



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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# Goals and Actions

## Goal

Goal #	Description
1	Provide access to relevant, coherent and rigorous standards-based instructional programs to improve student learning and increase student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC/FIT a) Appropriately assigned teachers b) Student access to materials c) Facilities in "Good Repair"	SARC a) 100% of teachers are appropriately assigned b) 100% of the students have appropriate access to standards-aligned instructional materials FIT c) 100% of school facilities are maintained and in "Good Repair"	SARC a) 100% of teachers are appropriately assigned b) 100% of the students have appropriate access to standards-aligned instructional materials FIT c) 100% of school facilities are maintained and in "Good Repair"	SARC a) 100% of teachers are appropriately assigned b) 100% of the students have appropriate access to standards-aligned instructional materials FIT c) 100% of school facilities are maintained and in "Good Repair"	SARCs were submitted to the Board for review on the January meeting agenda. SARC a) 100% of teachers are appropriately assigned b) 100% of the students have appropriate access to standards-aligned instructional materials FIT c) 100% of school facilities are maintained and in "Good Repair"	SARC a) Maintain 100% of teachers are appropriately assigned b) Maintain 100% of the students have appropriate access to standards-aligned instructional materials FIT c) Maintain 100% of school facilities are maintained and in "Good Repair"
CAASPP 2018-19 STAR 360 from Spring 2021	CAASPP from 2018-19 ELA Meets and Exceeds	CAASPP was suspended for the 2019-20 and the 2020-21 school years.	CAASPP scores for last year were not available at the time the LCAP was posted	CAASPP 2023: ELA Meets and Exceeds	Increase overall student proficiency by nine percentage points- an average of

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	<p>All: 53% EL: 19% SED: 44% SWD: 23%</p> <p>Math Meets and Exceeds ALL: 43% EL: 15% SED:34% SWD:23%</p> <p>STAR 360 is FUESD's Local Progress Monitoring Assessment</p> <p>Spring 2021 Scores reflect State Benchmark proficiency rate (predictive of CAASPP-Grades 3-8)</p> <p>ELA -At or Above Standard State Benchmark All: 37.5% EL: 19.9%</p> <p>Math- At or Above Standard State Benchmark All: 23.6% EL: 11.6%</p>	<p>CAASPP resumed this year (2021-22) however those results are not available at the time of posting this document. Districts were instructed to continue to use data from 2018-19 as a baseline-see below</p> <p>ELA Meets and Exceeds All: 53% EL: 19% SED: 44% SWD: 23%</p> <p>Math Meets and Exceeds ALL: 43% EL: 15% SED:34% SWD:23%</p> <p>STAR 360 is FUESD's Local Progress Monitoring Assessment</p> <p>Spring 2022 Scores reflect State Benchmark proficiency rate (predictive of CAASPP-Grades 3-8)</p>	<p>in June of 2022. The results were finalized in July and were as follows:</p> <p>ELA Meets and Exceeds All: 49.5% EL: 20.4% SED: 42.9% SWD: 19.04%</p> <p>Math Meets and Exceeds ALL: 33.6% EL: 11.08% SED:27.5% SWD:14.2%</p> <p>STAR 360 is FUESD's Local Progress Monitoring Assessment</p> <p>Winter 2023 Scores reflect State Benchmark proficiency rate (predictive of CAASPP-Grades 3-8)</p> <p>ELA -At or Above Standard State Benchmark All: 44.5% EL: 21.5%</p>	<p>All: 47.5% EL: 16.4% SED: 40.9% SWD: 20.4%</p> <p>Math Meets and Exceeds ALL: 35.8% EL: 11.4% SED:28.7% SWD:16.6%</p> <p>STAR 360 Local Progress Monitoring Assessment 2024</p> <p>Mid Year ELA Growth: Local Assessment ALL (3-8) 42% 48% +6 GRADE 3 43% 46% +3 GRADE 4 39% 46% +7 GRADE 5 41% 48% +7 GRADE 6 41%</p>	<p>three percent per year, including English learners; and; Increase student proficiency for Socioeconomically Disadvantaged students and Students with Disabilities by five percent per year</p> <p>ELA All: 62% EL: 28% SED: 59% SWD: 38%</p> <p>Math Meets and Exceeds ALL: 52% EL: 24% SED: 49% SWD: 38%</p> <p>STAR 360 is FUESD's Local Progress Monitoring Assessment</p> <p>Spring 2024 Scores reflect State Benchmark proficiency rate (predictive of CAASPP-Grades 3-8)</p>

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		ELA -At or Above Standard State Benchmark All: 42.5% EL: 22.1%	Math- At or Above Standard State Benchmark All: 34.6% EL: 17.6 %	49% +8 GRADE 7 42% 47% +5 GRADE 8 48% 58% +10  Mid Year Math Growth: Student Groups ALL (3-8) 33% 39% +6 GRADE 3 38% 51% +13 GRADE 4 40% 44% +4 GRADE 5 34% 34% - GRADE 6 25% 41% +16 GRADE 7	ELA -At or Above Standard State Benchmark All: 46.5% EL: 26.4%  Math- At or Above Standard State Benchmark All: 32.6% EL: 20.6%

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				30% 30% – GRADE 8 31% 34% +3	
Reclassification Rates  Long Term English language learners  ELPAC from 2021	2019-2020 a) 10% Reclassification Rate b) 4.6 % Long Term English language learners  2018-2019 c) District average performance level scale score 1467 with a proficiency level average of 2	2020-21 a) 8.1% Reclassification Rate b) 15.9% Long Term English language learners  2020-2021 c) District average performance level scale score 1480 with a proficiency level average of 2	2021-2022 a) 16.9% Reclassification Rate b) 18.5% Long-Term English language learners  2021-2022 c) District average performance level scale score 1483 with a proficiency level average of 2	2022-2023 a) 17.4% Reclassification Rate b) 7.8% Long-Term English Language Learners  2022-2023 c) District average performance level scale score 1489 with a proficiency level average of 3	a) Maintain at 10% reclassification rate each year and/or increase by 2% over three years for a total of a 12% reclassification rate  b) Maintain baseline (4.6%) or decrease percentage of long term English language learners  c) Increase the district performance level on ELPAC by 5 scale score points a year, reaching a proficiency level average of 3 by 2024
Implementation of the California state academic content and performance standards, including	a) Purchase of new ELA/ELD curriculum; dedicated Literacy Coaches and Reading	a) FUESD adopted and purchased Benchmark Advance for our TK-5 ELA/ELD curriculum and	a) To support the second year of the ELA adoption, Benchmark Advance for TK-5 ELA/ELD	a) During the first half of the third year of the ELA adoption, Benchmark Advance for TK-5 ELA/ELD	a) New ELA/ELD materials adopted and purchased b) Evidence of quality professional

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<p>supporting EL students in the CSS/ELD standards; and improve differentiated, leveled instructional strategies and materials to provide unduplicated students with leveled support and interventions</p>	<p>Intervention teachers at each site;  b) PD to support the effective use of the materials and integrated unit planning along with job-embedded professional development (Literacy Coaches)  c) Full time assistant principals to monitor student progress and coordinate intervention supports, services and programs</p>	<p>StudySync for our 6-8 students. Each school was allocated a full time equivalent Literacy Coach and a total of 1.5 FTE of Reading Intervention teachers  b) Extensive PD was offered prior to the school year starting and continued throughout the school year. The PD was offered by the publishers and the onsite Literacy Coaches. Job-embedded coaching was offered during the school day and additional PD was offered after school and on Saturdays to mitigate the substitute shortage. An MOU with the Certificated Bargaining Unit provided additional pay for teachers to attend PD outside of their contract hours  c) Each school offered reading intervention programs both during and after school. The</p>	<p>curriculum and StudySync for 6-8th grade students, FUESD continued the implementation of a full-time equivalent Literacy Coach and a total of 1.5 FTE of Reading Intervention teachers  b) Similar to the previous year, PD was offered prior to the school year starting and continued throughout the school year. Professional learning was offered by the Teachers on Special Assignments, serving as Literacy Coaches at the school sites. This job-embedded coaching was offered during the school day, and additional PD was offered after school and on Saturdays to mitigate the substitute shortage. FUESD continued an MOU with the Certificated Bargaining Unit, which provided additional pay for teachers to</p>	<p>curriculum and StudySync for 6th - 8th grade students, FUESD continued the implementation of a full time equivalent coach but changed the focus from Literacy to Instruction with the title of Instructional Coach to meet the needs of improved Tier One instruction with GVC. Each classroom received walk throughs and timely feedback was provided to ensure instruction with the appropriate rigor and grade level standards.  b) Similar to the previous years, PD was offered prior to the school year starting and continued throughout the school year. Professional learning was offered by the Teachers on Special Assignments, serving as Instructional Coaches, specifically in the areas of Math</p>	<p>development to support the use of the materials and effective instructional strategies, including teacher survey data  c) Full time assistant principals will systematically monitor student progress using a comprehensive MTSS plan</p>

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		<p>assistant principals coordinated these programs and monitored student progress. An MOU with the Certificated Bargaining Unit provided additional pay for teachers to provide intervention outside of their contract hours</p>	<p>attend PD outside of their contract hours  c) Each school's leadership team reflected on assessment data and student achievement to monitor student progress and adjust instruction. The assistant principals coordinated data analysis and monitored student progress.  d) The purchase of ancillary Benchmark materials and additional aligned intervention materials were made to support our MTSS programs. Including the expansion of our leveled text libraries.</p>	<p>and Writing. This job-embedded coaching was offered during the school day, and additional PD was offered after school and via substitute-covered release time during the instructional day.</p> <p>Twelve (12) after school writing trainings were offered to teachers by TOSAs serving as instructional coaches to improve writing instruction and provide resources for further support.</p> <p>Staff meetings were strategically planned to provide opportunities for discussions on data and moves in the classrooms to improve student outcomes.</p> <p>Site Instructional Leadership Teams have completed the development of their professional learning</p>	

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				<p>plans tailored to the unique needs of their students. Each Instructional Leadership Team (ILT) convened and analyzed classroom walkthrough data, trends from empathy interviews with staff and students, and academic data to design systems and structures at their sites aimed at yielding positive outcomes in student learning. Additionally, sites have identified 3-4 instructional strategies that will be the focal point of professional development this year. Our aim is to reconvene the ILT in late Spring to refine their plans as we look ahead to the 2024-2025 school year.</p>	
<p>a) 1:1 Mobile Devices TK-8 (Chromebooks) and connectivity at home</p>	<p>a) 100% of students have access to a Chromebook and a district provided hotspot if needed</p>	<p>a) 100% of students have access to a Chromebook and a district provided hotspot if needed.</p>	<p>a) 100% of students continue to have access to a Chromebook and a district-provided</p>	<p>a) 100% of students continue to have access to a Chromebook and a district-provided</p>	<p>a) Maintain Baseline 100% of students have access to a Chromebook and a</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>b) Digital citizenship lessons</p> <p>c) Cyber Security Plan</p>	<p>b) Common Sense Digital Citizenship Certification at 2 school sites</p> <p>c) Hire a Network Systems Analyst to monitor and maintain network infrastructure and security</p>	<p>345 hotspots were provided. A District Help Line was also available to our families in English and Spanish</p> <p>b) Common Sense Digital Citizenship Certification at 0 school sites</p> <p>c) A Network Systems Analyst was hired to monitor and maintain network infrastructure and security</p>	<p>hotspot if needed. FUESD continues to maintain over 500 hot spots and a Tech Help Line to support our families in English and Spanish.</p> <p>b) Common Sense Digital Citizenship Certification was completed at 7 school sites.</p> <p>c) FUESD continues to prioritize the employment of a Network Systems Analyst to monitor and maintain network infrastructure and security.</p>	<p>hotspot if needed. Parents have the option to request a Chromebook for use at home if needed. FUESD continues to maintain over 500 hot spots and a Tech Help Line to support our families in English and Spanish.</p> <p>b) Common Sense Digital Citizenship Certification is in process with 8 schools complete at this mid-year point in time.</p> <p>c) FUESD continues to prioritize the employment of a Network Systems Analyst to monitor and maintain network infrastructure and security.</p>	<p>district provided hotspot if needed</p> <p>b) All school sites maintain/ or achieve Common Sense Digital Citizenship Certification</p> <p>c) Network Systems Analyst to monitor and maintain network infrastructure and security</p>
<p>Broad Course of Study opportunities for students including unduplicated sub groups (EL, SED, Foster youth, Homeless) and</p>	<p>a) Credentialed elementary PE teachers and PE assistants providing PE to support improved physical fitness scores. Baseline data for the</p>	<p>a) Credentialed elementary PE teachers and PE assistants providing PE to support improved physical fitness scores at each of our elementary</p>	<p>a) Credentialed elementary PE teachers and full-time PE assistants provide Physical Education to support improved physical fitness scores at each of our</p>	<p>a) FUESD continues to support elementary PE teachers and full-time PE assistants provide Physical Education to support improved physical fitness scores at each</p>	<p>a) Credentialed elementary PE teachers and PE assistants providing PE to support improved student physical fitness scores on the California</p>

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<p>students with exceptional needs</p> <p>a) Credentialed elementary PE teachers and PE assistants providing PE to support improved physical fitness scores on the California Physical Fitness Test</p> <p>b) Innovation Lab teachers schedules</p> <p>c) Each school site will develop and implement Integrated units at each grade level that supports Project Based Learning connected to the real world.</p> <p>d) Calendars/schedules reflecting Fine Arts opportunities</p> <p>e) Student enrollment at three schools of choice (MEE, FSA, FVA/FHA); increased</p> <p>f) # of student participation in DeLuz and other district outdoor education learning experiences</p>	<p>California Physical Fitness Test will be established by the 2021-22 data results</p> <p>b) Innovation Lab teachers have been hired: no dedicated staff in the 2020-21 school year</p> <p>c) Currently each school site does not have 3 PBL culminating integrated units at each grade level.</p> <p>d) Due to COVID-19 safety restrictions (limited outside people on our campuses) and reduced instructional time for our students, additional Fine Arts opportunities were limited and reduced from previous years</p> <p>e) Student enrollment in various alternative programs</p> <p>f) Development and implementation of a comprehensive continuum of Environmental Education experiences TK-8 utilizing community</p>	<p>schools. Baseline data for the California Physical Fitness Test (PFT) were administered to all 5th and 7th grade students-it should be noted that CA only required that participation rates be recorded</p> <p>5th Grade - Approx.98%</p> <p>7th Grade- Approx.98%</p> <p>b) Each school has a full time Innovation Lab credentialed teacher; Students rotate through the lab on a regular schedule (weekly or biweekly) for hands-on NGSS aligned lessons. Additionally, the Innovation Lab teachers collaborate with the classroom teachers to ensure alignment between the lab and the classroom</p> <p>c) 3 PBL units were developed by the District TOSAs for grades K-6. All K-6</p>	<p>elementary schools. The California Physical Fitness Test (PFT) were administered to all 5th and 7th-grade students-as was the situation last year, CA only required that participation rates be recorded.</p> <p>5th - 98%</p> <p>7th- 98%</p> <p>The performance portion of this metric will no longer be available as the assessment is under review at the state level.</p> <p>b) Each elementary school continues to have a full-time, credentialed Innovation Lab teacher; Students rotate through the lab on a regular schedule (weekly or biweekly) for hands-on NGSS-aligned lessons. As was the implementation plan, the Innovation Lab teachers collaborate with the grade-level</p>	<p>of our elementary schools. The California Physical Fitness Test (PFT) will be administered in May of 2024.</p> <p>b) Each elementary school continues to have a full-time, credentialed Innovation Lab teacher; Students rotate through the lab on a regular schedule (weekly or biweekly) for hands-on NGSS-aligned lessons. As was the implementation plan, the Innovation Lab teachers collaborate with the grade-level classroom teachers to ensure alignment between the lab and the classroom.</p> <p>c) All teachers in grades K - 6 have implemented at least one PBL unit that was developed by the District TOSAs. At this mid-year point, implementation varies from school to school as to whether one or</p>	<p>Physical Fitness test by four percent in grade 5 and 7 (an average of two percent each year).</p> <p>b) Weekly participation for students in the Innovation Lab</p> <p>c) 3 PBLs will be developed and implemented (1 per year) for each grade level that are standards-aligned, integrated units of study and have real-world connections</p> <p>d) Schools provide at minimum 6 (on average 2 per trimester) of quality and varied Fine Arts opportunities for students</p> <p>e) Continue to offer schools of choice</p> <p>f) Develop a continuum of Environmental Education experiences with a minimum of one experience per grade level TK-8</p>

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	<p>partnerships and strengthening the curriculum at the DeLuz Outdoor Education Program</p>	<p>teachers implemented the units. Grades 7 and 8 will be the focus in the 2022-23 school year  d) FUESD partnered with Luminary Arts to provide all TK-6 students a variety of Arts experiences. Each student participated in 18 weeks of instruction (1X per week): 6 weeks each of Music, Dance, and Theater  e) MEE continues to be a Dual Language School of Choice program with an enrollment of 502 K-6 students; FSA continues to be a STEM Magnet School with an enrollment of 570 TK-6 students; FVA/FHA continues to offer 100% virtual instruction with an enrollment of 126 students  f) Significant progress was made in this area. The District TOSAs and a team of teachers expanded</p>	<p>classroom teachers to ensure alignment between the lab and the classroom.  c) All teachers in grades K - 6 implemented 3 PBL units that were developed by the District TOSAs. This year, Grades 7 and 8 focused on drug awareness and substance abuse PBLs, implemented during Red Ribbon Week.  d) FUESD continued the partnership with Luminary Arts to provide all TK-6 students with a variety of Art experiences. Each student participated in 18 weeks of instruction (1X per week): 6 weeks each of Music, Dance, and Theater.  e) MEE continues as a Dual Language School of Choice program with an enrollment of 539 TK-6th grade students; FSA continues to be a</p>	<p>two units have been presented. Students in Grades 7 and 8 participated in drug awareness and substance abuse PBLs, implemented during Red Ribbon Week, observed in October of 2023.  d) FUESD continues the partnership with Luminary Arts to provide all TK-6 students with a variety of Arts experiences. So far this year, each student has participated in approximately 9 weeks of instruction (1X per week): by the end of the year, they will have completed 6 weeks each of Music, Dance, and Theater.  e) MEE continues as a Dual Language School of Choice program with an enrollment of 527 TK-6th grade students; FSA continues to be a STEM Magnet School with an enrollment of 580 TK-6th grade</p>	

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		<p>the outdoor learning opportunities to students in TK-8, integrating the NGSS and California's Environmental Principles. The plan included a restructuring of the grade levels who attended "classes" at the De Luz Schoolhouse, as well as enhancing the learning outcomes and instructional program. All students in grades 3-6 rotate through De Luz, and some students in grades 7 and 8 have opportunities to visit the school house. Students in grades K-3 participate in outdoor learning opportunities, which include field trips to parks and preserves. Partnerships include Fallbrook Land Conservancy and Save Our Forest</p>	<p>STEM Magnet School with an enrollment of 574 TK-6th grade students; FVA/FHA continues to offer 100% virtual instruction with an enrollment of 54 students.  f) Outdoor Education Opportunities continue to develop in FUESD. The District TOSAs and a team of teachers expanded the outdoor learning opportunities to students in TK-8, integrating the NGSS and California's Environmental Principles. The plan included a restructuring of the grade levels who attended "classes" at the De Luz Schoolhouse, as well as enhancing the learning outcomes and instructional program. All students in grades 3-6 experience learning at De Luz, and some students in grades 7</p>	<p>students; FVA/FHA continues to offer 100% virtual instruction with an enrollment of 36 students.   f) Outdoor Education Opportunities continue in FUESD. The District offers opportunities to students in TK-8, integrating the NGSS and California's Environmental Principles. All students in grades 3-6 will experience learning at De Luz. Grades 3rd, 6th, and 5th have participated in outdoor learning opportunities during the first half of the year. 7th graders participated in a San Diego Archeological Center with San Diego Safari Park outdoor education trip and 8th grade participated in the Santa Margarita River trail hike. PJHS 7th grade piloted San Margarita Ecological</p>	

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			<p>and 8 have opportunities to visit the schoolhouse. Students in grades K-3 participate in outdoor learning opportunities that include local or walking field trips to parks and preserves. Partnerships include Fallbrook Land Conservancy and Save Our Forest.</p>	<p>Reserve trip in partnership with SDSU SMER. San Onofre School 7th grade completed outdoor education experience at Caspers, all other grades will complete outdoor ed experiences prior to end of year.</p>	
<p>Thrively Assessment and Tools</p>	<p>a) Re-administer the Thrively interest and strength-based inventory to all students in grades 3-8 (21-22)  b) Administer the Thrively interest and strength-based inventory to students in grades 1 and 2 as appropriate  c) Teachers provide opportunities for students to explore and utilize the resources in the program to increase student access to personalized learning focused on their</p>	<p>a) 82% of students in grades 3-8 took the Thrively interest and strength-based inventory  b) &gt;1% of students in grades 1-2 took the Thrively interest and strength-based inventory  c) Approximately 70% of students created and used Thrively student portfolios and/or accessed the online Thrively resources</p>	<p>a) 86% or 2,229 students in grades 3-8 took the Thrively interest and strength-based inventory in the 2022-2023 school year.  b) FUESD did not implement the Thrively survey for students in grades 1-2 as it required parent participation and was not the assessment we had anticipated.  c) Approximately 6%, or 279 students, created a Thrively digital profile, while 83%, or 4,150 students, accessed</p>	<p>a) At Mid- Year 67% or 2168 students in grades 3-8 took the Thrively interest and strength-based inventory in the 2023-2024 school year.  b) FUESD did not implement the Thrively survey for students in grades 1-2 as it required parent participation and was not the assessment we had anticipated.  c) 67%, or 2168 students, accessed online Thrively resources.</p>	<p>a &amp; b) All students in grades 1-8 will participate in the Thrively interest based inventory as needed (new or re-take). This data will be reviewed to support student personalized goal setting and interests  c) Evidence of monthly access to Thrively by students will be recorded in the portfolio, each student will participate in an annual presentation of their portfolio by 2024</p>

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	strengths, interests and aspirations as evidenced by the creation and use of Thrively student portfolios. Baseline data will be established in the 2021-22 school year		online Thrively resources.		
Enrollment and participation in Early Childhood Education, Migrant Summer Program, Summer Bridge, and Special Education Extended School Year	a) Early Childhood Education capacity is maximized at 160 students b) Due to COVID-19 both the Migrant Summer Program and Special Education Extended School Year participation rates were down in the summer of 2019-20 school year (Summer Bridge was not offered). Previous participation rates were between 80% and 90% of invited students attending	a) Early Childhood Education capacity is maximized at 160 students b) Student enrollment for the 2020-2021 Summer programs ESY: 231 students attended (63% of invited students) Migrant: 318 students (61%) Summer Bridge: 581 students (approx. 55% of students who qualified to attend)	a) Early Childhood Education capacity is maximized at 160 students b) Student enrollment for the 2021-2022 Summer programs ESY: 364 students attended (81.3% of invited students) Migrant: 225 students (50%) Summer Bridge, now called Super Summer Camp: 750 students (approx. 24% of students who qualified to attend)	a) Early Childhood Education current enrollment is 120 students b) Summer Program Enrollment 2023: Migrant Education - 150 FUESD After School Summer - 794 Special Education ESY - 280	a) Maintain maximum occupancy of 160 students b) 90% participation rate of invited participants for Migrant Summer Programming, Summer Bridge and Special Education Extended School Year and 85% attendance rate

## Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. In 23-24 school year we did add an instructional coach and intervention teacher at Potter Jr. High School.

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.

There were no material differences in the 23-24 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The FUESD LCAP was designed to support our students through and beyond the challenges posed by the COVID-19 pandemic. While we have made strides in certain areas, such as English Learner progress, there are areas where we did not meet our desired outcomes for student proficiency in ELA and Math. The 2022-2023 California School Dashboard revealed that our overall performance in English Language Arts (ELA) and Mathematics fell within the orange performance band, with specific subgroups, including English learners, Hispanic, and socioeconomically disadvantaged students, performing at this level. Additionally, students with disabilities performed in the red band for both ELA and Mathematics. However, there was positive progress noted in English Learner progress, marked by a green rating, indicating an 8.5% increase in performance, with 55.6% of students making progress. Despite this, CAASPP 3-8th grade showed no ELA growth from the 2022 to 2023 school year and only a 2% growth in mathematics. Our CAASPP data also revealed overall student proficiency increases for students with disabilities in both ELA and Math.

While we recognize the importance of high-quality instructional materials, there is a need to enhance student engagement with the materials and lesson design to foster participation. Our professional development efforts focusing on language acquisition (Action 1.3) and EL progress monitoring, along with smaller class size (Action 1.9, 1.8) have proven effective (green dashboard rating and movement of students to reclassification), showing English Learner Progress as a relative strength for our district. Another area of strength is within Access to Technology and Digital Citizenship (Action 1.5), FUESD was able to ensure all students received instruction in digital citizenship and retain access to 1:1 devices, providing computer adapted instruction.

However, while FUESD was able to provide access to a broad course of study (Action 1.6), challenges integrating Visual and Performing Arts (VAPA), Environmental Education, and Next Generation Science Standards (NGSS) may have impacted instructional schedules and timelines. Overall, while some metrics showed desired outcomes were achieved, the overall academic growth remained stagnant. We also determined that there is a need for PLC training and targeted planning support in order to provide a more effective use of our PE Planning time (Action 1.6). Teachers did use their planning time to support our unduplicated students, but we identified a need to develop mastery standards and a data driven process to support both differentiated instruction (Action 1.4) and targeted intervention (Action 1.4). While these actions were implemented, we believe they require improvement through professional development and stronger systems to increase

effectiveness (Action 1.3). So, while these actions will continue, our new LCAP will reflect the necessary changes to support greater effectiveness. While we were able to provide class size to unduplicated students, the primary benefit was on the social-emotional well-being in students found in Goal 2. Moving forward, we intend to bridge academics as a benefit to students.

We remain committed to addressing these challenges head-on and implementing strategies to ensure the success and well-being of all our students.

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

As we embark on the development of our 2024-2025 LCAP, FUESD reaffirms its commitment to bolstering student achievement by providing targeted supports and interventions aimed at increasing the percentage of students meeting or exceeding standards. To align with this objective, we have strategically planned to refine our LCAP initiatives, focusing on implementing a robust professional learning plan designed to equip teachers with the skills and resources necessary to deliver rigorous, standards-based instruction.

Our district-wide efforts will prioritize:

1. The establishment of highly effective professional learning communities (PLCs) and the implementation of comprehensive support structures at both district and site levels to meticulously monitor student progress towards state standards. This will enable us to provide our teachers with the necessary support for designing effective lessons and delivering impactful classroom instruction.
2. Our updated actions include a heightened focus on literacy, reading proficiency by third grade, and professional development initiatives aimed at supporting standards-based instruction and effective lesson design.
3. Additionally, we are committed to fostering a culture of literacy across all grade levels, with a specific emphasis on ensuring literacy proficiency by third grade. To achieve these goals, we have revised our metrics to emphasize an increase in academic outcomes using both CAASPP and local measures, with a new focus on eliminating red indicator status on the CA Dashboard as a metric.

We will continue to address the impacted instructional schedules challenge, by continuing our work with Principals to examine their schedules and ensure these rich opportunities do not impact core instructional minutes. Implement the site developed 2 hour wheel where students participate in these learning experiences while teachers are planning for student needs in professional learning communities.

While we continue to offer a broad course of study, our focus has shifted to provide students with integrated experiences that are tied to real-world contexts rooted in math and reading literacy expectations. This strengthened approach to a broad course of study will afford students relevant instruction that is culturally connected and places academic expectations at the forefront of their learning experience. We will no longer use Thrively as a metric for board course of study.



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

# Goals and Actions

## Goal

Goal #	Description
2	Ensure and nurture a safe climate that promotes the social, emotional, and physical well-being of students, their families, and staff.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT a) 100% of school facilities are maintained and in "Good Repair" b) Safe School Reopening Plans c) Comprehensive School Safety Plans	a) All schools are rated overall by the FIT as in "Good Repair" b) All schools have updated and legally compliant Safe School Reopening plans c) All schools annually update their Comprehensive School Safety Plans	a) All schools are rated overall by the FIT as in "Good Repair" b) All schools have updated and legally compliant Safe School Reopening plans, as required by law c) All schools annually update their Comprehensive School Safety Plans	a) All schools are rated overall by the FIT as in "Good Repair" b) All schools have updated and legally compliant Safe School Reopening Plans, as required by law c) All schools annually update their Comprehensive School Safety Plans	a) All schools are rated overall by the FIT as in "Good Repair" b) All schools have updated and legally compliant Safe School Reopening Plans, as required by law c) All schools updated their Comprehensive School Safety Plans	Maintain Baseline a) All schools are rated overall by the FIT as in "Good Repair" b) All schools have updated and legally compliant Safe School Reopening plans, as required by law c) All schools annually update their Comprehensive School Safety Plans
California School Dashboard Suspension Rates	Suspension rate for the 2019-2020 school year was .7%	Suspension rate for the 2020-2021 school year was .4%	Suspension rate for the 2021-2022 school year was 1.4%	The suspension rate in 2022-2023 is: >1% with 31 total students suspended.	Decrease suspension rates to less than 1%. Maintain a Green or achieve Blue rating on the CA School Dashboard
California School Dashboard Chronic Absenteeism	Chronic Absenteeism rate for the 2018-19	Chronic Absenteeism rate for the 2020-21 school year: 24.4%	Chronic Absenteeism rate for the 2021-2022 school year: 37.9%	The Chronic Absenteeism rate is 18.4%	Decrease chronic absenteeism by 1.5%, an average of .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school year: 7.7% (Green)	(COVID-19 Quarantines and Isolation requirements impacted this attendance)	(COVID-19 Quarantines and isolation requirements impacted this attendance)		each year; Maintain a Green or achieve Blue rating on the CA School Dashboard
District Needs Assessment Panorama Parent and Student Surveys California Healthy Kids Survey (CHKS)	2020-21 Data a) District Needs Assessment: 94% report that school is a safe place b) Panorama Parent Survey: 73% (Favorable) School Climate c) Panorama Student Survey (Winter): Student Engagement K-2 72% (Favorable)  Supportive Relationships 3rd-5th 82% (Favorable)  Supportive Relationships 6th-8th 79% (Favorable)  d) CHKS: 71% of students in grade 5 reported school connectedness (most/all of the time) 63% of students in grade 7 reported	2021-22 Data a) District Needs Assessment: 95% report that school is a safe place b) Panorama Parent Survey: was not administered this year. The parent survey from CHKS was administered in the Spring. 87% responded that school climate is a supportive and inviting place to learn c) Panorama Student Survey (Winter): Student Engagement K-2 72% (Favorable)  Supportive Relationships 3rd-5th 87% (Favorable)  Supportive Relationships 6th-8th 80% (Favorable)  d) CHKS:	2022-2023 Data a) District Needs Assessment: 92% report that school is a safe place CHKS 5th Grade: 93% of students report feeling safe at school CHKS 7th grade: 54% of students feel safe or very safe at school b) The parent survey was not administered from CHKS in the Spring. Panorama Parent Survey. was administered this year. 91% responded that school climate is a supportive and inviting place to learn c) Panorama Student Survey (Winter): Student Engagement K-2 71% (Favorable)  Supportive Relationships 3rd-5th 87% (Favorable)	Tthe CHKS survey has not been administered.  Panorama Student Survey (Winter): Student Engagement K-2 72% (Favorable) (Up 1% from the previous year)  Supportive Relationships 3rd-5th 88% (Favorable) (Up 1% from the previous year)  Supportive Relationships 6th-8th 82% (Favorable) (Up 1% from the previous year)	a) District Needs Assessment: 95% or more parents will report school as a safe place b) Panorama Parent Survey: Increase over 3 years to achieve 90% (Favorable) School Climate c) Panorama Student Survey: Increase over 3 years to achieve 90% (Favorable) Student Engagement K-2 90% (Favorable)  Supportive Relationships 3rd-5th 90% (Favorable) Supportive Relationships 6th-8th 90% Favorable  d) CHKS - 90% will report school connectedness in grades 5 and 7 (most/

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school connectedness (agree/strongly agree)	66% of students in grade 5 reported school connectedness (most/all of the time) 53% of students in grade 7 reported school connectedness (agree/strongly agree)	Supportive Relationships 6th-8th 81% (Favorable)  d) CHKS: 64% of students in grade 5 reported school connectedness (most/all of the time) 52% of students in grade 7 reported school connectedness (agree/strongly agree)		all of the time or agree/strongly agree)
Leader in Me Certification Leader in Me Measurable Results Assessment (MRA)	a) All schools maintain Leader in Me Lighthouse certification b) All schools administer the MRA	a) All schools maintained Leader in Me Lighthouse certification 5 Schools re-certified this school year (SOS, LOE, MFP, FSA and LAP) b) 2 schools administered the MRA and will use those results to set annual goals for next year; The other schools will administer in 2023-24	a) All schools maintained Leader in Me Lighthouse certification 3 Schools re-certified this school year; William H. Frazier, Fallbrook STEM, and Potter Junior High b) X schools administered the MRA and will use those results to set annual goals for next year.	There are 6 schools that are applying for re-certification: LOE, LAP, MEE, FSA, MFP, SOS	a) Maintain Leader in Me Lighthouse certification b) Continue to administer the MRA and develop goals and action plans based on the data
District Wellness committee to develop a comprehensive wellness plan to	a) Due to COVID-19 restrictions this committee has not met	a) The District Wellness committee met 4 times during the 2021-22 school year.	a) The District Wellness Committee met 4 times during the 2022-2023 school	a) The District Wellness Committee met 2 times this year; committee meetings	a) Wellness Committee will meet 4 times each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
address student, parent, and staff wellness	<p>b) The committee will be reestablished and set new goals and actions based on data collected from surveys administered in the 2020-21 school year (Panorama, CHKS-staff survey), Parent Needs Assessment) and current health measures as outlined by CDPH</p> <p>c) Metrics will be established to support implementation of the plan in 2022</p>	<p>1 planning meeting on 10/6/21 and 3 full committee meetings on 10/21/21, 1/27/22 and 4/28/22</p> <p>b) SEL survey data and CDPH COVID-19 protocols were shared and individual school goals were established</p> <p>c) Metrics will be established in the 2022-23 meetings</p>	<p>year; committee meetings were held on 8/30/22, 9/19/22, 2/6/23 and 4/19/23</p> <p>b) SEL survey data was reviewed during Principals' Council Meetings on 12/15/22, 3/2/23, 3/13/23, and 4/20/23</p> <p>c) Metrics on SEL survey was to realize improvement in Supportive Relationships between adults on campus and students at school</p>	<p>were held on 10/29/23, and 2/6/23.</p> <p>b) SEL survey data was reviewed during District meetings with Counselors and Social Workers 10/13/23, 11/16/23, 1/5/24</p> <p>c) Metrics on SEL survey was to realize improvement in Supportive Relationships between adults on campus and students at school and relationships continue to improve.</p>	<p>b) A comprehensive plan will be developed with goals and actions to address the current needs as identified by data presented to the committee by the end of 2022. The plans will be shared with site principals, assistant principals, counselors and teachers</p> <p>c) Metrics will be established to support implementation of the plan in 2023 &amp; 2024</p>
Student Information System-Daily Average Attendance Rates	<p>May 1, 2020</p> <p>Daily Average Attendance Rate- 96.76%</p>	<p>Daily Average Attendance Rate up to May 1, 2021-93.79%</p> <p>Daily Average Attendance Rate up to May 1, 2022- 90.87%</p> <p>COVID-19 quarantine and isolation requirements impacted this area</p>	<p>Daily Average Attendance Rate up to May 1, 2023- 91.81%</p>	<p>Daily Average Attendance Rate increased to 94.2%, August 23 - January 24</p>	<p>May, 1, 2023</p> <p>Increase Daily Average Attendance Rate by one percent- 97.76%</p>
California Department of Education - Expulsion Rate	<p>CDE Dataquest 19-20 FUESD Expulsion Rate was 0%. FUESD maintained</p>	<p>CDE Dataquest 2020-21 FUESD Expulsion Rate was 0%. FUESD maintained</p>	<p>CDE Dataquest 2021-2022 FUESD Expulsion Rate was 0%. FUESD maintained this</p>	<p>The FUESD Expulsion Rate is 0%.</p>	<p>Maintain an expulsion rate of 0% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	this standard in the 20-21 school year.	this standard in the 2021-22 school year	standard in the 2022-23 school year.		

## Goal Analysis

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

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

There are no substantive differences, planned actions were implemented.

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.

There was no differences between budgeted expenditures and actual planned expenditures. However, we did utilize Covid Funds to support additional staffing (social workers, behavior techs, and additional counselors).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our efforts to create a safe and nurturing environment for our students, staff, and parents have yielded positive results. All schools have maintained a "Good Repair" rating according to the annual FIT report, indicating our commitment to maintaining high standards for our facilities.

Our daily average attendance rates have continued to rise, thanks to tiered-engagement strategies designed to promote positive attendance habits. Our focus on Positive Behavior Intervention and Supports has significantly contributed to an improved school climate, with a suspension rate below 1% and zero expulsions. School counselors have been actively involved in delivering our social-emotional learning curriculum to all classrooms on a weekly basis, providing valuable support to both students and teachers.

While we acknowledge that we did not fully meet our outcome goals from the Panorama Survey on Student Engagement and Supportive Relationships, we remain dedicated to implementing effective strategies in the classroom to foster student connections with school and each other.

Following the challenges presented by COVID-19, we experienced a rise in chronic absenteeism, with our ADA dropping below 85%. However, we have made significant progress, with our ADA increasing to 94.2% this year and a chronic absentee rate of 18% during the

2023-24 school year. These improvements reflect our ongoing commitment to providing a supportive and engaging learning environment for all students.

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

MRA (Measurable Results Assessment) and Lighthouse Certification was removed from the metrics. Our district is unwavering in its commitment to nurturing and promoting student leadership throughout all our schools. Instead our schools used Panorama to measure SEL skill development. We also added new action to support mental health and well-being. Underlying conditions of our students including social-emotional and behavior needs are crucial for the underserved.

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

# Goals and Actions

## Goal

Goal #	Description
3	Enhance strong family and community relationships that promote engagement, collaboration and authentic partnerships to increase student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent-Family Engagement/Leadership a) Annual Parent Needs Assessment b) Panorama Parent Surveys c) Coffee and Conversation with the principals d) Community forums, including LCAP annual updates and input opportunities; Parent surveys to seek input in making decisions for the district and individual school sites e) Parent Leadership/Organization meetings (PTA/PTO; DELAC, PAC, ELAC, SSC) to promote parental	a) Administered in Spring of 2020-21 school year b) Administered 2 times in the 2020-21 school year c) Principals and assistant principals hosted virtual Coffee and Conversations to share safe reopening plans and discuss safety concerns d) Educational Services and site principals hosted a virtual LCAP community forum for each school; The superintendent did multiple presentations at Governing Board meetings to discuss phased school reopening plans	a) Administered in Spring of 2021-22 school year b) Administered 0 times in the 2021-22 school year -see notes below (Changes to Planned Metrics) c) Principals and assistant principals hosted 4-6 Coffee and Conversations (most virtual). Topics included COVID-19 protocols, Counseling services and resources, PBL, new ELA curriculum) d) Educational Services and site principals hosted a virtual LCAP community forum for each school; 2 Parenting series	a) Administered in Spring of 2022-23 school year b) Administered 0 times in the 2022-23 school year -see notes below (Changes to Planned Metrics) c) Principals and assistant principals hosted at least 1 Coffee and Conversation. Topics included Supporting Learning at Home, Counseling services and resources, PBL, ELA and math curriculum, and science. d) Educational Services and site principals hosted an in-person LCAP community forum for	a) Administered in Spring of 2023-24 school year (March) b) Not administered in the 23-24 year c) Principals and assistant principals hosted at least 2 Coffee and Conversations. Topics included Supporting Learning at Home, Counseling services and resources, d) Educational Services and site principals hosted an in-person LCAP community forum for each school; Parenting series 10 (parent workshop series, math night, literacy night) were	a) Maintain Baseline: Annual Parent Needs Assessment 1 time each year b) Panorama Parent Surveys-Increase to 3 times a year c) Coffee and Conversation with the principals monthly d) Community forums, including LCAP annual updates and input opportunities-Increase to 3 times a year to include pertinent and timely topics e) Maintain regularly scheduled Parent Leadership/Organization meetings: PTA/PTO; DELAC, PAC, ELAC, SSC-Increase parent



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>participation in programs for unduplicated students (EL, SED, FY and homeless) including students with exceptional needs (SWD)</p> <p>f) Site specific family nights to highlight specific curriculum focused priorities (Back to School, Reading, STEM, Leadership, Open House), virtual will remain an option and recordings should be posted</p> <p>g) 7 Habits of Successful Families training</p>	<p>e) Regular PTA/PTO, DELAC/ELAC, PAC and SSC meetings were held</p> <p>97% of parents report that their school provides opportunities for parents to share ideas and have a voice 97% (Annual Needs Assessment Survey)</p> <p>f) Due to COVID-19 all family nights were held virtually during the 2020-21 school year, not all were recorded and posted</p> <p>g) Trainers will be certified in the 2021-22 school year. Training will be offered in the 2021-22 school year</p>	<p>(PIQE and Mano a Mano) were offered and a Cyber Tech Night</p> <p>e) Regular PTA/PTO, DELAC/ELAC, PAC and SSC meetings were held</p> <p>96% of parents report that their school provides opportunities for parents to share ideas and have a voice (Annual Needs Assessment Survey)</p> <p>f) Due to COVID-19 all Back to School and family nights were held virtually during the 2021-22 school year. Spring Open House and Kinder Roundup were in person</p> <p>g) Trainers from each school, for the 7 Habits of Highly Successful Families were certified in the 2021-22 school year. However, due to competing priorities, family trainings will be offered in the 2022-23 school year</p>	<p>each school; 13 Parenting series (PIQE and Mano a Mano) were offered, and a Cyber-Tech Night.</p> <p>e) Regular PTA/PTO, DELAC/ELAC, PAC, and SSC meetings were held.</p> <p>89% of the parents agreed they have opportunities to share ideas and have a voice.</p>	<p>offered, and a Cyber-Tech Night.</p> <p>e) Regular PTA/PTO, DELAC/ELAC, PAC, and SSC meetings were held. 91% of the parents agreed they have opportunities to share ideas and have a voice.</p>	<p>leadership opportunities outside of the above structured/required meetings-Maintain or increase percentage (91%) of parents who report that their school provides opportunities for parents to share ideas and have a voice (Annual Needs Assessment Survey)</p> <p>f) All schools will have a minimum of three family nights, in addition to Back to School and Open House, as well as continuing to offer virtual participation and recordings will be added to parent resources on the district website</p> <p>g) All schools will have offered the training a minimum of once per year. 30% of our families will have participated</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent/Family/Community Communication</p> <p>a) All families will have access to a student mobile device (district provided Chromebook) and internet connectivity (district provided hotspot) to access digital communication (district/site website, emails, Peachjar, Online Parent Portal) and all schools will have a dedicated space and a minimum of two computers with internet access for parent use</p> <p>b) Current and updated district and site websites</p> <p>c) Important district and site communication will be distributed in multiple ways (All calls, email, text, website, social media, print, district and site marquees)</p> <p>d) Communication will be in English and Spanish</p>	<p>a) The district became a 1:1 mobile device for all students TK-8 during the 2020-21 school year; The district partnered with Spectrum Cable and ATT to ensure that all families have home internet access</p> <p>b) The district is in the process of developing a new website for each school, the District Communication Director will develop a process to ensure that each website is current and up to date</p> <p>c) The district will continue to utilize the current methods of communication to distribute information in multiple ways (All calls, email, text, website, social media, print, district and site marquees)</p> <p>d) Because FUESD has 38% of our students whose primary language is Spanish, we ensure that 100% of all</p>	<p>a) The district continues to provide 1:1 mobile devices for all students TK-8 during the 2021-22 school year; All families have access to internet either through district partnerships or district provided hot spots</p> <p>b) A new district website was developed and additional training was provided to school staff on how to update the current school websites. New school websites will be completed in the Fall of 2022</p> <p>c) The district continues to utilize the current methods of communication to distribute information in multiple ways (All calls, email, text, website, social media, print, district and site marquees)</p> <p>d) Because FUESD has 38% of our students whose primary language is</p>	<p>a) The district continues to provide 1:1 mobile devices for all students TK-8 during the 2022-23 school year; All families have access to internet either through district partnerships or district provided hot spots</p> <p>b) The district website was updated and additional training was provided to school staff on how to edit the current school websites. New school websites were completed in this year and continue to be enhanced to reflect Leadership Opportunities and serve as a resource for families.</p> <p>c) The district continues to utilize the current methods of communication to distribute information in multiple ways (All calls, email, text, website, social media, print, district and site marquees)</p>	<p>a) The district continues to provide 1:1 mobile devices for all students TK-8 during the 2023-24 school year; All families have access to internet either through district partnerships or district provided hot spots</p> <p>b) The district website was updated. School websites were completed in this year and continue to highlight school events and reflect Leadership Opportunities and serve as a resource for families.</p> <p>c) The district continues to utilize the current methods of communication to distribute information in multiple ways (All calls, email, text, website, social media, print, district and site marquees)</p> <p>d) Because FUESD has 32% of students whose primary language is Spanish,</p>	<p>a) Maintain baseline: 1:1 devices and home internet access for all students who need it</p> <p>b) New websites will be updated with current and relevant information</p> <p>c) Maintain baseline: Multiple communication strategies</p> <p>d) Maintain baseline: All district and in-town school communication will be in English and Spanish (100%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	district and in-town school communication is in English and Spanish	Spanish, we ensure that 100% of all district and in-town school communication is in English and Spanish	d) Because FUESD has 30% of our students whose primary language is Spanish, we ensure that 100% of all district and in-town school communication is in English and Spanish	we ensure that 100% of all district and in-town school communication is in English and Spanish	
Community Partnerships Expand community partnerships to support/ meet the current and future goals and needs of the district	Current partnerships include: CSUSM School of Education, San Diego County Office of Education (SDCOE), Fallbrook Regional Health District, San Diego County Health and Social Services - Live Well, Palomar Family Counseling, Boys and Girls Club of North County, Fallbrook Land Conservancy, Fallbrook Public Library, Fallbrook Music Society, Palomar College, and Rotary Clubs	Current partnerships include: CSUSM School of Education, San Diego County Office of Education (SDCOE), Fallbrook Regional Health District, San Diego County Health and Social Services - Live Well, Palomar Family Counseling, Boys and Girls Club of North County, Fallbrook Land Conservancy, Fallbrook Public Library, Fallbrook Music Society, Palomar College, and Rotary Clubs New partnerships include Champions for Heath, Cal Fire, Fallbrook Family	Maintained the following Community Partnerships: CSUSM School of Education, San Diego County Office of Education (SDCOE), Fallbrook Regional Health District, San Diego County Health and Social Services - Live Well, Palomar Family Counseling, Boys and Girls Club of North County, Fallbrook Land Conservancy, Fallbrook Public Library, Fallbrook Music Society, Palomar College, and Rotary Clubs New partnerships include Champions for Heath, Cal Fire, Fallbrook Family	FUESD maintained the following Community Partnerships: CSUSM School of Education, San Diego County Office of Education (SDCOE), Fallbrook Regional Health District, San Diego County Health and Social Services - Live Well, Palomar Family Counseling, Boys and Girls Club of North County, Fallbrook Land Conservancy, Fallbrook Public Library, Fallbrook Music Society, Palomar College, and Rotary Clubs, Champions for Heath, Cal Fire, Fallbrook Family Health Center,	Expand opportunities to include local businesses and foster relationships that strengthen community connections and career pathways for our students. By 2023-24 FUESD will have established a minimum of 4 new ongoing relationships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Health Center, and University of La Verne	Health Center, and University of La Verne  Added the following Community Partnerships: Fallbrook Beautification, Angel Society of Fallbrook, Foundation of Senior Care, Fallbrook Food Pantry, The San Diego Food Pantry, CPMB Military Base, National Charity League, Rally for Children	and University of La Verne Community Partnerships: Fallbrook Beautification, Angel Society of Fallbrook, Foundation of Senior Care, Fallbrook Food Pantry, The San Diego Food Pantry, CPMB Military Base, National Charity League, Rally for Children	

## Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions from the 22-23 school year to the 23-24 school year.

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.

There are no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In Fallbrook, a tight-knit community ethos underscores our belief that collective collaboration best serves the needs of our families. This past year witnessed a notable surge in our district's engagement in community activities such as Fallbrook A Leer and Arts in the Park. Moreover, we observed an uptick in community volunteers participating in school activities and events, from 1st grade library walks to 2nd grade trips to Los Jilgueros and Don Dornan. Our partnership with Community Health Systems, Inc. at the Fallbrook Family Center, situated at Potter Jr. High School (Action 3.3), served as a pivotal resource hub for families seeking medical and mental health support. Notably, our annual needs assessment revealed a 9% increase in parent agreement regarding opportunities for voice and input (Action 3.1). This uptick can be attributed to our diverse array of parent participation events, including committee meetings, informational sessions, and educational workshops, facilitating varied forms of communication (Action 3.1 and 3.2). Leveraging technology, we expanded engagement opportunities to include in-person, hybrid, and virtual options, resulting in improved attendance at engagement events. Feedback from surveys and input sessions underscores parental satisfaction with our enhanced communication methods and information dissemination efforts, however 18% of our community shared they do not use social media for timely event communication. We also identified that while our community appreciates school events and activities, 28% of our community/parents did not access our parent workshops and education opportunities. So, we will be reviewing topics of interest and the best possible locations to support higher attendance.

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

We believe the measure was effective, but we did make a change to the metric to include tracking parent/community voice. We have referenced the data regarding voice, but it was not a metric in our previous LCAP. This metric will support strengthening our work to increase community and parent voice.

**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.**

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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