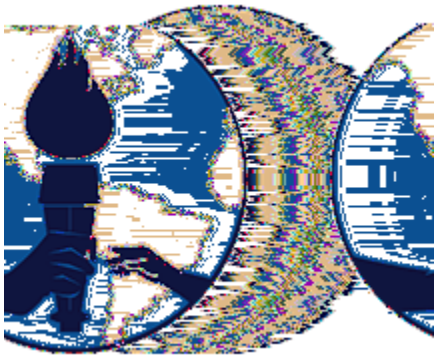


Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Fontana Unified School District (FUSD) is a diverse community of students within the urban city of Fontana, located in the Inland Empire, that serves 33,205 students spread over 30 Elementary Schools, 7 Middle Schools, 5 Comprehensive High Schools, 2 Continuation High Schools, 1 Adult School, and an online distance learning program.

The district has a population that includes 83.1% Socioeconomically Disadvantaged (SED), 24.9% English Learners (EL), 12.7% Students with Disabilities (SWD), 0.6% Foster Youth (FY), 1.3% Homeless Youth (HY), and 0% Migrant Education (ME). The student population is comprised of the following ethnicities: 86.5% Hispanic (HI), 5.0% African American (AA), 4.0% White (WH), 2.0% Asian (AS), 1.2% Multiple Races (MR), 1.1% Filipino (FI), 0.2% Pacific Islander (PI), and 0.1% American Indian/Alaskan Native (AI).

Fontana Unified School District's mission, vision, and core values are as follows:

District Mission: “Every Student Successful. Engaging Schools. Empowered Communities.”

District Vision: Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

District Core Values: Teamwork and Respect; Excellence and Achievement; Responsibility and Accountability; Equity and Opportunity; and Dedication and Commitment

The 2024-2027 Local Control Accountability Plan (LCAP) goals, metrics, and actions/services are aligned to the FUSD's Areas of Focus and are based on data and input from educational partners. The FUSD LCAP is designed to meet the needs of all students, including additional actions/services to support the unduplicated student population (Socioeconomically disadvantaged, English Learners, Foster Youth) and student groups that are identified through data analysis to need additional targeted supports. The FUSD's 2024 LCAP is organized through the lens of our District's Areas of Focus:

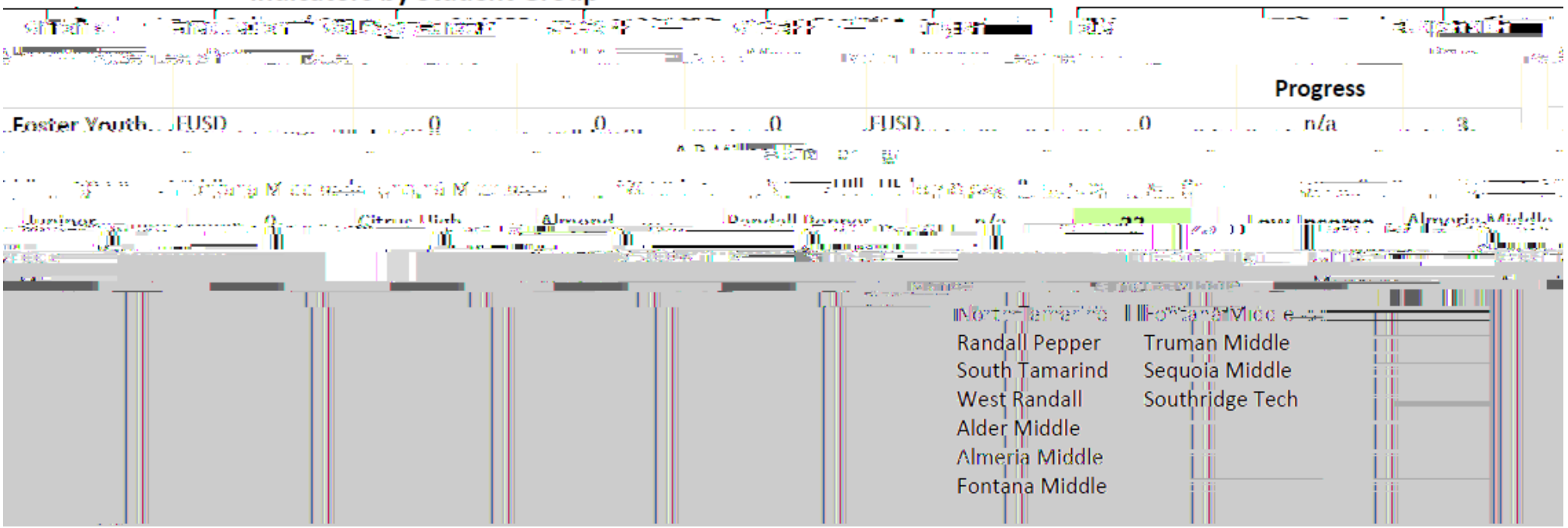
- Area of Focus 1: Powerful Academic Outcomes for Students: FUSD has a laser-like focus on powerful academic outcomes for all students. (LCAP Goal 1)
- Area of Focus 2: Persistent Focus on Safety/Well-Being of Staff & Students; FUSD will implement a persistent focus on safety and well-being for students and staff. (LCAP Goal 2)
- Area of Focus 3: Proactive Communication/Community Engagement: FUSD will build relationships with proactive communication and community engagement. (LCAP Goal 3)
- Area of Focus 4: Purposeful Use of Public Resources: FUSD will be good stewards of public tax dollars through the purposeful use of public resources. (Incorporated into Goals 1-3)

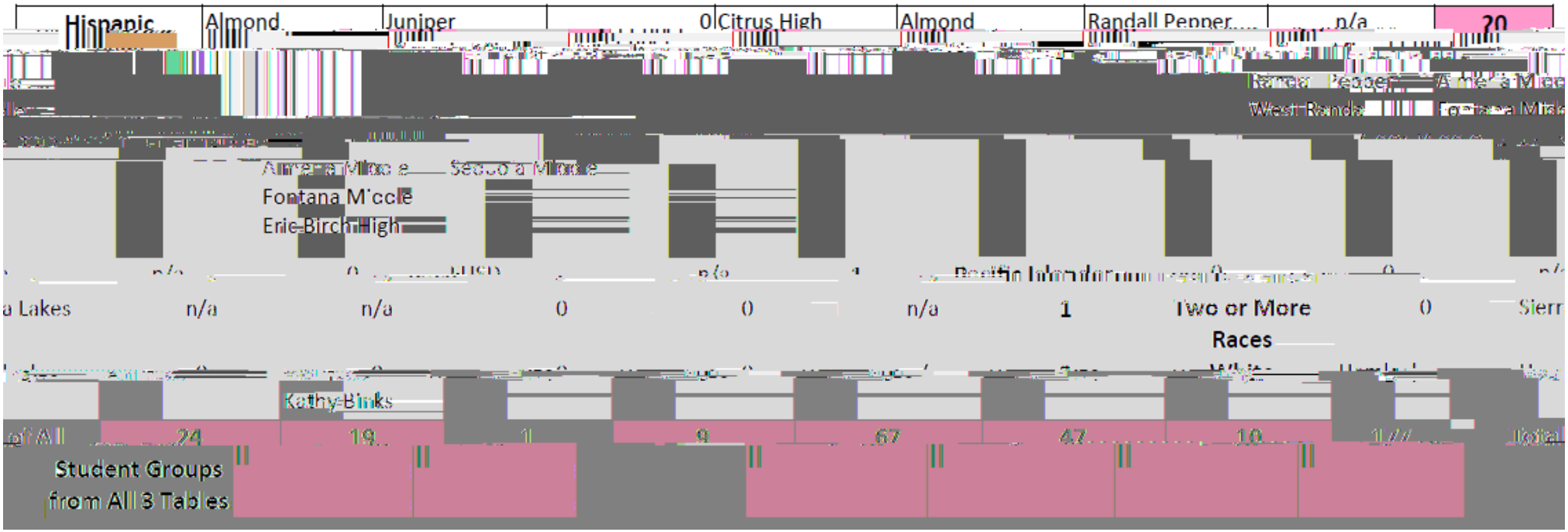
The Fontana Unified School District is committed to providing high-quality educational opportunities for its students, families, and community. The LCAP outlines the actions and services that support these objectives. The LCAP is principally developed to provide targeted support for English Learners (EL), Foster Youth (FY), and Low-Income Students (SED) through a structured process that involves various educational partners and focuses on the specific needs of these groups. Furthermore, the LCAP outlines targeted actions and services designed to meet the unique needs of the EL, FY, and SED unduplicated student groups. This may include academic interventions, socio-emotional support, and college and career readiness programs. Additional resources and funding are allocated to support these targeted actions, ensuring that the students who need the most help receive it. Each year, the LCAP is reviewed and updated to reflect new data, changing needs, and the progress made towards the established goals.

The LCAP requires that districts report all schools receiving L col Lwell-being for students and staff. (LCAP Goal 2)

The district has addressed chronic absenteeism, enhanced student engagement, and advanced behavior management practices. Utilizing funding effectively, the district eliminated waitlists for after-school programs and initiated before-school programs across multiple sites, thus broadening student support and enrichment. Moreover, the district's School Attendance Review Board (SARB) earned state recognition as a Model SARB in April 2024, reinforcing the district's dedication to addressing attendance challenges. This past September, the Student Services staff promoted attendance awareness, emphasizing the district's commitment to prioritizing school attendance, especially as we develop the 2024-2027 LCAP with Educational Partners. It is important to note that every middle school is assigned Climate and Culture Coaches, who assist with enhancing student engagement.

Indicators by Student Group





Reflections: Technical Assistance

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

As mentioned above, metrics from the California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Of 991 Districts in California that could qualify for Differentiated Assistance, 466 (47%) qualified based on the 2023 California Dashboard results. As mentioned above, 1 student group in FUSD met the criteria and was eligible for DA based on the 2023 CA Dashboard results:
-Foster Youth: Met criteria in Priority Areas 4 and 6 (Student Achievement & Suspension Rate); Foster Youth was previously eligible for DA from the 2022 CA Dashboard based on Priority Areas 4 and 5 (Student Achievement and Chronic Absenteeism). While they showed significant improvement in chronic absenteeism and no longer meet the criteria in that priority area, an increase in the suspension rate resulted in a new priority for Foster Youth.
-English Learners qualified for DA from the 2022 CA Dashboard based on Priority Areas 4 and 5 (Student Achievement and Chronic Absenteeism) but were no longer eligible with the release of the 2023 CA Dashboard due to improved chronic absenteeism. Student achievement, however, will continue to be priority for English Learners.
While they did not meet the criteria for Differentiated Assistance in two priority areas, it is also important to note that African American Students had the lowest performance level in Priority Area 6 (Suspension Rate), and Students with Disabilities had a low performance level in Priority Area 4 (Student Achievement).

The Differentiated Assistance process for 2023-24 has engaged FUSD staff in a process led by district leaders in collaboration with the San

Bernardino County Superintendent of Schools (SBCSS). FUSD will continue to engage in continuous improvement that includes the identification of needs within the district, development of proposed actions, implementation of change ideas, and monitoring progress. Through this work, staff identified a need for more consistent and coherent strategies for monitoring and addressing academic, attendance, and discipline outcomes across schools, grade levels, and student groups.

LCFF Equity Multiplier
The LCFF Equity Multiplier offers additional funds to school districts for distribution to schools that met nonstability and socioeconomically disadvantaged student criteria in the previous school year. These funds are designated for implementing evidence-based services and

Comprehensive Support and Improvement

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

Schools Identified

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

The criteria to qualify for Comprehensive Support and Improvement (CSI) are hierarchical until the bottom 5% of Title I schools are identified statewide. The criteria include the following:

All red indicators
All red indicators but one of any other color
A majority red indicators (with 5 or more indicators)

The schools shown below have qualified for CSI based on the 2023 Dashboard by having “A majority red indicators”.
Alder Middle School - Red indicators in Academics (ELA & Math) as well as English Learner Progress
Almeria Middle School - Red indicators in Suspension and Academics (ELA & Math)
Juniper Elementary School - Red indicators in Chronic Absenteeism, Academic (ELA) and English Learner Progress (ELPI)

Randall Pepper qualified for CSI in the previous year; however, they have been exited from that designation.

Support for Identified Schools

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

FUSD established a support framework to help CSI schools successfully meet all Every Student Succeeds Act (ESSA) requirement. This framework encompasses conducting comprehensive needs assessments, root cause analysis, involving educational partners in planning, implementing evidence-based interventions, and addressing resource inequities. Going above and beyond ESSA mandates, FUSD has dedicated additional resources to provide supplemental support and assistance to CSI schools, fostering continuous improvement and enhancing student achievement. FUSD integrated CSI planning requirements into the online School Plan for Student Achievement (SPSA) to address mandated plan components. The district provided training for principals and district staff, ongoing guidance, and support to schools during the planning process, and allocated additional resources to support improvement efforts.

Each CSI school developed their SPSA utilizing the established framework described above. The following highlights from each CSI school's SPSA describe the identified students' needs and aligned evidence-based interventions to meet these needs. Also, for each CSI school, the district has listed the key elements of each selected evidence-based intervention to ensure they are implemented with fidelity and has listed

5) Using Student Achievement Data to Support Instructional Decision Making (Gr 2-12) ESSA Tier 4

Make data part of an ongoing cycle of instructional improvement.
Teach students to examine their own data and set learning goals.
Establish a clear vision for schoolwide data use.
Provide supports that foster a data-driven culture within the school.
Develop and maintain a districtwide data system.

Almeria Middle School: Evidence-Based Interventions for Math

Develop awareness of the segments of sounds in speech and how they link to letters.
Teach students to decode words, analyze word parts, and write and recognize words.
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

2) Teaching Elementary School Students to Be Effective Writers (Gr 1-6) ESSA Tier 1

Provide daily time for students to write.
Teach students to use the writing process for a variety of purposes.
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
Create an engaged community of writers.

3) Providing Reading Interventions for Students (Gr 4-9) ESSA Tier 1

Build students' decoding skills so they can read complex multisyllabic words
Provide purposeful fluency-building activities to help students read effortlessly
Routinely use a set of comprehension-building practices to help students make sense of the text:
Build students' world and word knowledge so they can make sense of the text
Consistently provide students with opportunities to ask and answer questions to better understand the text they read
Teach students a routine for determining the gist of a short section of text
Teach students to monitor their comprehension as they read
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

4) Improving Reading Comprehension (Gr K-3) ESSA Tier 2

Teach students how to use reading comprehension strategies.
Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.
Guide students through focused, high-quality discussion on the meaning of text.
Select texts purposefully to support comprehension development.
Establish an engaging and motivating context in which to teach reading comprehension.

5) Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention (Gr K-3) ESSA Tier 3

attendance and provide support for these students. Additionally, Juniper will allocate time for providing staff and teachers with professional development to address students' identified needs.

Prior to CSI site development of the Single Plan for Student Achievement, CSI sites were supported by multiple district divisions and departments, including the following:

Assessment and Accountability Supports:

Small group Data Sessions for CAASPP, ELPAC, local assessments, and CA Dashboard that provided custom data reports, training on interpreting metrics, strategies for data analysis, and opportunities for collaborative data analysis.

One-on-one consultations for CAASPP, ELPAC, local assessments, surveys, CA Dashboard, and other site-based metrics to review and refine draft data analysis, identified needs, and action metrics.

Collection and reports of academic achievement data, English Learner data, attendance and suspension data, grades, and information related to college and career readiness, are provided to sites. Core content areas (ELA, History/Social Science, Math, and Science) administer District Benchmarks to monitor student progress toward standards mastery. This data is utilized by site administration, during teacher collaboration, and by SSCs to assess action plan effectiveness and make adjustments as necessary.

Categorical Department Supports:

One-on-one SPSA consultations with principals to support the implementation, monitoring, evaluation, and development of the SPSA.

Monthly School Site Council (SSC) Templates reflecting essential topics such as the analysis of state and local data, reporting on SPSA Action implementation and outcomes, conducting bi-annual formal progress monitoring and evaluating the plan's effectiveness in meeting the identified needs of students, particularly those not meeting state standards.

The identification of potential resource inequities using the SBCSS training PPT slides and seeking input from school-level educational partners. Identified resource inequities are reflected in the 2024-2025 SPSA.

Use of a comprehensive needs assessment throughout the year. Principals use data analysis from state, local, and federal assessments and reflect on the effectiveness of their instructional practices to establish identified needs.

Development of the 2024-2025 SPSA/CSI Plan is based on the results of the comprehensive needs assessment, identification of resource inequities, and input from Instructional Leadership Teams (ILT), English Learner Advisory Councils (ELAC), and School Site Councils (SSC).

The review of SPSA actions and services for alignment with evidence-based practices and the school's identified needs.

Student Services Division supports:

Provision of a range of targeted student supports emphasizing wellness and mental health, including social skills groups, mentoring, conflict resolution sessions, positive behavior check-ins, restorative practices, mindfulness, anger management, growth mindset, and motivation.

Delivery of robust school-based mental health services featuring school social workers, interns, psychologists, and counselors, along with partnerships with three community agencies offering mental health services at no cost.

Teaching & Learning Division supports:

Learning for Principals and District Staff, Ongoing Guidance, Trimester consultations to coach and support site administrators on program implementation, continuous improvement, and instructional leadership, Data sessions throughout the year to understand various metrics and engage in collaborative analysis activities, including for local assessments, CAASPP, English Learner Proficiency Assessments for California (ELPAC), CA Dashboard, and survey data, and One-on-one site consultations following data sessions to support individual analysis.

Monitoring and Evaluating Effectiveness

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

The Fontana Unified School District staff will support its CSI-eligible schools in monitoring and evaluating their school-level comprehensive support and improvement plans using the existing School Plan for Student Achievement (SPSA) process and a modified timeline to ensure frequent monitoring of the effectiveness of the evidence-based interventions. Monitoring and evaluating the effectiveness of evidence-based interventions is essential to ensure that CSI schools are achieving the desired outcomes for identified students.

FUSD district staff will collaboratively support CSI schools with monitoring and evaluation by ensuring the following components are in place and providing direct support as needed:

1. Establish Clear Objectives and Benchmarks by creating SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for each intervention, with clear benchmarks to track progress. To monitor the effectiveness of the SMART goals, Success Criteria will be established. CSI sites will clearly define what success looks like, including specific student outcomes (e.g., improved test

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

	participated in meetings to engage in comprehensive needs assessments and provide feedback about LCAP goals and actions: LCAP Leadership Team participated in the Teaching & Learning Division Director Meeting on 3/11/24 LCAP Leadership Team participated in the Executive Cabinet Meeting on 4/16/24 Input was recorded and shared with the LCAP Leadership Team. Input was also shared through participating in LCAP Educational Partner Meetings. The summary of feedback from educational partners was shared with the directors and Executive Cabinet. They asked questions for clarity and reflected on how input would influence goals and actions in the 24-27 LCAP.
Labor Partners (FTA, POA, USW)	LCAP Educational Partners Committee; 3-hour meetings on 10/26/23, 11/28/23, 1/23/24, 2/20/24, 2/29/24, and 5/7/24 The LCAP Leadership Team members met with labor partner representatives who provided input about priorities for the 24-27 LCAP. Fontana Teachers Association (FTA) meeting held on 5/24/24 Police Officers Association (POA) meeting held on 5/24/24 United Steelworkers (USW) meeting held on 5/24/24 Input was recorded and shared with the LCAP Leadership Team.
Special Education Local Plan Area Administrator (SELPA) Engagement	LCAP Educational Partners Committee; 3-hour meetings on 10/26/23, 11/28/23, 1/23/24, 2/20/24, 2/29/24, and 5/7/24. In addition to the LCAP Educational Partner Meetings, SELPA administrators also participated in meetings to engage in comprehensive needs assessments and provide feedback about LCAP goals and actions. Date of Meeting: 5/13/24 The SELPA Director was consulted and provided input about what should be prioritized fo55000-,tu(out wtAAID 10 Tf 10 Tf 10 Tf 10 Tf 10

meetings to improve attendance by making the school more inviting, enhancing the students' sense of belonging, and also offering alternative ways of learning for students (Action 1E.2). They also indicated that suspension rates should improve, suggesting that staff be trained about how to deal with different students and helping students overcome substance abuse, since that is one of the most common reasons for suspension (Action 1E.3). Additionally, they indicated that additional supports are needed to ensure that all students can be successful by focusing on the individual learning needs of students, offering counseling support to make sure students are taking appropriate classes, and teachers expressed the need to have consistent PLC time (Action 1E.1).

LCAP Educational Partners Committee:
The LCAP Educational Partner Committee emphasizes the need for a focus on literacy in English Language Arts and improving math skills, while addressing disparities among ethnic and racial groups in academics, attendance, and discipline. They advocate for exploring the relationship between absenteeism and academic performance to develop targeted interventions and address chronic absenteeism. Providing mental wellness support and developing programs for foster and homeless youth, including parental engagement, are key priorities. Building staff capacity through culturally responsive teaching and utilizing a Multi-Tiered System of Support (MTSS) is essential. They believe that monitoring student progress, offering targeted support, and integrating students' cultural backgrounds into learning are crucial for promoting equity and accommodating diverse learning needs. The committee calls for targeted math interventions, access to rigorous coursework, and equipping students with skills for post-secondary education or career paths, including workforce participation. Improving communication with educational partners, enhancing parent engagement, strengthening college and career pathways, and supporting effective student guidance are also highlighted. Finally, prioritizing professional development for staff districtwide is crucial for achieving these goals.

Based on the feedback from all educational partner groups, the following themes emerged and influenced the goals and actions developed in the 24-27 LCAP:

Enhance Student Support
- Strengthen student-teacher relationships and train teachers to support student mental health. (Goals 2, 2A)
- Provide early and ongoing college and career awareness programs. (Actions 1D.1 and 1D.4)
- Offer rigorous curriculum (Goals 1, 1A, 1B)
- Provide dual enrollment opportunities. (Action 1D.2)
- Address safety concerns and emotional wellness on school sites. (Goal 2B)

Increase Equity and Inclusion
- Address the needs of underperforming/over-identified student groups, including reducing suspension rates. (Goals 2, 2A)
- Increase representation of all student groups in advanced courses. (Actions 1D.3)
- Promote cultural competency among staff and create inclusive environments. (Actions 2.3, 2.6)
- Support bilingual programs and ensure language proficiency assessments inform student interventions. (Goal 1C)

Improve Parent and Community Engagement
- Continue translation services and improve communication with non-English speaking parents. (Action 2A.5)
- Create more opportunities for parent involvement, including hybrid meeting options and childcare during events. (Actions 1C.1, 3.1, 3.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	POWERFUL ACADEMIC OUTCOMES: FUSD will ensure that every student will be engaged in a high-quality educational program that focuses on raising the overall academic achievement and college/career readiness for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 addresses the district's first Area of Focus: Powerful Academic Outcomes for Students. FUSD has established Broad Goal 1 to enhance student outcomes by implementing a Multi-tiered System of Supports (MTSS) for academic needs, cultivating strong leadership with a focus on equity, and providing ongoing professional development for educators. This comprehensive approach addresses both academic and developmental needs by monitoring student progress through robust assessment systems, extending learning opportunities, and promoting personalized and differentiated learning. Additionally, FUSD prioritizes arts education, aims to recruit and retain qualified staff, enhances support for students with disabilities, and integrates effective technology to ensure a well-rounded and inclusive educational experience for all students.

To further this goal, additional focus goals were developed to address literacy, numeracy, and college and career readiness, along with a specific goal targeting the unique needs of English Learners. It is also important to note that FUSD believes that it is important to leverage technology to enhance learning experiences and provide students with interactive and personalized learning opportunities and also ensure that all students are prepared for their future.

In reviewing data, Educational Partners recommended developing comprehensive strategies to address the varying results among student groups, implementing culturally responsive teaching practices, prioritizing professional development for FUSD educators, and ensuring systems are in place to provide targeted interventions for students needing additional support.

The actions related to this goal are tightly linked to the needs identified from the data and research on improving student outcomes. These actions include laying a foundation for all students within a multitiered framework that addresses the needs of all students while providing targeted support for those requiring additional assistance. This plan also acknowledges the need to develop outstanding leadership that supports all staff with structures that engage educators in targeted and collaborative professional development opportunities leading to continuous improvement.

The district has selected goals, actions and metrics designed to directly address the findings from the data, with particular attention to student groups scoring in the lowest performance band (Red). Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; FY: Foster Youth; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless Youth; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Multiple Races; PI: Pacific Islander or Native Hawaiian; WH: White

ian; WH: White

		AS: 56.1% FI: 73.9% HI: 34.3% PI: 41.2% MR: 45.2% WH: 38.8%			AS: 62,1% FI: 79.9% HI: 44.8% PI: 47.2% MR: 51.2% WH: 44.8%	
M1.2	CAASPP MATH % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 20.9% Program Groups: EL: 6.6% SED: 18.4% FY: 15.5% SWD: 5.3% HOM: 13.9% Ethnicity Groups: AA: 16.4% AI: 11.1% AS: 42.5% FI: 61.9% HI: 19.8% PI: 27.3% MR: 27.7% WH: 28.2%			2025-2026 ALL STUDENTS: 26.9% Program Groups: EL: 17.1% SED: 28.9% FY: 26% SWD: 15.8% HOM: 24.4% Ethnicity Groups: AA: 26.9% AI: 21.6% AS: 49% FI: 67.9% HI: 30.3% PI: 33.3% MR: 33.7% WH: 34.2%	
M1.3	California Science Test (CAST) % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 17.2% Program Groups: EL: 1.3% SED: 14.9% FY: 6.4% SWD: 1.9% HOM: 12.4%			2025-2026 ALL STUDENTS: 23.2% Program Groups: EL: 11.8% SED: 25.4% FY: 16.9% SWD: 12.4% HOM: 22.9%	

	(Data Source: CA School Dashboard)	SED: -75.6 Binks: SWD: -137.6 Cypress: EL: -73.3 Grant: SWD: -91.8 Juniper: ALL: -71 EL: -87.1 SED: -75.8 Mango: EL: -97.6 SED: -72.4 SWD: -86.7 Maple: SWD: -105 North Tamarind: ALL: -81.4 EL: -75.5 HI: -80.8 SED: -82.3 Oleander: SWD: -136.7 Palmetto: EL: -82.5 Poplar: SWD: -108.1			SED: -64.6 Binks: SWD: -128.6 Cypress: EL: -64.3 Grant: SWD: -82.8 Juniper: ALL: -61 EL: -75.1 SED: -64.8 Mango: EL: -88.6 SED: -63.4 SWD: -77.7 Maple: SWD: -96 North Tamarind: ALL: -71.4 EL: -66.5 HI: -70.8 SED: -72.3 Oleander: SWD: -127.7 Palmetto: EL: -73.5 Poplar: SWD: -99.1	

Primrose:
EL: -76.3
SWD: -107.6

Randall-Pepper:
ALL: -81.5
EL: -90.2
HI: -82.7
SED: -85.3
SWD: -136.9

Redwood:
SWD: -109.6

Sierra Lakes:
SWD: -113.8

South Tamarind:
EL: -82.6
SED: -76.5

Tokay:
EL: -76.4

West Randall:
ALL: -84
EL: -101
HI: -86.2
SED: -85
SWD: -155.4

		SWD: -138.8				
M1.8	CAASPP MATH - DISTRICT Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 ALL STUDENTS: -82.1 Program Groups: EL: -109.9 SED: -89.6 FY: -108.0 SWD: -155.1 HOM: -105.6 Ethnicity Groups: AA: -98.4 AI: -106.1 AS: -14.9 FI: +23.3 HI: -85.0 PI: -112.5 MR: -63.2 WH: -60.0			2025-2026 ALL STUDENTS: -72.1 Program Groups: EL: -97.9 SED: -79.6 FY: -96.0 SWD: -138.1 HOM: -93.6 Ethnicity Groups: AA: -87.4 AI: -94.1 AS: -10.9 FI: +26.3 HI: -75.0 PI: -108.5 MR: -54.2 WH: -51.0	
M1.9	CAASPP MATH - ELEMENTARY SCHOOLS Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	2022-2023 Binks: SWD: -134.8 Grant: SWD: -122.3 Mango: EL: -98.3 North Tamarind: EL: -104 Oleander: SWD: -149			2025-2026 Binks: SWD: -125.8 Grant: SWD: -113.3 Mango: EL: -89.3 North Tamarind: EL: -95 Oleander: SWD: -140	

	SWD: -190.5	SWD: -170.5
	Sequoia MS: ALL: -102.5 HI: -103.6 SED: -105.6 SWD: -180.2	Sequoia MS: ALL: -92.5 HI: -93.6 SED: -95.6 SWD: -160.2
	Southridge Tech: AA: -120.6 EL: -122.7 SED: -96 SWD: -187.9	Southridge Tech: AA: -111.6 EL: -113.7 SED: -87 SWD: -178.9
	Truman MS: ALL: -118.5 EL: -144 HI: -117.9 SED: -122.1 SWD: -192.2	Truman MS: ALL: -108.5 EL: -132 HI: -107.9 SED: -111.1 SWD: -172.2
M1.11	CAASPP MATH - HIGH SCHOOLS Average Distance from Standard (DFS) (Data Source: CAS973 -1	

		HOM: 57% Ethnicity Groups: AA: 54% AI: 45% AS: 56% FI: 52% HI: 52% PI: 58% MR: 55% WH: 48%	SWD: 60% HOM: 63% Ethnicity Groups: AA: 60% AI: 54% AS: 62% FI: 58% HI: 58% PI: 64% MR: 61% WH: 57%
M1.13	CAASPP - MATH % of Students Who Improved Distance from Standard over the Prior Year (Data Source: CAASPP Results File)	2022-2023 ALL STUDENTS: 48% Program Groups: EL: 47% SED: 47% FY: 52% SWD: 47% HOM: 50% Ethnicity Groups: AA: 50% AI: 45% AS: 47% FI: 54% HI: 48% PI: 46% MR: 52% WH: 48%	2025-2026 ALL STUDENTS: 54% Program Groups: EL: 56% SED: 56% FY: 58% SWD: 56% HOM: 56% Ethnicity Groups: AA: 56% AI: 54% AS: 56% FI: 60% HI: 54% PI: 55% MR: 58% WH: 54%
M1.14	Lexile (I297799683 47>>		

WH: TBD

M1.16 Standards Implementation Average Rating

Goal Analysis [2023-24]

Development and Coaching	existing teachers through programs like Induction & Credentialing and Peer

1.6	Recruit and Retain Highly-Qualified Staff	The district aims to improve staff retention and develop a diverse recruitment strategy to maintain class sizes within guidelines and support the academic and social-emotional needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as measured by the Standards Implementation Average Rating and percentage of appropriately assigned teachers (Metric: M1.16)	$3,041,566.00	No
1.7	Improve Academic Outcomes for Students with Disabilities	FUSD is committed to creating a comprehensive and supportive educational environment that enhances literacy and math skills for students with disabilities. By focusing on the unique challenges these students encounter, the district aims to boost their academic performance and enrich their overall school experience. This approach ensures that students are equipped with the necessary tools and support to thrive academically and prepare for future success. To implement this action, FUSD will implement evidence-based literacy and math programs designed specifically for students with disabilities,		

1.8	Increase Student Learning Through Digital Integration	The Technology Department provides digital integration supports for all

Goals and Actions

Goal

Goal #	Description	Type of Goal
1A		

Measuring and Reporting Results

HI: 3ᵀ3₀⁰

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1A.1	CAASPP ELA % Met/Exceeded (Data Source: CDE Research File)	2022-2023 ALL STUDENTS: 35.3% Program Groups: EL: 9.6% SED: 32.1% FY: 19.2% SWD: 8.4% HOM: 26.0% Ethnicity Groups: AA: 32.7% AI: 33.3% AS: 56.1% FI: 73.9% HI: 34.3% PI: 41.2% MR: 45.2% WH: 38.8%			2025-2026 ALL STUDENTS: 41.3% Program Groups: EL: 20.1% SED: 42.6% FY: 29.7% SWD: 18.9% HOM: 36.5% Ethnicity Groups: AA: 43.2% AI: 43.8% AS: 62,1% FI: 79.9% HI: 44.8% PI: 47.2% MR: 51.2% WH: 44.8%	
M1A.2	CAASPP ELA Average Distance from Standard (DFS) (Data Source: CA School Dashboard)	Pr7s 0 0 [(EL: 9.6%)] TJ / 2022-2023 School DSED: 32.1%				

	(Data Source: Local Assessment)	Program Groups: EL: TBD SED: TBD FY: TBD SWD: TBD HOM: TBD Ethnicity Groups: AA: TBD AI: TBD AS: TBD FI: TBD HI: TBD PI: TBD MR: TBD WH: TBD			SED: TBD FY: TBD SWD: TBD HOM: TBD Ethnicity Groups: AA: TBD AI: TBD AS: TBD FI: TBD HI: TBD PI: TBD MR: TBD WH: TBD	
M1A.5	TK Language and Literacy Development % At or Above Grade Level (Data Source: Local Assessment)	2023-2024 Comprehension: 33% Phonological Awareness: 40% Letter and Word Knowledge: 55% Emergent Writing: 62%			2025-2026 Comprehension: 39% Phonological Awareness: 46% Letter and Word Knowledge: 61% Emergent Writing: 68%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1A.1	Implement a TK-12 Literacy Plan to Strengthen and Accelerate Literacy Across All Subjects	FUSD will implement literacy acceleration across TK-12 by developing a strategic literacy plan that enhances skills, particularly for EL, FY, and SED students, through targeted professional development and culturally responsive teaching, as measured by ELA CAASPP scores, Lexile Reading, and TK Language & Literacy Development (Metrics M1A.1 – M1A.5).	$5,196,938.00	Yes
1A.2	Build A Strong STEAM Foundation, Preparing Students for Careers and Critical Thinking	FUSD will build a strong STEAM foundation to equip all students, with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students with essential language and literacy skills, critical thinking, problem-solving, and innovation strategies, as measured by Lexile Reading scores, Language and Literacy Development, and ELA and Math CAASPP scores (M1A.1 - M1A.5).	$10,229,123.00	Yes
1A.3	Provide Targeted Academic Support in	FUSD will provide additional resources and tailored academic interventions to meet the diverse needs of Lea9tta.25 0.5hQ Q q 1 0 0 1 684.20001221 0		

	Literacy/English Language Arts	Learners, Foster Youth, and Socioeconomically Disadvantaged students, as measured by the percentage of students at or above grade level in Lexile Reading (Metric M1A.4).		

SED (7)
SWD (11)
AA (3)
HI (6)
PI (1)

There are pronounced disparities among different demographic groups. For instance, only 19.77% of Hispanic students and 16.35% of African American students met or exceeded the standard, compared to higher rates among Asian (42.52%) and White students (28.23%). Also, middle and high school grades have shown less consistent improvement than elementary levels. Despite some progress, achievement gaps remain for certain subgroups, particularly Students with Disabilities, English Learners, and Foster Youth. These gaps highlight the need for continued focus on equity and targeted interventions to support these students. While Fontana USD has made some strides in improving math scores, a significant need remains to address the high percentage of students not meeting standards and the existing achievement gaps. Focused efforts on targeted interventions, especially for underperforming demographic groups and higher grades, could foster more substantial improvements in future assessments. Additionally, many EL students struggled with mathematics, with many not meeting the

M1B.1	CAASPP MATH % Met/Exceeded	2022-2023 ALL STUDENTS: 20.9%	2025-2026 ALL STUDENTS: 26.9%
	(Data Source: CDE Research File)	Program Groups: EL: 6.6% SED: 18.4% FY: 15.5% SWD: 5.3% HOM: 13.9%	Program Groups: EL: 17.1% SED: 28.9% FY: 26% SWD: 15.8% HOM: 24.4%
		Ethnicity Groups: AA: 16.4% AI: 11.1% AS: 42.5% FI: 61.9% HI: 19.8% PI: 27.3% MR: 27.7% WH: 28.2%	Ethnicity Groups: AA: 26.9% AI: 21.6% AS: 49%

		PI: -112.5 MR: -63.2 WH: -60.0			HI: -75.0 PI: -108.5 MR: -54.2 WH: -51.0	
M1B.3	CAASPP MATH % of Students Who Improved Distance from Standard over the Prior Year (Data Source: CAASPP Results File)	2022-2023 ALL STUDENTS: 48% Program Groups: EL: 47% SED: 47% FY: 52% SWD: 47% HOM: 50% Ethnicity Groups: AA: 50% AI: 45% AS: 47% FI: 54% HI: 48% PI: 46% MR: 52% WH: 48%			2025-2026 ALL STUDENTS: 54% Program Groups: EL: 56% SED: 56% FY: 58% SWD: 56% HOM: 56% Ethnicity Groups: AA: 56% AI: 54% AS: 56% FI: 60% HI: 54% PI: 55% MR: 58% WH: 54%	
M1B.4	Quantile (Math) % At or Above Grade Level (Data Source: Local Assessment)	Baseline to be Established in 2024-2025. 2024-2025 ALL STUDENTS: TBD Program Groups: EL: TBD SED: TBD FY: TBD			2025-2026 ALL STUDENTS: TBD Program Groups: EL: TBD SED: TBD FY: TBD SWD: TBD HOM: TBD	

SWD: TBD
HOM: TBD

Ethnicity Groups:
AA: TBD
AI: TBD
AS: TBD
FI: TBD
HI: TBD
PI: TBD
MR: TBD

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1B.1	Increase math achievement through professional development and targeted instruction	FUSD teachers will provide all students, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students with first-best instruction based on their identified needs via MTSS and implementation of a strategic plan that integrates math practices across all content areas to enhance numeracy and reasoning skills to increase math achievement and reduce disparities, as measured by CAASPP Math and Quantile levels (M1B.1 – M1B.4).	$1,956,200.00	Yes
1B.2	Provide Targeted Academic Support in Math	To address achievement gaps between all students and English Learners, Foster Youth, and Socioeconomically Disadvantaged students in math, FUSD will train teachers to provide tailored interventions, conduct data analysis to monitor student progress, and provide personalized, culturally responsive instruction as measured by CAASPP Math and Quantile levels (M1B.1 – M1B.4).	$3,233,779.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1C		

The English Language Proficiency Assessments for California (ELPAC) measures the English language proficiency of EL students. The results for Fontana USD indicated that while some EL students demonstrated progress in their language acquisition, many still remained at the lower levels of proficiency. This underscores the necessity for targeted language development programs and interventions to support EL students in achieving fluency.

FUSD approved the revised Master Plan for English Learners in March 2024. This plan will be implemented, incorporating the principles outlined in the CA English Learner Roadmap. This goal includes actions that support the implementation of the Dual Language Immersion Program that provides access for students to develop in both English and Spanish, providing a comprehensive educational approach that supports the linguistic, academic, and social-emotional development of multilingual learner students, preparing them for future success in a multicultural and multilingual society.

Educational Partners recognized that EL students need additional support to close learning gaps. They recommended that ELs should be supported by focusing on instructional strategies, like ELD and involving parents in their child's education. They also indicated that support for EL students should include culturally and linguistically relevant strategies. The DELAC specifically provided feedback which emphasizes the need for greater collaboration among staff across different programs to integrate and share English language proficiency strategies with teachers at their sites. They stress the importance of identifying and using language proficiency assessments across Multilingual Learners, Dual Language Immersion (DLI), and World Language (WL) programs, and sharing the effectiveness of English Language Development (ELD) instructional materials.

Implementing targeted instruction that addresses the specific needs of LTELs, such as explicit vocabulary instruction, integrated language and content teaching, and scaffolding techniques, helps improve outcomes for all ELs Providing educators with professional development focused on effective methods for teaching LTELs, including differentiated instruction and culturally responsive teaching practices, equips teachers to better support the diverse needs of ELs. Additionally, involving families and communities in the educational process creates a supportive environment that enhances academic success and language development for LTELs and all ELs. This comprehensive approach ensures that ELs develop the necessary language proficiency and academic skills for success.

The district has selected goals, actions and metrics designed to directly address the findings from the data, with particular attention to student groups scoring in the lowest performance band (Red). Select metrics will be reported for All students and specific student groups using the following abbreviations:

Metric #	Metric	Baseline	

	% Students Who Improved DFS (Data Source: CAASPP Results File)	LTEL: 58%		LTEL: 68%
M1C.6	CAASPP MATH - English Learners % Students Who Improved DFS (Data Source: (CAASPP Results File)	2022-2023 EL: 47% LTEL: 44%		