the hiring and retention of intervention and support staff, including Student Support Counselors who provided behavior intervention and support based on the identified needs of Low-Income students, English Learners, and Foster Youth, as well as the implementation of social-emotional learning through a Culture and Climate Teacher on Special Assignment and site-based SEL teams that supported best practices in classrooms. The effectiveness of this action is reflected in the 2025 graduation rate as outlined above. Also, as noted above, chronic absenteeism rates continued to show notable declines for Overall students and most student groups. Over a four-year span (2022 to 2026), the social-emotional supports and positive behavior systems put in place through this action have had a significant positive impact. The percentage of students who responded to the survey prompt that they feel connected to their school rose from 50.3% at baseline to 83.5%, and the percentage who feel safe at school rose from 47.9% at baseline to 86.8%. These results indicate that the action is having a meaningful beneficial impact on students' sense of belonging and safety.

2.3 – This action was effective in ensuring that homeless students had access to necessary resources and supports. The District supported in identifying the needs of homeless students and families, and the Family Liaisons from school sites and the District collaborated on providing targeted services to support the needs of those students. All schools had access to resources for homeless students who might have been in need of supplies and/or personal items. The District considers this action to have been effective in supporting the well-being and school engagement of homeless students.

2.4 – This action was effective as evidenced by data in high graduation rates, reducing suspension rates, lowering chronic absenteeism, and supporting positive school climates. The graduation rate for Overall students, as well as Low-Income and English Learners, were at high levels on the 2025 CA Dashboard. Suspension rates declined significantly across all student groups, with Overall suspension rates dropping from 4.2% at the 2023 baseline to 1.9% in 2025. For Low-Income students, suspension rates declined from 4.7% at baseline to 1.9%, and English Learners showed a dramatic improvement, declining from 4.4% at baseline to 1.4%. Long-Term English Learners also experienced a significant decline, dropping from 11.5% in the prior year to 2.2%, moving from the Orange level to Blue. Data for Foster Youth were not reported on the 2025 Dashboard due to the small size of the cohort; the District's experience is that the behavior supports and restorative practices implemented through this action have contributed to improved outcomes for Foster Youth. Chronic absenteeism rates also continued to decline. Overall rates dropped from 24.6% at baseline to 14.4% in 2025. For Low-Income students, rates declined from 26.6% to 16.1%. English Learners showed a decline from 23.3% to 12.3%. Long-Term English Learners declined to 14.5%. Data for Foster Youth were not reported due to the small cohort size. The percentage of students who feel connected to their school increased from 80.1% at the

2024 baseline to 83.5% in 2026, and the percentage who feel safe at school maintained at 86.8%. These results indicate that the Positive Based Intervention and Support (PBIS), Restorative Practices, Opportunities for Service Learning, School Attendance and Review Board (SARB), ParentSquare communication regarding attendance, campus supervisors, air quality monitoring, attendance data review, and local attendance incentive programs are collectively having a positive impact on school climate and student engagement. While the action was generally effective for Low-Income students and English Learners, the District recognizes that Foster Youth may face unique attendance and behavioral challenges. Although data for Foster Youth were not separately reported, the District will continue to ensure that the behavior and attendance supports provided through this action are responsive to the needs of Foster Youth.

2.5 – This action was effective in ensuring that all students who qualified for speech therapy services received them. The District provided partially contracted speech therapy services from an outside agency and also employed multiple full-time speech therapists. All students who qualified for speech services received the services outlined in their Individualized Education Plans.

2.6 – There are insufficient data to fully rate the effectiveness of this action. Suspension data for Foster Youth were not reported on the 2025 Dashboard due to the small size (<11) of that student group. The 2023 baseline showed a Foster Youth suspension rate of 15.4%. Survey results regarding school connectedness were also not reported for Foster Youth due to the small cohort size. Chronic absenteeism data for Foster Youth were not reported on the 2025 Dashboard and survey data was also not reported due to the small cohort size. The district's 2026 spring survey found that 83.5% of responding students reported feeling connected to their school, an increase of 3.4 percentage points from the 2024 baseline. This districtwide improvement suggests that the social-emotional and relationship-building supports provided through this action are contributing to a stronger sense of school connectedness. The District will continue this action in order to do all possible to ensure supports for the Foster Youth who attend FUSD schools.

2.7 – This action was effective in maintaining clean and safe facilities across the District. The Facilities Inspection Tool (FIT) results reported to the FUSD Governing Board showed that four sites were rated "Good" or better, while two sites were rated "Fair." While this represents a slight decline from the prior year when all sites were rated "Good" or better, the District maintained its commitment to routine maintenance to provide clean and safe learning environments for students. Parent survey results showed that 93.4% of parents agreed or strongly agreed that the school facilities are clean and well-maintained.

2.8 – Participation in extra-curricular activities are often motivating factors that encourage students to attend school. Therefore, this action was effective in supporting reduced chronic absenteeism with Overall chronic absenteeism rates dropping from 24.6% at the 2023 baseline to 14.4% in 2025. For Low-Income students, chronic absenteeism declined from 26.6% to 16.1%. English Learners showed an 11.0% improvement, declining from 23.3% to 12.3%. Data for Foster Youth were not reported due to the small cohort size. The District provided student transportation to and from school for extra-curricular activities outside of normal school hours, as many Low-Income students do not have access to private transportation outside of school hours.

2.9 and 2.10 – These actions showed mixed results in reducing chronic absenteeism for the targeted student groups at Sutter Middle School. The 2023 California School Dashboard showed chronic absenteeism results at the "Very High" (Red) performance level for Asian students at 22.6%, White students at 34.0%, and Students with Disabilities at 34.1%. As a result of the school's comprehensive efforts to review student attendance records, use the SARB referral process, provide incentives to lower chronic absenteeism, and create student support plans to encourage attendance, the 2025 Dashboard showed significant improvements for Asian students and White students. Chronic absenteeism

for Asian students at Sutter Middle School declined to 0%, a 22.6% improvement from the 2023 baseline. White students declined to 7.7%, a 26.3% improvement from the 2023 baseline. Neither of these student groups remains in the Red performance level for this indicator, demonstrating that the actions were highly effective for these two groups. The District will continue implementation of these actions to sustain the significant gains made for Asian and White students. However, the results for Students with Disabilities at Sutter Middle School were not as positive. Chronic absenteeism for Students with Disabilities increased to 27.8%, an increase of 5.6% over the previous year's rate of 22.2%. While this rate still represents a 6.3% improvement from the 2023 baseline of 34.1%, the increase from the prior year indicates that the action was not fully effective in sustaining the progress that had been made for this student group. Special Education staff worked to identify and address attendance issues for Students with Disabilities, and the school created individualized student support plans to encourage attendance. Despite these efforts, the data points listed above suggest that additional or different strategies may be needed to address the unique attendance barriers faced by Students with Disabilities at Sutter Middle School. However, recent District internal data suggest that improvements are being made on these indicators with the increased parent education and student motivation systems that have been put into place.

2.11 – This action showed significant improvement in the 2025 data after being only partially effective in the prior year. The 2023 California School Dashboard showed suspension rates for Fowler High School English Learners at 10.4%, in the "Very High" (Red) performance level. The 2024 Dashboard showed an increase in EL suspension rates to 12.8%. However, the 2025 Dashboard showed a dramatic decline to 1.9%, an 8.5% improvement from the 2023 baseline. This represents a move from the Red performance level to the Blue level, the best possible performance level. The student reengagement center was implemented, and staff engaged with students to de-escalate situations particularly for English language learner students. The Student Support Counselor addressed social emotional needs and worked to find alternatives to suspension that would restore relationships. These results demonstrate that the action was effective in producing the desired improvements and the District will continue implementation to sustain these positive outcomes.

2.12 – This action was highly effective in reducing suspension rates at Fowler Academy Continuation School. The 2023 California School Dashboard showed suspension rates for All Students at 22.5% and for Low-Income students at 22.2%, both in the "Very High" (Red) performance level. As a result of the efforts of Fowler Academy staff to train students and staff in restorative practices that build mutual understanding and respect, the 2024 Dashboard showed no suspensions, achieving a Blue performance level, the best possible level. The 2025 Dashboard confirmed that this improvement was sustained, with suspension rates remaining at 0% for All Students, Low-Income students, and Hispanic students. These results demonstrate that this action was highly effective and the practices implemented at Fowler Academy Continuation School have had a lasting positive impact on school climate and student behavior.

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

We added Long-Term English Learners to Action 2.2 because we felt they were benefiting from the services provided in the action.

For Actions 2.6 and 2.8, we added Educational Partner feedback as a measure of effectiveness to the action.

Metric 2.4 referring to Foster Youth and Homeless were updated to include a target and current difference from baseline as applicable.

Action 2.9 was updated to remove the root cause analysis and instead focus on a comprehensive view of attendance records, focusing on our SARB process, provide incentives to lower chrnonic absenteeism, and create student support plans to increase attendance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Health Services	The District will provide health services with RN and LVN support in addition to what is legally required for Low-Income students, English Learners, and Foster Youth. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.	$369,821.00	Yes
2.2	Social and Emotional Learning and Supports	The District will create school environments that welcome and support our Low-Income students, English Learners, and Foster Youth and their mental and emotional health by: • Hiring and/or retaining intervention and support staff, including Student Support Counselors to provide behavior intervention and support, primarily based on the identified needs of Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and the staff who work with them. • Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, including a culture and climate teacher on special assignment, and site-based SEL teams to support implementation of best practices in classrooms. • Recognition of students and staff who demonstrate the positive, student and peer affirming behaviors that reflect social-emotional growth and development. • Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills and restorative practices that support a positive climate for learning and work. Social-emotional learning is an essential concept within education,	$947,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing a framework through which students, specifically Foster Youth, English Learners, and Low-Income, acquire the skills required to navigate through school, working life, and beyond.		
2.3	Meeting the Needs of Homeless Students	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.	$4,000.00	No
2.4	Student Behavior and Attendance Supports	The District will promote social and emotional well-being by providing behavior support and intervention programs. These services will include: • Positive Based Intervention and Support (PBIS) • Restorative Practices • Opportunities for Service Learning • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance. • Using Concentration Grant Add-on funds to maintain 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. • Using Concentration Grant add-on funds to maintain an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease. • School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Schools will provide local attendance incentive programs.	$757,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Speech Services	The District will provide partially contracted speech therapy services from an outside agency for students in grades Preschool-12. The District will also employ full-time speech therapists.	$310,014.00	No
2.6	Foster Youth Supports	The District is committed to support our Foster Youth through Family Liaisons providing transitional services and supports to Foster Youth new to the District. The District will also provide social/emotional supports for all our Foster Youth. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or counseling services.	$17,979.00	Yes
2.7	Facilities	The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.	$1,500,000.00	No
2.8	Additional Transportation	The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours, as many Low-Income students do not have access to private transportation outside of school hours.	$85,140.00	Yes
2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	2023 California School Dashboard Chronic Absenteeism results were at the "Very High" performance level for Asian students and White students. To address this issue, a specific action or actions to address those will be included in the LCAP. School staff will conduct a comprehensive review of these students' attendance records, use the SARB referral process, provide incentives to lower chronic absenteeism, and create student support plans to increase attendance.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	2023 California School Dashboard Chronic Absenteeism results were at the "Very High" performance level for Students with Disabilities. To address this issue, a specific action to address these results will be included in the LCAP. In the spring of 2024, Sutter Middle School conducted a survey of local conditions that indicated many students in this group have health concerns that should not prevent daily attendance. To address these concerns, Sutter Middle School staff will create student support plans to encourage attendance and will engage in Plan Do Study Act cycles to identify and address attendance issues for Students with Disabilities. At the same time Sutter Middle School will continue to review student attendance records, use the SARB referral process, and provide incentives to lower chronic absenteeism among these groups.	$500.00	No
2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	2023 California School Dashboard Suspension Rate results for Fowler High School English Learners were in the "Very High" performance range, indicating a need to create a specific action to lower those rates. In examining the data more closely, the District determined that All Student rates, and those for most other student groups also increased. Due to the smaller size of the EL cohort, a small increase in the number of students suspended resulted in a percentage that put the performance level into the red. Examining the circumstances around suspensions of English Learners, the District found that language barriers and/or misunderstandings could be a contributing factor to the incidents. Fowler High School will be implementing a student reengagement center. In the event of an office discipline referral, staff will be able to engage with students to de-escalate the situation for English language learner students. The Student Support Counselor will address social emotional needs and work to find alternatives to suspension that would restore relationships with students, staff, and community and will also address any language barriers that might exist. Restorative practices, which include peer mediations, will be implemented as a preventative measure. The majority of suspensions	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		are due to physical altercations. The above described measures are intended to decrease the amount of verbal altercations that lead to physical altercations.		
2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	On the 2023 California School Dashboard, Fowler Academy Continuation School suspension rates for All Students and Low-Income students were in the "Very High" performance level. For All Students, the rate was 22.5%; for Low-Income, the rate was 22.%. Examining the disaggregated data, the District determined that 90% of the All Students cohort were Low-Income, so the action to address Low-Income students' needs would positively impact overall results. Additionally, we found a common need for systematic behavior supports among Low-Income and non Low-Income students. To address the needs of students reflected in the "Very High" performance level for suspension rates, Fowler Academy Continuation School will train students and staff to implement Restorative Justice practices that build mutual understanding and respect. Implementation will include purchase of curriculum; staff professional development and planning time; student materials; guest speakers; and student recognition.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fully engage families and the community in support of educational outcomes. • Trust that when everyone works together towards a common goal, healthy relationships are formed and positive outcomes increase • Actively listen, value, and inform our Fowler and Malaga communities • Promote civic engagement to enhance a greater sense of social responsibility and healthier social relationships • Learn from and value those who have come before us and set the example for those that will follow us	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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."

In 2026, a total of 196 parents and 128 staff members participated in the Family Engagement Self-Reflection Instrument. Respondents rated the District's overall efforts at 4.0 out of 5, indicating "Full Implementation." This reflects continued growth in the District's commitment to meaningful family engagement practices. Survey results demonstrate strong positive perceptions from families. Ninety-one percent (91%) of parents reported that school staff communicate with them regularly. Additionally, 82% of families indicated that they feel welcomed at their child's school, and 80% agreed that school staff work to build trusting relationships with families. A significant majority of parents (89%) reported that they are provided opportunities to offer input in school decisions, and 92% indicated that schools actively encourage family participation. These results highlight continued progress in strengthening home-school partnerships and fostering inclusive, welcoming environments across the District. The data supports the District's ongoing efforts to build trust, expand two-way communication, and create meaningful opportunities for family involvement in support of student success.

These data suggest that the actions for this goal have been effective in increasing families to feel welcome and empowered to engage with their children's education. 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 4.2 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self- Reflection Tool [June, 2024, Report to the FUSD Governing Board]	MET -- Results Reported High Implementation: 3.9 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2025, Report to the FUSD Governing Board]	MET -- Results Reported Full Implementation: 4.0 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2026, Report to the FUSD Governing Board]	MET -- Results Reported 4.5 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2027, Report to the FUSD Governing Board]	0.2 points decline

Goal Analysis [2025-26]

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

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

3.1 and 3.2 -- Both actions were implemented as planned. ParentSquare, the Fowler SuperGram, School Newsletters, and the FUSD website were successful in keeping the community informed of District and school activities, District news, and opportunities for families to participate in decision-making. We also expanded our boudaries for the SuperGram to increase our audience, as well as added addtional copies at sites for families of tranfer students. The District English Learner Advisory Committee and Parent Advisory Committee met multiple times throughout the school year to collaborate with District leaders regarding successes and challenges in Fowler Unified. Additionally, information gathered from the committee meetings was distributed and shared with district-level departments, district cabinet members, and at district leadership meetings.

3.3 -- This action was fully implemented to the degree planned. Translation services above and beyond those required by law were successfully provided and enabled parents to more fully participate by ensuring that non-English-speaking parents could understand what was being discussed at meetings and family events, and could ask questions in their primary language. Family liaisons were also

successfully retained, aligned with the District's community schools planning grant. Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students was also successfully provided at school sites. By stressing that staff maintain positive attitudes when interacting with parents, providing quick responses to questions and concerns from families, and making visitors feel welcome on campuses and at District facilities, we were successful in sustaining welcoming environments at schools and District facilities. Parent workshops and events were conducted as planned.

3.4 -- Surveys of Parent Educational Partners were successfully conducted as planned, with 196 responses, an increase from the previous year. The remainder of Action 3.4 was partially implemented as planned. Instead of outsourcing family empowerment workshops, the District was able to provide those services utilizing internal staff for a cost savings.

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.

The District experienced material differences in the following actions:

3.1 -- There was a material difference for this action because more funds were spent than originally planned. The quarterly district newsletter, The Super Gram, is mailed to the community in an effort to communicate what is happening throughout the district. Educational partners have expressed support for the publication but asked for the District to expand the boundaries in which the newsletter is sent to and also called for the school sites to maintain copies. This would enable families of transfer students to have an opportunity to pick up a copy and stay informed about what is happening across Fowler Unified. The District did expand the mail boundaries and also printed extra Super Gram copies for school sites to pass out. The adjustments made have led to increased costs of this action, along with the rising costs of postage.

3.2 -- This action was fully implemented and the District continued to work in partnership with parents and families through educational partner advisory meetings. However, the District elected to utilize internal resources such as District staff for translating services so there were no additional costs incurred and this action was over budgeted.

3.4 -- This action was over budgeted because the District was able to utilize internal staffing to implement this action, rather than contracting out for services.

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

The overarching purpose of the actions in Goal 3 is to fully engage families and the community in support of educational outcomes. The following analysis examines the effectiveness of each action in making progress toward that goal, as measured by the Parent Engagement Self-Reflection Tool reported to the FUSD Governing Board.

3.1 – This action was effective. The District continued and improved its district-wide plan for increasing parent engagement through enhanced lines of communication with the Malaga and Fowler communities. ParentSquare, the Fowler SuperGram, school newsletters, social media platforms, and the FUSD website were all utilized to keep the community informed of District and school activities, District news, and opportunities for families to participate in decision-making. We also expanded our boudaries for the SuperGram to increase our

audience, as well as added addtional copies at sites for families of tranfer students. Excellent communication was a consistent theme in parents' survey responses, with 91% of parents agreeing that the staff members at their child's school communicate with them regularly. Parent survey comments included statements such as "communication with staff is always great", “I like that I can reach out to his teachers . . . and they promptly respond”, and “great communication”. These results demonstrate the effectiveness of this action in strengthening home-school communication.

3.2 – This action showed growth and was somewhat effective. The District continued its commitment to the authentic engagement of parents and families through the maintenance of Educational Partner advisory meetings, including the District English Learner Advisory Committee and Parent Advisory Committee. Family academic awards assemblies were held on campuses, allowing families and community members to view student work and engage with school staff. Educational partner feedback from District and school staffs indicates that the percentages of families who participated in traditional family-school activities such as Back to School Night, Open House, and holiday events were very high. Additionally, increased numbers of families participated in some site-hosted Family Nights were seen at the elementary levels. However, Family Nights at the secondary schools, offered parent workshops, and those participating in Educational Partners' advisory meetings were fewer than the District would like. While this action has contributed to maintaining positive relationships between schools and families, the District recognizes the need to continue efforts to increase participation in advisory and governance activities, as well as site-hosted events particularly at the secondary schools.

3.3 – This action was effective in strengthening the District's engagement with families of Low-Income students, English Learners, and Foster Youth. Results from the Family Engagement Self-Reflection Instrument indicate meaningful progress in building welcoming environments and trusting relationships. Overall, 82.6% of families agreed that they feel welcome at school; when examined by student group, 82.9% of families of Low-Income students agreed that they feel welcome at school, and 87.1% of families of English Learners agreed. Additionally, 80.1% of families overall agreed that the school staff works to build trusting relationships, with 84.2% of families of Low-Income students and 90.3% of families of English Learners agreeing, and this is an increase over the previous year for both groups. Furthermore, 92.3% of families overall felt that the schools encourage family participation, with 90.8% of families of Low-Income students and 96.8% of families of English Learners agreeing. Translation services above and beyond those required by law were successfully provided and enabled parents to more fully participate by ensuring that non-English-speaking parents could understand what was being discussed at meetings and family events and could ask questions in their primary language. Family liaisons were successful in their roles and families expressed their appreciation of the school and district liaisons. Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students was successfully provided at school sites. The District held language acquisition family nights to give tools to parents of English Learners so that families could contribute to their child's academic growth through support at home. Parents who attended the language acquisition family nights reported that the sessions were worth their time to attend as they were given strategies for supporting their students at home. Parents felt that schools foster a sense of community and inclusivity, with a small school atmosphere where everyone knows each other, and were pleased that schools celebrate student achievements, no matter how small, and reward positive behavior and academic progress. Families appreciate the expanded learning program, family events, and how FUSD schools make academic and social emotional support a priority. By stressing that staff maintain positive attitudes when interacting with parents, providing quick responses to questions and concerns from families, and making visitors feel welcome on campuses and at District facilities, the District was successful in sustaining welcoming environments at schools and District facilities.

3.4 – This action, Partner-Informed Decision Making, appears to partially effective, based on family survey responses. Increased parent and family participation in the decision-making process continues to be a focus for the District. When asked if parents feel they have opportunities to provide input at their child's school, 88.3% of respondents agreed. However, percentages of parents agreeing with prompts regarding decision-making opportunities were lower than in other areas, with 70.4% of respondents agreeing that "My child's school and the Fowler Unified School District provide all families with opportunities to provide input on policies and programs and seek input from any underrepresented groups in the school community." Parents of Low-Income students had an agreement rate of 73.7%, while 83.9% English Learner parents agreed. Of note is that the Overall percentage, as well as those for parents of English Learners and Low-Income students, all increased over the previous year showing that some progress is occurring. In response to the prompt, "My child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making," 75% of all respondents agreed. When examined by student groups, 79% of parents of Low-Income students agreed, maintaining from the previous year. Among parents of English Learners, 83.9% agreed, also maintaining. While data for parents of Foster Youth were not separately reported due to the small size of the cohort, the District's experience is that the supports and outreach provided through this action have been beneficial for Foster Youth families as well. Additionally, 63.8% of respondents agreed that staff are helping families to understand and exercise their legal rights and advocate for their own students and all students, maintaining the previous year's percentage. Response rates for parents of Low-Income students showed 69.7% were in agreement, while 77.4% of English Learner parents reported positive responses. Parent and family participation in advisory and governance activities remains lower than the District's aim. Through conversations with families, we have found economic conditions continue to impact families' ability to participate in workshops. Many families are struggling economically and work two jobs or longer hours. Though prior survey results indicated great parent interest in these trainings, actual participation was far less than expected. The District will continue its efforts to make empowerment workshops conveniently available and to collect survey data that can be used to inform decision-making, while exploring new strategies to increase participation among families of Low-Income students, English Learners, and Foster Youth.

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

Action 3.3 was updated to include "ParentSquare" to more accurately reflect how resources are shared. The action now reads, "Information about how to access school and community resources, including ParentSquare, to support family health and wellness and enhance behavioral and academic success for students".

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve Communication to	The District will continue and improve its district wide plan for increasing parent engagement through enhanced lines of communication with our	$58,700.00	No

Action #	Title	Description	Total Funds	Contributing
	District Educational Partners	Malaga and Fowler communities by continuing and/or expanding the use of: • Communication systems and applications • Various social media platforms and tools including -- ParentSquare Fowler SuperGram Social Media School Newsletters Fowler Unified School District website This includes the development of the Fowler Unified School District website as a resource for our parents and our communities.		
3.2	Increase Community Outreach and Family Engagement	The District will continue its commitment to the authentic engagement of parents and families through the maintenance and/or expansion of: Educational Partner advisory meetings: • District English Learner Advisory Committee • Parent Advisory Committee The information garnered at the Educational Partner advisory meetings will be disseminated and discussed at: • District-level departments • Regular cabinet and leadership meetings	$500.00	No
3.3	Address the Needs of Our Learning Community	The District will maintain procedures to specifically examine data for families of low income, English learners, and foster youth students and will collect input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Services will include: • Translation services above and beyond those required by law, such as for communications at family events • Maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public.	$583,163.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support family liaisons at school sites. • Information about how to access school and community resources, including ParentSquare, to support family health and wellness and enhance behavioral and academic success for students. • Engagement opportunities to support the families of high-needs students Parenting Workshops Site hosted Family Nights with a specific academic focus Back to School Night Open House Academic Awards		
3.4	Partner-Informed Decision Making	The District will provide activities which include Family Empowerment Workshops and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.	$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, students at Fowler Academy Continuation School Low-Income students will score at 50.0 points below standard in ELA and will score at 150 points below standard in Math. During that same time period, local assessments will show improvements on local benchmarks in ELA and math for students at Fowler Academy Independent Study, though data may not be reported due to privacy concerns.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the 2026-27 school year, Fowler Academy Continuation School and Fowler Academy Independent Study have been again identified as eligible for Equity Multiplier funding. On the 2023 California School Dashboard, Fowler Academy Continuation School students were placing at 81.2 points below standard in ELA, and 230.9 points below standard in Math. No academic data were reported on the 2025 Dashboard. No performance levels were assigned to Fowler Academy Independent Study, but our local assessment indicates that the students enrolled there also struggle in ELA and Math. Teachers at Fowler Academy Independent Study see similar levels of performance for their students. These needs are echoed by the feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and math, as well as improving the cultural diversity of reading materials offered to students to stimulate more interest in reading. We plan to improve performance in both ELA and math through the actions included in the goal and will measure progress using the California School Dashboard "Distance from Standard". Goal 4 has been created as a focus goal to describe how Equity Multiplier funds will be used to increase the performance of students at both schools in ELA and Math.

Educational partner feedback identified transportation as a significant barrier to consistent school attendance and engagement. Fowler Academy wants to increase equitable access to education by providing transportation services that ensure all students, particularly those facing socioeconomic or geographic challenges, can reliably attend school and fully participate in instructional programs. Improved access to transportation supports increased attendance and reduces chronic absenteeism, both of which are closely linked to academic achievement, as students who attend school regularly have greater access to instruction, interventions, and enrichment opportunities. Transportation also supports timely re-engagement for students in independent study and alternative programs, helping maintain continuity of learning. By removing barriers to attendance, strengthening family trust and communication, and ensuring students can attend school consistently and on time, transportation services play a critical role in promoting student achievement, engagement, and long-term educational success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard: ELA Distance from Standard	Fowler Academy Continuation School: All Students -- 81.2 points below Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- N/R [2023 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported [2024 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported [2025 California School Dashboard]	Fowler Academy Continuation School: All Students -- 50 points below Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- 25 points below [2026 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported
4.2	California School Dashboard: Math Distance from Standard	Fowler Academy Continuation School: All Students – 230.9 points below Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- N/R [2023 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported	Fowler Academy Continuation School: All Students – 150 points below Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- 100 points below [2026 California School Dashboard]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2024 California School Dashboard]	[2025 California School Dashboard]		
4.3	California School Dashboard: Suspension Rate at Fowler Academy Continuation School	All Students -- 22.5% Low-Income -- 22.2% [2023 California School Dashboard]	All Students -- 0% Low-Income -- 0% Hispanic -- 0% [2024 California School Dashboard]	All Students -- 0% Low-Income -- 0% Hispanic -- 0% [2025 California School Dashboard]	All Students -- 0% Low-Income -- 0% Hispanic -- 0% [2026 California School Dashboard]	All Students -- 22.5% improvement Low-Income -- 22.2% improvement Hispanic -- 23.5% improvement
4.4	Local Benchmarks	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2024 Local Assessments]	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2025 Local Assessments]	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2026 Local Assessments]	Fowler Academy Continuation School: Data not reported due to small number of students. Fowler Academy Independent Study School: Data not reported due to small number of students. [Spring, 2027 Local Assessments]	Fowler Academy Continuation School: All Students -- <11 students; no results reported Low Income -- <11 students; no results reported Fowler Academy Independent Study School: All Students -- <11 students; no results reported
4.5	California School Dashboard: College and Career Readiness Indicator at Fowler	0% [2023 California School Dashboard]	0% [2024 California School Dashboard]	0% [2025 California School Dashboard]	25% [2026 California School Dashboard]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academy Continuation School					

Goal Analysis [2025-26]

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

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

The following prompt responses have been reviewed and updated from the prior year. While most implementation levels remained the same, any changes are explained below.

4.1 -- This action was successfully implemented as planned, with several trips made to businesses in the Fowler and Fresno areas to provide students with opportunities to work on projects, view model projects, and consult with local experts. In addition, teachers participated in professional development throughout the year, focused on project-based learning (PBL), strengthening their understanding of effective PBL instructional strategies and supporting the continued implementation of high-quality, real-world learning experiences in the classroom.

4.2 -- The action was successfully implemented by providing prep buy outs for teachers who then were able to support students with additional instructional time in core subjects, including targeted support in ELA and Math.

4.3 -- This action was partially implemented as planned, as Fowler Academy Continuation School began implementation of restorative practices through professional learning activities and the piloting of restorative circles. Full implementation was limited due to challenges securing guest speakers and finding sufficient time to prioritize professional development alongside other instructional and operational priorities. The District will continue expanding professional learning and implementation efforts during the 2026–27 school year.

4.4 -- This action was successfully implemented throughout the year by offering students multiple opportunities to attend and receive additional academic support. These sessions allowed students to recover attendance hours, complete missed assignments, and strengthen their understanding of core subjects in a focused learning environment.

4.5 -- This action was successfully implemented as planned, with several trips made to businesses in the Fowler and Fresno areas to provide students with opportunities to work on projects, view model projects, and consult with local experts.

4.6 -- This action was successfully implemented throughout the year by offering students multiple opportunities to attend and receive additional academic support. These sessions allowed students to recover attendance hours, complete missed assignments, and strengthen their understanding of core subjects in a focused learning environment.

4.7 -- This action was partially implemented as planned, with transportation services offered throughout the year to help students overcome barriers to attending school consistently. Providing reliable transportation increased student access, supported re-engagement efforts, and helped improve attendance by ensuring students could regularly participate in their educational programs. This action was underspent because the need for transportation support was overestimated during the planning process. While transportation remained available to support student attendance and re-engagement efforts, fewer students ultimately required these services than initially anticipated.

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

The District experienced material differences in the following actions:

4.1 -- This action tied to learning experiences and visits to businesses cost more than anticipated and so it was under budgeted.

4.3 -- Staff attended restorative practices training and implemented related processes. The costs associated for this action were tied to another funding source so this action was over budgeted.

4.5 -- This action tied to learning experiences and visits to businesses cost more than anticipated and so it was under budgeted.

4.7 -- This action was underspent because the need for transportation support was overestimated during the planning process. While transportation remained available to support student attendance and re-engagement efforts, fewer students ultimately required these services than initially anticipated.

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

4.1 & 4.5 – These actions were effective in increasing student engagement through hands-on, real-world learning experiences that supported English Language Arts and Mathematics skill development. Based on educational partner input, students demonstrated increased ownership of their learning through projects, presentations, and performance-based assessments, while also showing improved attendance and participation due to more engaging and meaningful instructional activities. These efforts also contributed to improvements in student behavior and school climate, as reflected in Fowler Academy Continuation School's suspension rate, which improved from a baseline of 22.5% on the 2023 California School Dashboard to 0% on both the 2024 and 2025 California School Dashboards. This sustained improvement indicates that the engaging, project-based learning experiences and positive school culture supported by these actions have had a meaningful impact on student outcomes.

4.2 - This action was effective in supporting progress toward schoolwide goals by increasing access to targeted academic interventions, credit recovery opportunities, and individualized support for at-risk students. Based on educational partner input provided from teachers, the additional instructional support improved student engagement and strengthened their ability to monitor academics.This led to continued improvement in attendance, graduation outcomes, and overall student achievement. Based on our internal calculations, we expect a graduation rate of 100% and 87.5% for Fowler Academy Continuation and Fowler Academy Independent Study for 2025-26 school year.

4.3 - Since this action was only partially implemented during the year, the District was unable to fully measure its effectiveness and overall impact on site goals. However, educational partners expressed support for continuing implementation to further strengthen student relationships, foster mutual understanding and respect, and improve school climate. Feedback from the spring surveys highlighted appreciation for the collaborative and supportive school environment, as well as staff's commitment to working with students to address challenges and adjust supports as needed. The District will continue implementation of this action to expand restorative practices and build staff capacity during the 2026–27 school year.

4.4 & 4.6 - These actions were effective in supporting progress toward site goals by providing students with additional opportunities for attendance recovery, assignment completion, and targeted academic support. The structured intervention support increased student engagement, promoted academic persistence, and strengthened graduation pathways by helping students remain on track to meet course and credit requirements. These combined supports contributed to a graduation rate of 100% and 87.5% for Fowler Academy Continuation and Fowler Academy Independent Study for 2025-26 school year.

4.7 - This action was effective in improving student access, attendance, and engagement by reducing transportation barriers that often prevented students from participating in required academic supports and school-based services. The additional support increased student participation in intervention opportunities, credit recovery, and progress monitoring, while helping strengthen pathways toward course completion and graduation. Educational partner input also reflected appreciation for the transportation support, noting that it helped their students attend school more consistently and remain connected to academic supports and staff. This input was gathered during our PAC meeting when parents mentioned that "They apprecaited that students were still able to come to school to connect with staff and receive additional help".

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

There are no planned changes to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Project Based Learning to Support ELA & Math	Fowler Academy Continuation School will continue implementation of project based learning activities to strengthen ELA and Math to reduce distance from standard dashboard indicators. Project expenses may include construction materials, consultation with project experts, and travel	$15,697.00	No

Action #	Title	Description	Total Funds	Contributing
		to observe model projects in action. Through a combination of project and community-based projects, Fowler Academy Continuation School will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in ELA and Math performance metrics. Fowler Academy Continuation School will provide professional development activities in PBL. Professional development is essential for educators teaching project-based learning because it provides training in PBL principles, pedagogical strategies, curriculum design, support for implementation challenges, opportunities for reflective practice, and connections with a professional learning community. This support empowers educators to effectively implement PBL in their classrooms and enhance student learning outcomes.		
4.2	Prep Buy Outs	Implementing a prep period buyout provides students with increased instructional time in core subjects, allowing for targeted support in ELA and Math. This additional time enables teachers to deliver small-group or individualized instruction, address learning gaps, and support credit recovery. It also promotes stronger student-teacher relationships, consistency in instruction, and improved academic performance through data-driven strategies. Overall, the buyout enhances student learning and helps ensure academic success.	$15,993.00	No
4.3	Implement Restorative Practices	Students and staff at Fowler Academy Continuation will receive training and coaching to use restorative practices that build mutual understanding and respect. Included in the implementation of this action will be: 1. Restorative practices curriculum 2. Professional development/training/coaching 3. Student materials 4. Student recognition for implementing and demonstrating restorative behaviors 5. Guest speakers	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		6. Staff planning time		
4.4	Saturday School - Fowler Academy Continuation	Saturday School offers students valuable opportunities to recover attendance hours, make up missed assignments, and receive targeted academic support in a focused environment. It helps improve overall academic performance, supports credit recovery, and reinforces key concepts in core subjects. Additionally, Saturday School fosters responsibility, encourages consistent engagement, and provides a quieter setting for individualized attention and benefiting students who may struggle during the regular school week.	$20,007.00	No
4.5	Project Based Learning to Support ELA & Math - Fowler Academy Independent Study	Fowler Academy Independent Study will research and then implement project based learning activities to strengthen ELA and Math to reduce distance from standard dashboard indicators. Project expenses may include construction materials, consultation with project experts, and travel to observe model projects in action. Through a combination of project and community-based projects, Fowler Academy Independent Study will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in ELA and Math performance metrics.	$29,690.00	No
4.6	Saturday School - Fowler Academy Independent Study	Saturday School offers students valuable opportunities to recover attendance hours, make up missed assignments, and receive targeted academic support in a focused environment. It helps improve overall academic performance, supports credit recovery, and reinforces key concepts in core subjects. Additionally, Saturday School fosters responsibility, encourages consistent engagement, and provides a quieter setting for individualized attention and benefiting students who may struggle during the regular school week.	$20,007.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Transportation Costs - Fowler Academy Independent Study	Offering transportation to pick up students increases access and attendance, especially for those facing barriers getting to school. It helps reduce chronic absenteeism, supports timely re-engagement for students in independent study programs, and ensures equity by providing all students the opportunity to attend consistently. Reliable transportation also strengthens communication with families, builds trust, and shows a commitment to student success and well-being.	$2,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,882,501	$1,179,621

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.339%	0.000%	$0.00	33.339%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention and Support Staff **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All	The District will retain/hire intervention and support staff to provide intervention and support for Low-Income students, English Learners, and Foster Youth in grades TK–12. These may include: • Curriculum and Instruction (C&I) Specialists • Support Teachers • Instructional Aides The District will continue with a Punjabi-speaking	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, reflecting a need to continue additional support staff who will provide targeted interventions that meet students' individual needs. A deeper examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard"	instructional aide to provide academic support. Concentration Grant add-on funds will be used for instructional aide FTE to support student learning at schools with 55% or more of unduplicated students, and to continue with Support Teachers to support student learning at schools with 55% or more of unduplicated 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 Curriculum and Instruction 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. District C&I Specialists and support teachers will model strategies and provide guidance to teachers in the implementation of effective intervention instructional strategies. These strategies will be used by teachers to develop literacy skills and academic vocabulary that improve reading and writing and support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth. Additionally, the Specialists will provide support to teachers to enhance instruction in the mathematical rules and operations that are needed to accelerate improvement. Providing students with ongoing supports from intervention teachers, instructional aides -- including both Spanish-speaking aides and a	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in using mathematical concepts and procedures, and 45% below in application of strategies to solve complex problems. For our English Learners, 65% were "Below Standard" in using mathematical concepts and procedures, and 72% below in application of strategies to solve complex problems. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical strategies to solve complex problems were needed to accelerate improvement. Inequities remain between English Learners, Long-Term English Learners, and the Overall student group. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard	Punjabi speaking aide -- is designed to 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. C&I Specialists and support teachers will assist classroom teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The action is designed to meet the needs of our low-icnome, English learners, and Foster youth; however, in order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. Data for English Learners are promising, particularly for LTELs, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
1.5	**Action:** Supplemental Learning Program **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year.	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 identified 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. This action is expected to increase academic outcomes for Low-Income students, English Learners, LTELs, and Foster Youth, because the program diagnoses the needs of individual students, and provides teachers with actionable	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Inequalities continue to exist between the All Students group and Low-Income students and English Learners in ELA and Math. A local root cause analysis shows a need to provide targeted interventions that meet the identified students' individual needs through a supplemental learning program that provides teachers with specific data of where a student is struggling, and suggested interventions and supports. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. Some parents give high marks for iReady and the personalized instruction feature it offers students. The iReady program has the ability to support students through intervention and allows students to succeed academically, while providing useful data for instructional decisions at the classroom, school, and District levels. Teachers report that the information garnered from the iReady assessments in both reading and math is helpful to identify students' needs and provide intervention and support prior to the end of the school year. **Scope:** LEA-wide	data and suggestions for intervention to address the needs of each student. Based on these diagnoses, more targeted support for early literacy, decoding, and solving complex problems can be provided to a class, individuals, or small groups. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • iReady Reading • iReady Math
1.6	**Action:** Library Support Services	The District will continue to improve library services. Improved services will include:	• California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. Data for English Learners are promising, particularly for LTELs, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of ELs as the action is implemented. While no data are reported for Foster Youth due to privacy concerns, we believe that the	• Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library aides that enables educationally and culturally responsive library services. By providing Low-Income students, English Learners, and Foster Youth access to reading materials, on-line and hard copies, that are engaging and at reading levels accessible all users, this action is expected to encourage independent reading. As more practice leads to greater fluency, we anticipate that the action will significantly increase academic outcomes. 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. In our experience, literature relevant to our students’ cultures can support increased academic achievement, promote education and teach all students to understand a wider perspective and appreciate cultural differences within a collaborative community. As a modification, "library staff will 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),	Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	actions have had a similar impact on their achievement. A deeper examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A needs assessment revealed that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, greater access to books at their grade level as well as culturally responsive books is needed to help increase comprehension and vocabulary. 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. In our experience,	the readability range within which pupils should read to best develop their reading, while avoiding frustration. They will also meet with library staff from FCSS for professional learning to improve their skills and enhance their knowledge of digital literacy" will be added to this action. 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 action is designed to meet the needs of our low-icnome, English learners, and Foster youth; however, in order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 is beneficial to those students. **Scope:** LEA-wide		
1.7	**Action:** Summer School **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. A deeper examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A local discussion and evaluation of the data identified a lack of early	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. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will address the needs of those students who are struggling with ELA and math to receive additional, targeted support. Expanded learning time in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English Learners can accelerate language development by taking summer courses, and build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. For high school students, the summer program provides opportunities to take or retake classes they may need to pass to meet A-G requirements. Enrichment opportunities can enhance background knowledge that helps prepare a student to pass an AP exam that can	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • Early Assessment Program Readiness: Percentage of 11th grade students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical concepts and procedures, and 45% below in application of strategies to solve complex problems. For our English Learners, 65% were "Below Standard" in using mathematical concepts and procedures, and 72% below in application of strategies to solve complex problems. Our needs assessment showed that additional targeted support and time to practice literacy and math skills was needed to close academic achievement gaps. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group	contribute to classification as "ready" in the College and Career Indicator. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	scoring "ready" in ELA and Math • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • California School Dashboard: College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	making progress, resulting in a Green performance level. Data for English Learners are promising, particularly for LTELs, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall increase of 17%, along with increases for all but one student group. English Learners, showed a double-digit increase for a second year in a row that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements, with 96.6% meeting the target. The data cited in the "Reflections" section from distance from standard and College and Career readiness show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students, and should be continued. Data for English Learners has increased positively and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. While no data are reported for Foster Youth due to privacy concerns, we believe that the		

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	actions have had a similar impact on their achievement. Even with the increases in the data, there is a need to further provide English Learners, Foster Youth, and Low- Income students with additional learning time in an enriched atmosphere that promotes language acquisition, exploration in curricular areas, and participation in schoolwork and physical education. The data also showed a need for additional opportunities for secondary unduplicated pupils to take classes to meet A-G requirements and continue the excellent results in College and Career readiness requirements. The contributing funds will be used to ensure sufficient spaces for Low-Income, English Learner, and Foster Youth students, to whom we are not able to otherwise provide access. **Scope:** LEA-wide		
1.8	**Action:** Supplemental/ Intervention Materials **Need:** An examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs to provide interventions and additional supports for Low-Income students, English Learners, and Foster Youth. These materials may include supplementary materials provided by the publishers of the Board-adopted instructional programs and/or other supplemental materials	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard

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	were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard" in using mathematical concepts and procedures, and 45% below in application of strategies to solve complex problems. For our English Learners, 65% were "Below Standard" in using mathematical concepts and procedures, and 72% below in application of strategies to solve complex problems. It became clear that continuing actions focused on developing literacy skills and academic vocabulary that improve reading and writing would support the decoding and reading comprehension to be able to understand and communicate in writing for Low-Income students, English Learners, and Foster Youth to make great progress in ELA and Math. We also determined that, coupled with increased comprehension and vocabulary, providing support with mathematical strategies to solve complex	determined by the site administration and staff as they engage in ongoing assessments of the needs of Low-Income students, English Learners, and Foster Youth in academic subject areas and respond to those needs. Supplemental technology based programs, including Varsity Tutors, have the ability to support students through intervention by providing useful data for instructional decisions at the classroom, school, and District levels. The information garnered from the assessments in both reading and math are used to identify individual students' needs and provide intervention and support prior to the end of the school year. This action is expected to increase outcomes for Low-Income students, English Learners, and Foster Youth in ELA and Math. Supplemental materials provide instructors a means to fill in identified inequalities within the prescribed instructional materials and can offer additional approaches to motivate students. Complementary supplemental learning materials can also aid instructors in meeting the diverse needs of different learners. Administrators and C&I Specialists 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. These materials will be used by teachers to develop literacy skills and academic vocabulary that improve reading and writing and support the decoding and reading comprehension to be able to understand and communicate in writing for Low-	• SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • iReady Reading • iReady Math • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	problems were needed to accelerate improvement. PAC members suggested providing additional online supports for students to access at home. The District will connect Low-Income students, English Learners, and Foster Youth who request interventions and supports in addition to those already provided by the District to Varsity Tutors, an online platform for students needing support, including homework help, writing support, and scholarship application guidance. **Scope:** LEA-wide	Income students, English Learners, and Foster Youth. Coupled with increased comprehension and vocabulary, the supplemental materials will providing support with mathematical rules and operations that are needed to accelerate improvement. The ELPI metric will be added to this action as an additional measure of its impact on English Learners. This measure will be monitored by the District English Learner counselor, who will work with school site EL intervention staff to ensure targeted skill lessons are provided to students. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.11	**Action:** Reducing Class Sizes **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. The percentage of Fowler Unified English learners making appropriate progress towards	The District will continue to hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth. By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments, EAP results, and percentages of students completing requirements for UC/CSU admission. 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	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments • Early Assessment Program (EAP): % PUPILS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. 2025 EAP results in ELA show Overall percentages and those for Low-Income students classified as "ready" increased for the third year in a row. However, students in the Non-Low-Income group declined, narrowing the gap with Low-Income students. Percentages for Low-Income students in math declined as did the Overall group. This decrease in math scores for Low-Income students underscores the need to continue to provide math instructional supports for Low-Income students, as the district works to close gaps with other student groups. No English Learner students nor LTELs were at the 'Ready" level in either subject. As a result, inequalities in performance results between the Overall students and the English Learners and LTEL continued. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they increased the level from the prior year in ELA by 32.4 points, but declined over four points in math. These data may	smaller classes." Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis, with the exception of Marshall Elementary School.	SCORING "READY" on SBAC Math Assessments • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support the idea that English Learner students at FHS who have struggled more in the past to be successful in ELA are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. A needs assessment demonstrated a need to provide English Learners and Low-Income students with more individual attention to identify and target their specific learning needs in ELA, Math, and, for English Learners, English language acquisition. The greater individual attention will be provided by smaller class sizes that result in a lower student/instructional staff ratio. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
1.14	**Action:** Technology Implementation **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was	The District will provide computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs that increases access for Low- Income students, English Learners, and Foster Youth. • 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. • Sufficient staff will be maintained to ensure repairs and address Chromebook	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • Early Assessment Program (EAP): % PUPILS SCORING

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall increase of 17%, along with increases for all but one student group. English Learners, showed a double-digit increase for a second year in a row that complements the significant increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements, with 96.6% meeting the target. 2025 EAP results in ELA show Overall percentages and those for Low-Income students classified as "ready" increased for the third year in a row. However, students in the Non-Low-Income group declined, narrowing	issues right away so students don't go without a Chromebook for a period of time. • Additional supplies/materials/Chromebooks will be kept on hand to repair or trade out Chromebooks to ensure our Low-Income students, English Learners, and Foster Youth have devices to continue learning from home. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth. In our experience, "Incorporating the use of 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). 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.	“READY” on SBAC ELA Assessments • Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • A-G Completion Rate • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the gap with Low-Income students. Percentages for Low-Income students in math declined as did the Overall group. This decrease in math scores for Low-Income students underscores the need to continue to provide math instructional supports for Low-Income students, as the district works to close gaps with other student groups. No English Learner students nor LTELs were at the 'Ready" level in either subject. As a result, inequalities in performance results between the Overall students and the English Learners and LTEL continued. Regarding the English Learner students, a review of the Distance from Standard scores for those 11th graders shows that they increased the level from the prior year in ELA by 32.4 points, but declined over four points in math. These data may support the idea that English Learner students at FHS who have struggled more in the past to be successful in ELA are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges are not progressing as quickly. The data cited show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and English learners compared to the 2023 baseline and should be continued. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement.	Additional staff will ensure that Chromebook and system repairs and connectivity or software issues are addressed right away so students don't go without a Chromebook for a period of time. Having additional supplies/materials/Chromebooks on hand to repair or trade out will ensure that our Low-Income students, English Learners, and Foster Youth have devices to continue learning in class and from home. Increased access to devices at school and home is expected to result in improved performance on SBAC assessments and EAP results, percentages of students completing requirements for UC/CSU admission. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	Our needs assessment showed issues accessing technology at home remain problematic for many Low-Income and English Learner families, especially those in more rural locales. Many of our low-income and families of English Learner students conflate cell-phone service with internet access. A lack of computers in their homes limits their child's ability to complete assignments there, since they cannot access online dictionaries, encyclopedias, or other resources, placing those students at a disadvantage and promoting continued learning loss. A 2020 MIT News article stated that "Disparities in access to information and communication technologies can exacerbate existing educational inequalities. Students without access at school or at home may struggle to complete web-based assignments and may have a hard time developing digital literacy skills." Feedback from teacher educational partners stressed the need for up-to-date, working hardware for our students and reliable access to the internet. Because of the limited access some students experience at home, and our students' increasing dependence on technology and connectivity to access learning, the District is committed to removing any technology barriers. **Scope:** LEA-wide		

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1.16	**Action:** Professional Development **Need:** Low-Income students showed a decline in the 2025 California School Dashboard "Distance from Standard" in both ELA and math. English Learner students also experienced a decline. The 2025 SBAC percentages of students "Meeting or Exceeding Standard" displayed All Students and Low-Income students declining in both ELA and math. A bright spot was Long-Term English Learners showing a one and a half percent increase in ELA over the previous year. A deeper examination of the 2025 SBAC state assessment data showed that 29% of Low-Income students were Below Standard in Reading, and 28% below in Writing, the two areas in which they struggled most. Results were similar for our English Learners; 58% were Below Standard in Reading, and 53% below in Writing. A local discussion and evaluation of the data identified a lack of early literacy skills and limited vocabulary were both impacting ELA performance. Those students had not mastered the foundational skills of phonics and decoding strategies and lacked sufficient academic and general vocabulary to connect decoding to a known word, comprehending what they have read, and to express themselves fluently in writing. In examining Math results, we found that 39% of Low-Income students were "Below Standard"	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions and enhances the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Core Subject Areas • Special Education • CTE/ROP • Visual & Performing Arts • Technology The District will provide teachers in grades 3-5 with additional time for professional learning activities by hiring P.E. teachers for those grades. Teachers will use that time for data review and collaborative planning to support Low-Income, English learners, and Foster Youth students. Instructional Leadership Collaborative, teams of administrators, teachers, and C&I Specialists, will regularly meet at all school sites across the District. These teams are examining current practices and are developing systematic responses to meet the needs of Low-Income students, English Learners, Foster Youth. The next steps Instructional Leadership Collaboratives	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • A-G Completion Rate • California School Dashboard: College and Career Indicator - % of Students "Prepared" • ELPAC Summative Assessment: Rate of English Learner Students

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	in using mathematical concepts and procedures, and 45% below in application of strategies to solve complex problems. For our English Learners, 65% were "Below Standard" in using mathematical concepts and procedures, and 72% below in application of strategies to solve complex problems. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. Data for English Learners are promising, particularly for LTELs, and show the expected improvements in decreasing the distance from standard. We will continue to improve those results by keeping focus on the needs of EL as the action is implemented. The percentage of students completing the requirements for admission to UC/CSU, otherwise known as A-G, showed an Overall increase of 17%, along with increases for all but one student group. English Learners, showed a double-digit increase for a second year in a row that complements the significant	will take are to solidify essential standards, develop rigorous formative assessments related to those standards, and create more systematic responses to students' needs through Response to Intervention (RtI). Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA). This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth because 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 academic outcomes for the identified students. 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. In order to provide further professional development for teachers in ELD strategies, the District will convene a Multilingual Advancement Committee to develop and implement these	Making Progress toward English Proficiency

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	increases in College and Career readiness. Asian students also had a large increase in the percentage meeting A-G requirements, with 96.6% meeting the target. In 2025, the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator continued to increase. FUSD seniors scored at the Blue (highest) performance level Overall. Low-Income students, as a group, also achieved the Blue level. In fact, all student groups showed improvement. English Learners and LTELs showed very high percentages of increase. The District is proud of the students who have shown College and Career Readiness, and helped us meet this Blue performance level. These results demonstrate the effectiveness of our Summer School program. These data indicate a need to continue to provide instructional staff with high-quality professional development activities that expand their "toolkit", enabling them to better meet the specific learning needs of Low-Income students, English Learners, and Foster Youth. Teachers need a greater range of strategies available to them to respond to the wide range of students' abilities indicated by the data. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement.	sessions for teachers. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	Teachers' ratings of the implementation of state standards increased to 3.9 on a scale of 1 (Research and Development) to 5 (Full and Sustained implementation), suggesting that our commitment to high-quality professional learning is better meeting our teachers' needs. More than half of the Teacher Educational Partners identified professional support as a need. The data show that the efforts that the District has undertaken in this action have had a positive effect for students and should be continued. Since the 2023 baseline, data for English Learners are promising, and show the expected improvements in decreasing the distance from standard and increasing A-G completion rates and College and Career readiness. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. **Scope:** LEA-wide		
2.1	**Action:** Access to Health Services **Need:** The 2025 graduation rate, which was among the highest in Fresno County at 96.2%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were	The District will provide health services with RN and LVN support in addition to what is legally required for Low-Income students, English Learners, and Foster Youth. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.	• California School Dashboard: High School Graduation Rate • California School Dashboard: Chronic Absenteeism (K-8)

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	also at the Blue level. The District's focused supports showed positive results in increases for English Learners, however Long-Term English Learners in the 2025 cohort earning diplomas dropped from 100% to 94%, a Yellow-level performance. Chronic absenteeism rates continued to show notable declines Overall, and for English Learners, Long-Term English Learners, and Low-Income students on the 2025 Dashboard. Our Low-Income students are twice as likely to be absent than non-Low-Income students often for reasons beyond their control. A survey of local circumstances indicates that our Low-Income students, English Learners, and Foster youth continue to experience unstable housing, unreliable transportation and a lack of access to health care. The percentage of students who responded to the survey prompt that they feel safe at school maintained from the 2023 baseline to 86.8% in 2025. The percentage of respondents who agreed that they feel connected to their school was 83.5%, a slight decrease from the previous year. Our Educational Partners attribute part of this gain to increased health access. These data combine to show that this action has delivered positive results and needs to be continued. Educational Partners have shared that many of our families, particularly those Low-Income families and families of Foster Youth, face	The data indicate that this action has been effective and should be continued. This action is expected to continue to sustain high graduation rates, lower chronic absenteeism rates, and maintain high levels of students' feelings of safety and connectedness by providing health and wellness services beyond those required for Low-Income students, English Learners, and Foster Youth. In our experience, absences result in less instructional time and adversely affect student learning and their ability to stay on track for graduation. The action is designed to provide reliable and increased access to health services at school sites and was designed with our Parent Educational Partners to ensure identified students have access to personalized health support. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• Educational Partner Feedback • % of Students Feeling Connected to School % of Students Feeling Safe at School

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	health challenges and barriers to accessing care that result in their children missing school. Many of those children lack the basic and consistent health screenings and preventive care, which may create chronic absenteeism. This suggests the need to continue nursing services in addition to what is legally required within our school district to provide personalized health support and advocacy for Low-Income students, English Learners, and Foster Youth. Parents expressed the belief that increased access to health care at school will result in better health and lower chronic absenteeism rates. **Scope:** LEA-wide		
2.2	**Action:** Social and Emotional Learning and Supports **Need:** The 2025 graduation rate, which was among the highest in Fresno County at 96.2%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in increases for English Learners, however Long-Term English Learners in the 2025 cohort earning diplomas dropped from 100% to 94%, a Yellow-level performance.	The District will create school environments that welcome and support our Low-Income students, English Learners, and Foster Youth and their mental and emotional health by: • Hiring and/or retaining intervention and support staff, including Student Support Counselors to provide pro-social behavior intervention and support and counseling by working directly with students, primarily based on the identified needs of Low-Income students, English Learners, LTELs, and Foster Youth in grades TK-12, their parents, and the staff who work with them. Student Support Counselors at the secondary level will prioritize Low-Income, English Learners, LTELs, and	• California School Dashboard: High School Graduation Rate • California School Dashboard: Chronic Absenteeism (K-8) • % of Students Feeling Connected to School % of Students Feeling Safe at School

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	Chronic absenteeism rates continued to show notable declines for Low-Income students, English Learners, and LTELs. Our needs assessment as well as educational partner feedback, showed that our Low-Income students, English Learners, and LTELs struggle to feel connected. A root cause analysis showed that some barriers toward school attendance and graduation rate were insufficient access to individualized counseling, lack of support for important social skills such as conflict resolution and relationship building. We also found that teachers could benefit from training on SEL strategies. Another strong indicator that the action has had a positive effect is our students' feelings of safety and school connectedness. Over a four-year span (2022 to 2026), the social-emotional supports and positive behavior system put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt that they feel connected to their school rose from 50.3% to 83.5%; the percentage who feel safe at school rose from 47.9% to 86.8%. Some students reported that they enjoyed campus engagement activities such as dress up days and spirit week. We believe that this current survey data (February, 2026) is a strong indicator that the action has had a positive effect that has	Foster Youth who are struggling to meet graduation requirements, which will promote the increase of graduation rates. • Student Support Counselors will Increase social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. A culture and climate teacher on special assignment will support school connectedness by provide high interest activities during the school day designed to promote student engagement. • Recognition of students and staff who demonstrate the positive, student and peer affirming behaviors that reflect social-emotional growth and development through programs such as Fowler Famous. In our experience, this recognition has promoted school connectedness as it is a positive public celebration. • Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills and restorative practices that support a positive climate for learning. In our experience, social-emotional learning is an essential component of a child's educational experience providing a framework through which Foster Youth, English Learners, LTELs, and Low-Income, acquire the skills through barriers they might experience through school, working life, and	

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	manifested itself in lower Chronic Absenteeism and increased attendance, as noted above. Chronic absenteeism rates showed notable declines over the last three years, overall and for most student groups, including English Learners and Low-Income students, suggesting the need to continue this action. Climate and engagement data from surveys suggest that our efforts in this action have been effective. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed 93% of parents agreed that the staff members care about their children, an increase of 3% from the previous year. The above data above, as well as educational partner feedback, suggest that this action was generally effective and should be continued. We believe that this action has been effective, as intended, and will continue to be so. While no data are reported for Foster Youth due to privacy concerns, we believe that the action will have had a similar impact on their attitudes and attendance. **Scope:** LEA-wide	beyond. Additionally, staff will be trained in and will implement restorative practices as a framework to expand students' skills in interacting positively with their peers. This action is expected to continue to sustain high graduation rates, lower chronic absenteeism rates, and maintain high levels of Low-Income, English Learners, LTELs, and Foster Youth students' feelings of safety and connectedness. 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). 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, as based on District experiences. Increased attendance rates will also have a positive impact on graduation rates, as Low-Income students, English Learners, LTELs, and Foster Youth need to be in school to increase the likelihood of their graduating. The data indicate that this action has been generally effective and should be continued. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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2.4	**Action:** Student Behavior and Attendance Supports **Need:** The 2025 graduation rate, which was among the highest in Fresno County at 96.2%, a Blue (Very High) performance level on the California School Dashboard. Graduation rates increased for Low-Income students, who were also at the Blue level. The District's focused supports showed positive results in increases for English Learners, however Long-Term English Learners in the 2025 cohort earning diplomas dropped from 100% to 94%, a Yellow-level performance. Chronic absenteeism rates continued to show notable declines for Low-Income students, English Learners, and LTELs. Our needs assessment as well as educational partner feedback, showed that our Low-Income students, English Learners, and LTELs struggle to feel connected. Additionally, we found that increased monitoring efforts including outreach to families led to lower absenteeism rates. Another strong indicator that the action has had a positive effect is our students' feelings of safety and school connectedness. Over a four-year span (2022 to 2026), the social-emotional supports and positive behavior system (PBIS) put in place seem to be having a positive impact, as the percentage of students who responded to the survey prompt	The District will promote social and emotional well-being by providing behavior support and intervention programs. These services will include: • Positive Based Intervention and Support (PBIS) • Restorative Practices • Opportunities for Service Learning • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance. • Using Concentration Grant Add-on funds to maintain 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. • Using Concentration Grant add-on funds to maintain an employee who will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support our Low-Income students', English Learners, and Foster Youth's respiratory health and prevent absences due to air-borne disease. • School site staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be	• California School Dashboard: High School Graduation Rate • California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism (K-8) • % of Students Feeling Connected to School • % of Students Feeling Safe at School

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	that they feel connected to their school rose from 50.3% to 83.5%; the percentage who feel safe at school rose from 47.9% to 86.8%. Suspension rates declined Overall and for Low-Income students, improving from Green to the Blue performance level. Those for English Learners dropped dramatically from 5.5% in Orange to 1.4% in the Blue level. LTEL students also experienced a large drop from 11.5% to 2.2%, also bringing them from the Orange level into Blue. We know from experience and fact-finding that many confrontations are the result of misunderstandings and could be avoided if the participants had means of communicating and understanding each other before the circumstances got out of hand. Also, confrontations are often due to hostilities that are the residue of prior, unresolved confrontations. Restorative practices are designed to address those issues in a positive manner. Staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements. A root cause analysis showed many students did not have a clear understanding of school expectations and struggled to conduct themselves in ways that would lead to their success. For example, they struggled with communication skills and the ability to solve conflicts in a positive way.	sent a letter noting the absences and consequences of poor attendance. • Schools will provide local attendance incentive programs. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. In our experience, a critical component to success in learning is a positive school climate that engages English Learners, Low-Income students, and Foster Youth in learning. PBIS is designed to provide clear expectations and teach students focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. It is our experience that students who engage with their peers through preferred behaviors add to the harmony of a school site and therefore, feel an increased connection to their school with the positive relationships with their peers. As part of the PBIS program, incentives are provided to students to help motivate positive behavior and school attendance. Restorative practices are in the early stages of implementation, and we expect as our school staffs learn more and improve the fidelity of implementation, we will see decreases in suspension rates and maintain high rates of school connectedness. The program is designed to provide greater opportunities for building empathy, bridging differences, and strengthening relationships through guided conversations and communication where everyone’s voice is heard	

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	Parents of Low-Income students and English Learners also expressed a need for increasing discipline measures and curtailing campus confrontations. The PBIS and Restorative Practices in Action 2.4 will continue to be implemented as training and practice improve the fidelity of implementation. School staff expressed a need to have routine air quality monitoring and regularly scheduled changing of air filters across all campus spaces in order to maintain healthy environments. The above data suggest that this action was generally effective and should be continued. **Scope:** LEA-wide	and valued. They are structured to build and heal relationships, and serve as a means to work through and resolve conflicts by putting the emphasis collaborative problem solving and collective responsibility. 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. Youth.gov cites evidence 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 for our Low-Income students, English Learners, and Foster Youth as a result of the programs implemented in this initiative. Our SARB model will continue to implement a multi-tiered approach, driven by data, to engage students and families in school. It will include a three-prong 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	

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		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. 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 on campus is one of the most effective ways of building school connectedness. Campus supervisors will use restorative practices to build consistent relationships with students and will provide Low-Income students, English Learners, and Foster Youth students with an additional caring adult on campus. Ensuring that HVAC is operating properly, with filters changed on schedule to promote students’ respiratory health, will result in better attendance and lower chronic absenteeism for our students. Regularly reviewing students' attendance data and notifying families of students are on course to be chronically absent, and providing recognition for good attendance is expected to curtail chronic absenteeism. Continuation of Positive Based	

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		Intervention and Support (PBIS), Restorative Practices, Opportunities for Service Learning, and the campus supervisors, with clear direction and support from site administrators is expected to lower suspension rates and sustain high feelings of school safety. The action is designed to meet the needs of our low-icnome, English learners, and Foster youth; however, in order to maximize its impact in increasing academic and school climate outcomes for all students, this action is being provided on an LEA-wide basis.	
2.6	**Action:** Foster Youth Supports **Need:** Suspension Rates for Foster Youth were not reported on the 2025 Dashboard due to the small number of students in their cohort. No other data are reported for them due to privacy concerns. Local data highlighted suspension as a concern for Foster Youth. A needs assessment identified the following barriers: Foster Youth students struggled to connect with peers and often lacked access to basic supplies. Educational partners have recognized and supported the need to provide Foster Youth with social-emotional supports, as well as basic supplies. 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	The District is committed to support our Foster Youth through Family Liaisons providing transitional services and supports to Foster Youth new to the District. The District will also provide social/emotional supports for all our Foster Youth. These supports may include auxiliary school materials (backpacks, binders, etc.), clothing or personal necessities, and/or counseling services. The District expects the Suspension Rate for Foster Youth to decline as we provide services to address the identified needs of our Foster Youth, including providing ongoing social/emotional and academic supports to deal with the trauma of being placed into the foster care system and/or changes in family and relationships that can lead to "acting out" or inappropriate behaviors. The action is targeted remove any barriers for our Foster Youth so the focus can be on building positive relationships and increasing their feelings of connectedness to school that will, in turn,	• California School Dashboard: Suspension Rate for Foster Youth • % of Students Feeling Connected to School -Educational Partner Feedback

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	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 a lack of connectedness to others. 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. **Scope:** LEA-wide	discourage the desire to engage in inappropriate behaviors. Providing the resource of a Family Liaison at each site to identify and reach out to the families of those students to provide support is designed to have a positive impact on students' feelings of connectedness to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
2.8	**Action:** Additional Transportation **Need:** 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. Parent Educational Partners with Low-Income students submitted statements such as "opportunities for diverse activities" and “encouragement of sports and the arts” reflecting their appreciation for the additional after school transportation provided through Action 2.8. Parents of English Learners	The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours, as many Low-Income students do not have access to private transportation outside of school hours. Providing Low-Income students with safe, reliable transportation to and from after school activities will continue to lower Chronic Absenteeism rates as it increases their access to participation in activities such as sports, clubs, academic support tutoring, and various enrichment experiences outside of normal school hours, when they might otherwise not be able to do so. The tutoring and academic support opportunities offered outside of the regular day will support struggling students and will increase the likelihood of students attending school so they can take advantage of the extra help. Our experience has shown that	• California School Dashboard: Chronic Absenteeism (K-8) -Educational Partner Feedback

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	expressed appreciation that their children were able to access after school help, also using the provided transportation. While 2025 Chronic Absenteeism rates declined from the previous three years, those for Low-Income students remained above the Overall rates and those for non-Low-Income students. Data were not reported for Foster Youth, but we know from experience that their rates tend to be equal to or higher than those of the Low-Income group. Significant inequalities are evident when comparing Low-Income students, English Learners, and Foster Youth to non Low-Income students, who generally have easier and more extensive access to private transportation. Students' responses to 2026 surveys also stressed that one of the best things about school was the opportunities for after school participation in activities, or for help with their studies. **Scope:** LEA-wide	when students are more successful in their classes, they are likelier to attend -- and vice-versa. Parents of Low-Income and English Learners expressed positive feelings about the opportunities for their children to attend after school activities, for enrichment or additional support. The decreased chronic absenteeism rates have been due, in part, to students showing up to school regularly to take advantage of the opportunities to participate in these activities. Catherine Olson (2008) conducted a study which concluded that the absentee rate was significantly lower for the students who were involved in...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 that such access to activities will also continue the declines in Chronic Absenteeism rates. This positive result cited in the "Need" suggests to the District that providing the service described in this action has been effective in attaining its intended results and should be continued. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
3.3	**Action:** Address the Needs of Our Learning Community **Need:** Results from the 196 parents and 128 staff who responded to the Family Engagement	The District will maintain procedures to specifically examine data for student groups and input from their families to identify the learning needs of students, support for their families, and support for the staff who teach them. Services will include:	- Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board

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	Self-Reflection Instrument rated the District's efforts at a 4.0 on a scale of 5, equal to "Full Implementation'. Parents scored the District high on excellent two-way communication, with appreciation for ParentSquare often mentioned. DELAC and PAC groups reconfirmed the effectiveness of using ParentSquare as a communication tool, as it allows parents to maintain quick and often contact with teachers and school administrators. Parents voiced they feel well informed about the activities taking place at school sites and also feel that teachers and school staff are able to respond to requests in a quicker manner. Several also commented on the welcoming environment at most schools. The following comments were made on the survey: “feeling welcome, heard, and seen every time we visit the school”, “great communication”, and “quick answers from the front office and staff”. Surveying local conditions again this year, we confirmed that parent participation has seen some slight increases but is still considered low for Parent Nights, and lower in advisory meetings, due to continued economic impacts on families. Many families are still struggling economically and work two jobs or longer hours. Participation in school activities is limited by these conditions and parents must prioritize which events in which to engage. The traditional events, such as Parent	• Translation services above and beyond those required by law, such as for communications at family events • Maintaining welcoming environments at schools and District facilities by providing training for staff providing excellent service to our public. • Support family liaisons at school sites, which will include outreach to families new to the District and a particular focus on supporting families of Low-Income, English learners, and Foster Youth students. • Information about how to access school and community resources, including ParentSquare, to support family health and wellness and enhance behavioral and academic success for students. • Engagement opportunities to support the families of high-needs students Parenting Workshops Site hosted Family Nights with a specific academic focus Back to School Night Open House Academic Awards The Family Liaisons will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children’s education. Liaisons engage families by acting as intermediaries between families and office and/or District staff, advocating for parents, students, and families when they may experience misunderstandings or miscommunication between	

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	Conferences, Open House, and Back-to-School Night, and those in which their children participate, such as sports or music, become top priorities. Communication was cited as a strength by parents of English Learners, as were the relationships between schools and families, with 91% responding that staff "communicate with parents regularly", 78% responding that the staff and administrators at their child's school built trusting and respectful relationships with families, and 80% that their child's school had a welcoming environment. Generally, the results of this action suggest it has been moderately effective and should be continued. **Scope:** LEA-wide	school and home, and by providing information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. Additionally, enhancing the welcome families feel at schools, by providing additional translation services at all events is designed to ensure all parents can understand what is being communicated, making them feel more welcomed. Engagement opportunities such as workshops and family nights are designed to encourage families to partner in their child's educational experience. 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 that this action will continue to increase Family Engagement as measured by the self-reflection instrument. We will provide training for site staff in order to support them engage positively with parents and community visitors. Training will take place during student early release days so that staff can focus on learning these skills. The action is designed to increase the parent engagement and capacity of English learners, Low Income, and Foster Youth students, however, in order to maximize its impact in increasing parent engagement and capacity for all students, this action is being provided on an LEA-wide basis.	

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3.4	**Action:** Partner-Informed Decision Making **Need:** While the District has been successful in using ParentSquare to communicate day-to-day information, and we have seen positive increases on the parent survey in relation to this action, we have not been as successful in communicating our eagerness for parents to participate as advisors in District governance as we would like. In response to the prompt, "My child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making", 75% agreed, which was an increase of 7% over the previous year. Responses for Low-Income increased 5% over the previous year to 79%, EL responses increased by 15 to 84%, and Students with Disabilities saw the largest improvement with an 8% increase to 77%. Surveying local conditions again this year, we confirmed that Low-Income, English Learner, and Foster Youth parents' participation is low in advisory meetings, due to continued economic impacts on families. Many families are still struggling economically and work two jobs or longer hours. Participation in school activities is limited by these conditions and parents must prioritize which events in which to engage. This supports the need to make every effort to make the empowerment	The District will provide activities which include, Family Empowerment Workshops and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities. The action is designed to increase the participation of families in their child's educational experience, specifically increasing the representation of Low-Income and English Learner in advisory committees. In our experience, parents who participate in the workshops, will be taught skills that will enable and empower them 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 will support families in navigating school resources and how families can support college and career readiness. They will also give information on resources families can use and who to contact in the District when parents have specific questions or concerns. Survey data will provide information upon which further opportunities for engagement may be designed. The District will also collect survey data on the "Percentage of Parents of Low-Income Students Who Agree that the District 'supports and builds the capacity of family members to effectively engage in advisory groups and decision-making'"	• Parent Engagement: Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board • % of Parents of Low-Income Students Who Agree that the District "supports and builds the capacity of family members to effectively engage in advisory groups and decision-making" • % of Parents of English Learners Who Agree that the District "supports and builds the capacity of family members to effectively engage in advisory groups and decision-making"

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	workshops conveniently available and to collect survey data that can be used to inform decision-making. **Scope:** LEA-wide	and the "Percentage of Parents of English Learners Who Agree that the District 'supports and builds the capacity of family members to effectively engage in advisory groups and decision-making'". These results will be reported as part of the evaluation of the action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Limited Actions

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

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1.9	**Action:** English Learner Supports **Need:** English Learner students showed declines on the 2025 California School Dashboard "Distance from Standard" for both ELA and math, aligning with the decline in rates from the Overall group and all student groups. The decline rates for English Learners resulted in the student group dropping into the Orange performance level for both ELA and mathematics. Significant equality gaps still remain between Overall and English Learner	The District will provide English Learner intervention support from certificated staff, with paraprofessional support. These services will be based on an assessment of the student's level of language development, and include the following: • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core, including oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-activity kits to increase the academic outcomes. • Supplies for leveled interventions, including language-rich literature taking	• California School Dashboard: ELA Distance from Standard for English Learners • California School Dashboard: Math Distance from Standard for English Learners • SBAC ELA: Percentage of students assessed meeting or

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	results, so our implementation of this action will continue. 2025 State Assessments in ELA and Math showed percentages of English Learner students "Meeting or Exceeding Standard" decreased by 4.7% ELA, with a slight 0.6% decline in math. These results support the conclusion regarding the need for additional supports for English Learners in ELA. Long-Term English Learners showed declines in "Distance from Standard" for ELA and improvements in math, moving the group out of the Red performance level. For "Meeting or Exceeding Standard," LTELs increased by one and a half percent in ELA. No LTEL met or exceeded standard in math. Examining the state assessment data for English Learners, 53% were below standard in "communicating in writing" and 58% below in “understanding stories and information that they read”. Our experience tells us that expository texts and writing are the areas in which they struggle most. Looking more closely at math assessments, we saw that English Learners continue to struggle most with “explain[ing] and apply[ing] mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy” which is in line with the struggles to understand and write about what they read. The need to provide additional supports in literacy, and use strategies that relate those back to math concepts, becomes evident from	into account the background of students portrayed in the acquired literature. • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core and in ELD strategies that accelerate English Learner students' acquisition of English. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide paraprofessional support for small groups and individuals. • Implementation of a revised English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students and immediately adjust instruction as warranted by data and students’ needs. • A counselor to work with English Learners and their parents through outreach to families and organizing parent workshops. This action is expected to increase academic outcomes for English Learners because it has been completely rewritten to be more specific and more targeted than the past action for "English Learner Supports". Research-based support materials, including reading matter that is at an	exceeding standard for English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for English Learners • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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	those data. All of the "Below Standard" percentages increased from the prior year, indicating the need for deeper implementation with integrity will produce the desired improvements. We have seen positives with "Distance from Standard" for EL overall, and progress for LTEL in acquiring English language skills, and recognize the need to expand those successes. The percentage of Fowler Unified English learners making appropriate progress towards English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), showed a slight increase moving the student group into the Yellow performance level on the 2025 CA Dashboard. Separate results were reported for Long-Term English Learners (LTEL) on the 2025 Dashboard showing an increase of 3.6% to a total of 52.5% of students in this group making progress, resulting in a Green performance level. Inequalities remain between English Learners, Long-Term English Learners, and the Overall student group; inequalities are also evident when comparing the results for Low-Income students with those of non-Low-Income students, demonstrating the need to continue the supports in Action 1.9. The District will address these gaps by continuing this action that has shown to have some positive impacts on those students' performance.	appropriate level, of high interest, and culturally-responsive will engage students; use of the OPTEL as a formative assessment tool will help staff to identify where improvements might be made in classroom instruction. Instructional aides will provide small group and greater individual attention to target identified needs and front-load vocabulary. The counselor will monitor English Learners, particularly those at risk of becoming LTELs, academic progress and work with students and families to connect them with instructional resources. The counselor will help families communicate with teachers about their child's individual learning needs. Instructional staff will be provided with professional development focusing on strategies to build English Learner skills such as building academic vocabulary throughout different content areas.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.10	**Action:** Long-Term English Learners (LTEL) Supports **Need:** Our Long-Term English Learners (LTEL) showed declines in results in ELA and math in the 2025 "Distance from Standard", which will be addressed. LTEL students had no one meet or exceed standard on the 2025 math SBAC but did grow 1.5% on the ELA assessment. Action 1.10 to address the specific needs of LTEL is expected to lead to improvements on this year's State assessments. Results for the 2025 English Learner Progress Indicator showed growth for Long-Term English Learners (LTEL) 52.5% making a year or more progress, resulting in a Green performance level. A survey of local practices showed that the needs of LTEL students have generally been subsumed under the English Learner group as a whole, as data has seldom been available or disseminated. We determined that there was a need to identify them as LTEL, as opposed to simply EL, and then identify what barriers to their progress in relation to their EL peers will be instrumental to their improved academic progress. Looking at ELPAC data, we found	The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) by identifying and informing teachers which of their students are LTEL; through collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; by providing professional development to teachers specific to supporting LTEL students and regularly monitoring progress; and by engaging parents and families in supporting LTEL in acquiring the skills required for reclassification to RFEP. This action is expected to increase academic outcomes for Long-Term English Learners because staff at schools with LTEL students will identify who their LTELs are and identify how their instructional needs are unique. In the past, instructional staff may not have known who their LTEL students were, and identical supports and interventions were provided regardless of the EL students status. As a part of this action, data for LTEL students will be disaggregated at the schools and their specific instructional needs identified and addressed. Professional development is designed to support teachers in identifying literacy strategies that can increase reading levels. Instruction is provided digitally so that teachers can access the materials throughout the school year at their own pace.	• SBAC ELA: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that 89% of LTEL are at the "Somewhat/Moderately" or "Beginning to Develop" levels in Reading. This was a decrease from the prior year and is the area in which the progress is slowest. The need remains to provide staff development in literacy strategies that will support acceleration in learning reading, monitoring those supports, and engaging parents and families in providing help at home in acquiring the skills. **Scope:** Limited to Unduplicated Student Group(s)	Parents of LTELs will be invited to engage in workshops specifically designed to teach them how they can support language development at home. Workshops will be held in the evenings in order to encourage more participation.	

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

Additional Concentration Grant Funding

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

Each school site in Fowler USD has a population of Foster Youth, English Learners, and Low-Income students that comprises greater than 55% of its total population. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at each school. Determination for how these funds were utilized was based on a comprehensive assessment to determine needs. These actions are outlined in the Goals and Actions sections of the LCAP as follows:
The District will use Concentration Grant Add-on funds to maintain and hire campus supervisors at schools with 55% or greater enrollment of unduplicated students to connect with students in support of mental health and well-being (Action 2.4).
The District will use Concentration Grant add-on funds to maintain an employee to will monitor the air quality at all schools with 55% or greater enrollment of unduplicated students to ensure proper ventilation at each school site that will support students' respiratory health (Action 2.4).

The District will use Concentration Grant add-on funds to maintain and increase instructional aide FTE to support student learning at schools with 55% or more of unduplicated students (Action 1.4).
The District will also use Concentration Grant add-on funds to maintain support teachers to support student learning at schools with 55% or more of unduplicated students (Action 1.4).

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,642,705	9,882,501	33.339%	0.000%	33.339%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,994,829.00	$10,203,341.00	$363,216.00	$603,041.00	$43,164,427.00	$35,225,658.00	$7,938,769.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified Teachers	All	No			All Schools		$23,172,972.00	$0.00	$17,220,644.00	$5,770,720.00	$181,608.00		$23,172,972.00	
1	1.2	Standards-Aligned Curriculum	All	No			All Schools		$0.00	$443,013.00	$256,513.00	$186,500.00			$443,013.00	
1	1.3	English Language Acquisition	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.4	Intervention and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,441,621.00	$0.00	$3,623,402.00	$602,547.00		$215,672.00	$4,441,621.00	0
1	1.5	Supplemental Learning Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	0
1	1.6	Library Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$314,088.00	$47,000.00	$357,088.00			$4,000.00	$361,088.00	0
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$427,781.00	$8,000.00	$435,781.00				$435,781.00	0
1	1.8	Supplemental/ Intervention Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$306,394.00	$63,943.00			$242,451.00	$306,394.00	0
1	1.9	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$167,579.00	$5,000.00	$172,579.00				$172,579.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Long-Term English Learners (LTEL) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fowler Academy, Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary		$1,500.00	$0.00	$1,500.00				$1,500.00	0
1	1.11	Reducing Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary		$2,023,427.00	$0.00	$2,023,427.00				$2,023,427.00	0
1	1.12	Early Education Support	All	No			Specific Schools: Early Learning Center at Marshall Elementary Preschool		$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.13	Expanded Learning Program	All	No					$0.00	$2,000,000.00		$2,000,000.00			$2,000,000.00	0
1	1.14	Technology Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$361,822.00	$12,000.00	$373,822.00				$373,822.00	0
1	1.15	CTE/ROP	All	No			Specific Schools: Fowler High		$933,296.00	$0.00	$301,132.00	$450,556.00	$181,608.00		$933,296.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.16	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,297.00	$67,407.00	$108,873.00			$93,831.00	$202,704.00	0
1	1.17	Access to a Broad Course of Study	All	No			All Schools		$613,062.00	$39,956.00	$493,529.00	$139,329.00		$20,160.00	$653,018.00	
1	1.18	Services for Students with Exceptional Needs	Students with Disabilities	No			All Schools		$0.00	$2,272,810.00	$2,272,810.00				$2,272,810.00	
1	1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	English Learner	No			Specific Schools: Sutter Middle		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	Students with Disabilities	No			Specific Schools: Fremont Elementary		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.21	Support Teachers	All	No			All Schools Specific Schools: Marshall Elementary and Fremont Elementary		$0.00	$604,641.00		$604,641.00			$604,641.00	
2	2.1	Access to Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$369,821.00	$0.00	$369,821.00				$369,821.00	0
2	2.2	Social and Emotional Learning and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$849,494.00	$98,360.00	$947,854.00				$947,854.00	0
2	2.3	Meeting the Needs of Homeless Students	Homeless	No			All Schools		$0.00	$4,000.00	$2,000.00			$2,000.00	$4,000.00	
2	2.4	Student Behavior and Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$728,331.00	$29,365.00	$757,696.00				$757,696.00	0
2	2.5	Speech Services	Students with Disabilities	No			All Schools		$0.00	$310,014.00		$310,014.00			$310,014.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Foster Youth Supports	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$17,979.00	$0.00	$17,979.00				$17,979.00	0
2	2.7	Facilities	All	No			All Schools		$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.8	Additional Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,140.00	$50,000.00	$50,000.00	$35,140.00			$85,140.00	0
2	2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	Asian Students and White Students	No			Specific Schools: Sutter Middle		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	Students with Disabilities	No			Specific Schools: Sutter Middle		$0.00	$500.00	$500.00				$500.00	
2	2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	English Learners	No			Specific Schools: Fowler High		$0.00	$500.00	$500.00				$500.00	
2	2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	All Low-Income Students	No			Specific Schools: Fowler Academy Continuation		$0.00	$500.00	$500.00				$500.00	
3	3.1	Improve Communication to District Educational Partners	All	No			All Schools		$0.00	$58,700.00	$58,700.00				$58,700.00	
3	3.2	Increase Community Outreach and Family Engagement	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.3	Address the Needs of Our Learning Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$560,448.00	$22,715.00	$568,236.00			$14,927.00	$583,163.00	0
3	3.4	Partner-Informed Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$500.00	$500.00				$500.00	0
4	4.1	Project Based Learning to Support ELA & Math	All	No			Specific Schools: Fowler Academy		$0.00	$15,697.00		$15,697.00			$15,697.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Continuation									
4	4.2	Prep Buy Outs	All	No			Specific Schools: Fowler Academy Continuation		$15,993.00	$0.00		$15,993.00			$15,993.00	
4	4.3	Implement Restorative Practices	All	No			Specific Schools: Fowler Academy Continuation		$0.00	$500.00		$500.00			$500.00	
4	4.4	Saturday School - Fowler Academy Continuation	All	No			Specific Schools: Fowler Academy Continuation		$20,007.00	$0.00		$20,007.00			$20,007.00	
4	4.5	Project Based Learning to Support ELA & Math - Fowler Academy Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$15,993.00	$13,697.00		$29,690.00			$29,690.00	
4	4.6	Saturday School - Fowler Academy Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$20,007.00	$0.00		$20,007.00			$20,007.00	
4	4.7	Transportation Costs - Fowler Academy Independent Study	All	No			Specific Schools: Fowler Academy Independent Study		$0.00	$2,000.00		$2,000.00			$2,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,642,705	9,882,501	33.339%	0.000%	33.339%	$9,882,501.00	0.000%	33.339 %	**Total:**	$9,882,501.00
								LEA-wide Total:	$9,708,422.00
								Limited Total:	$174,079.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Intervention and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,623,402.00	0
1	**1.5**	Supplemental Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0
1	**1.6**	Library Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$357,088.00	0
1	**1.7**	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$435,781.00	0
1	**1.8**	Supplemental/ Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,943.00	0
1	**1.9**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$172,579.00	0

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	1.10	Long-Term English Learners (LTEL) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fowler Academy, Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary	$1,500.00	0
1	1.11	Reducing Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Fowler High, Sutter Middle, Fremont Elementary, Malaga Elementary	$2,023,427.00	0
1	1.14	Technology Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$373,822.00	0
1	1.16	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,873.00	0
2	2.1	Access to Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$369,821.00	0
2	2.2	Social and Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$947,854.00	0
2	2.4	Student Behavior and Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$757,696.00	0
2	2.6	Foster Youth Supports	Yes	LEA-wide	Foster Youth	All Schools	$17,979.00	0
2	2.8	Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0
3	3.3	Address the Needs of Our Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,236.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Partner-Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,227,623.00	$40,753,639.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified Teachers	No	$20,420,205.00	20,839,547
1	**1.2**	Standards-Aligned Curriculum	No	$259,000.00	241,366
1	**1.3**	English Language Acquisition	No	$3,000.00	2,613
1	**1.4**	Intervention and Support Staff	Yes	$4,769,378.00	4,516,135
1	**1.5**	Supplemental Learning Program	Yes	$10,000.00	10,000
1	**1.6**	Library Support Services	Yes	$331,767.00	359,401
1	**1.7**	Summer School	Yes	$139,016.00	338,452
1	**1.8**	Supplemental/ Intervention Materials	Yes	$208,248.00	257,532
1	**1.9**	English Learner Supports	Yes	$170,732.00	163,719
1	**1.10**	Long-Term English Learners (LTEL) Supports	Yes	$2,000.00	2181.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Reducing Class Sizes	Yes	$1,770,947.00	1,848,415
1	1.12	Early Education Support	No	$220,000.00	0
1	1.13	Expanded Learning Program	Yes	$3,966,188.00	2,771,406
1	1.14	Technology Implementation	Yes	$518,110.00	291,500
1	1.15	CTE/ROP	No	$510,157.00	501,293
1	1.16	Professional Development	Yes	$298,664.00	252,265
1	1.17	Access to a Broad Course of Study	No	$1,038,463.00	1,249,766
1	1.18	Services for Students with Exceptional Needs	No	$2,100,000.00	2,234,651
1	1.19	Required Action: Sutter Middle School English Learner Performance in ELA, Math, and ELPI	No	$3,000.00	4,378
1	1.20	Required Action: Fremont ES Students with Disabilities' Performance in ELA	No	$1,000.00	638
2	2.1	Access to Health Services	Yes	$260,120.00	282,636
2	2.2	Social and Emotional Learning and Supports	Yes	$808,793.00	931,741
2	2.3	Meeting the Needs of Homeless Students	No	$3,400.00	2,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Student Behavior and Attendance Supports	Yes	$858,675.00	818,108
2	2.5	Speech Services	No	$289,894.00	301,527
2	2.6	Foster Youth Supports	Yes	$18,616.00	17,520
2	2.7	Facilities	No	$1,500,000.00	1,700,000
2	2.8	Additional Transportation	Yes	$128,812.00	178,250
2	2.9	Required Action: Sutter MS Chronic Absenteeism Performance for Asian Students and White Students	No	$1,000.00	1,844
2	2.10	Required Action: Sutter MS Chronic Absenteeism Performance for Students with Disabilities	No	$500.00	1,321
2	2.11	Required Action: Fowler HS Suspension Rate Performance for English Learners	No	$500.00	450
2	2.12	Required Action: Fowler Academy Continuation School Suspension Rate Performance for All Students and for Low-Income Students	No	$500.00	484
3	3.1	Improve Communication to District Educational Partners	No	$48,000.00	55,509
3	3.2	Increase Community Outreach and Family Engagement	No	$5,000.00	0
3	3.3	Address the Needs of Our Learning Community	Yes	$459,868.00	476,991
3	3.4	Partner-Informed Decision Making	Yes	$3,000.00	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)
4	4.1	Project Based Learning to Support ELA & Math	No	$2,500.00	3416
4	4.2	Prep Buy Outs	No	$30,000.00	30589
4	4.3	Implement Restorative Practices	No	$2,500.00	27
4	4.4	Saturday School - Fowler Academy Continuation	No	$15,535.00	15,968
4	4.5	Project Based Learning to Support ELA & Math - Fowler Academy Independent Study	No	$20,000.00	22,909
4	4.6	Saturday School - Fowler Academy Independent Study	No	$25,535.00	25,292
4	4.7	Transportation Costs - Fowler Academy Independent Study	No	$5,000.00	1,799

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9445777	$10,370,874.00	$10,546,016.00	($175,142.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Intervention and Support Staff	Yes	$4,594,398.00	4,516,135	0	
1	1.5	Supplemental Learning Program	Yes	$10,000.00	10,000	0	
1	1.6	Library Support Services	Yes	$327,767.00	359,401	0	
1	1.7	Summer School	Yes	$139,016.00	338,452	0	
1	1.8	Supplemental/ Intervention Materials	Yes	$51,431.00	58,702	0	
1	1.9	English Learner Supports	Yes	$170,732.00	163,719	0	
1	1.10	Long-Term English Learners (LTEL) Supports	Yes	$2,000.00	2,181	0	
1	1.11	Reducing Class Sizes	Yes	$1,770,947.00	1,848,415	0	
1	1.13	Expanded Learning Program	Yes	$0.00	0	0	
1	1.14	Technology Implementation	Yes	$518,110.00	291,500	0	
1	1.16	Professional Development	Yes	$264,236.00	252,265	0	
2	2.1	Access to Health Services	Yes	$260,120.00	282,636	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)
2	**2.2**	Social and Emotional Learning and Supports	Yes	$808,793.00	931,741	0	
2	**2.4**	Student Behavior and Attendance Supports	Yes	$858,675.00	818,108	0	
2	**2.6**	Foster Youth Supports	Yes	$18,616.00	17,520	0	
2	**2.8**	Additional Transportation	Yes	$128,812.00	178,250	0	
3	**3.3**	Address the Needs of Our Learning Community	Yes	$444,221.00	476,991	0	
3	**3.4**	Partner-Informed Decision Making	Yes	$3,000.00	0	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28443148	9445777	2.5%	35.709%	$10,546,016.00	0.000%	37.078%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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