LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District

CDS Code: 10621660000000

School Year: 2025 – 26

LEA contact information:

Misty.Her

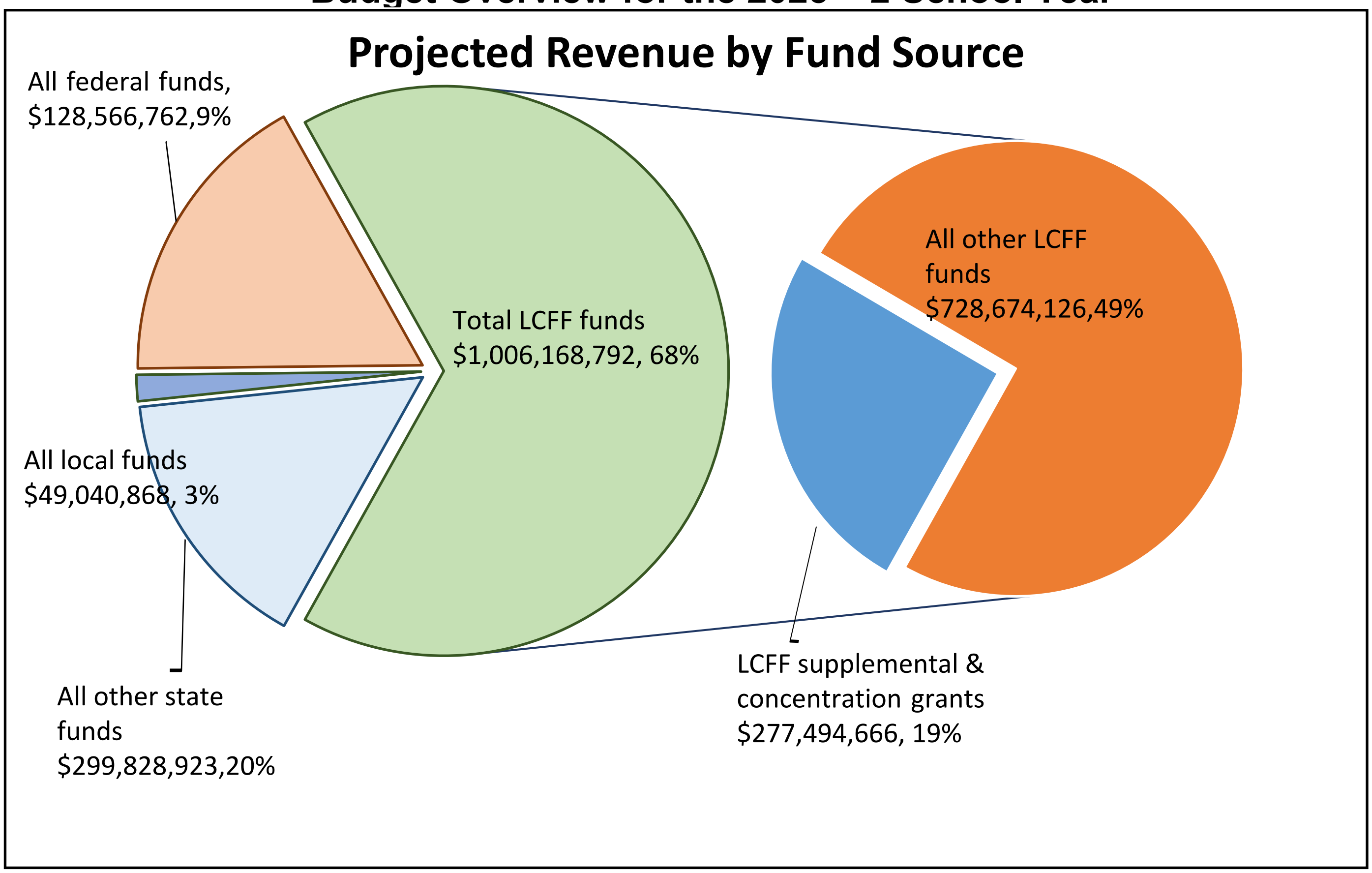
Superintendent

Misty.Her@fresnounified,org

(559) 457-3882

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025 – 2 School Year

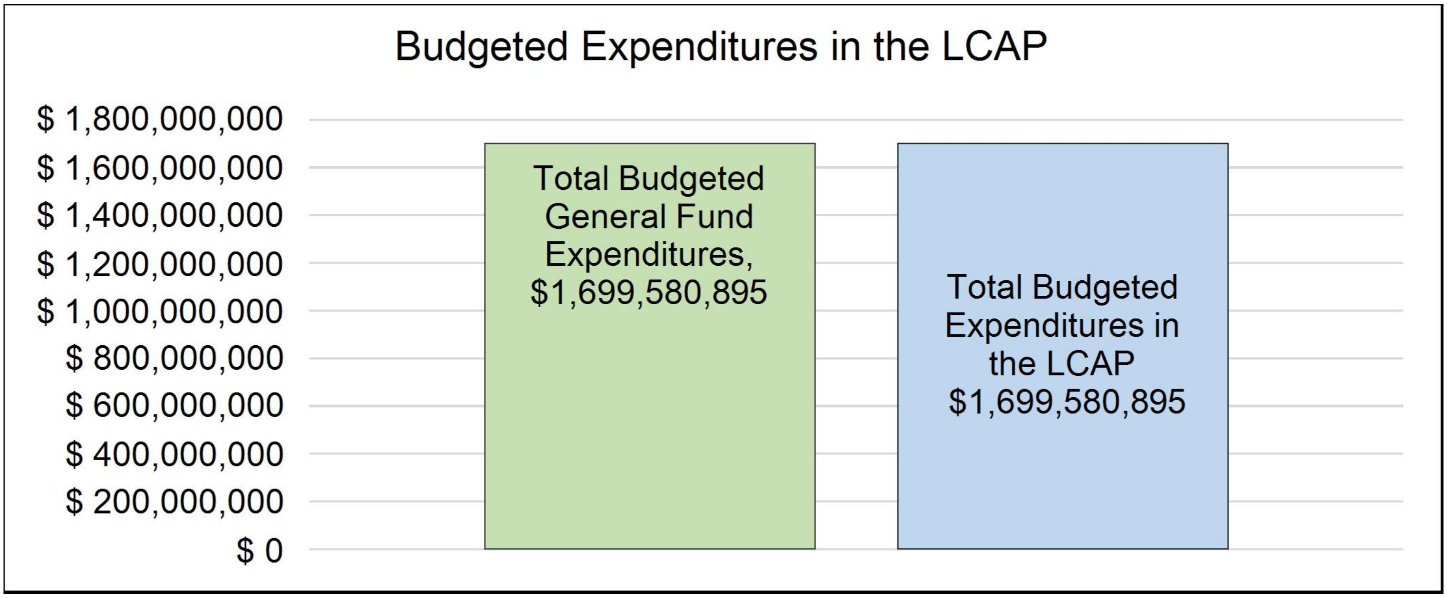


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fresno Unified School District is $1,483,605,345, of which $1,006,168,792 is Local Control Funding Formula (LCFF), $299,828,923 is other state funds, $49,040,868 is local funds, and $128,566,762 is federal funds. Of the $1,006,168,792 in LCFF Funds, $277,494,666 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno Unified School District plans to spend $1,699,580,895 for the 2025-26 school year. Of that amount, $1,699,580,895 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

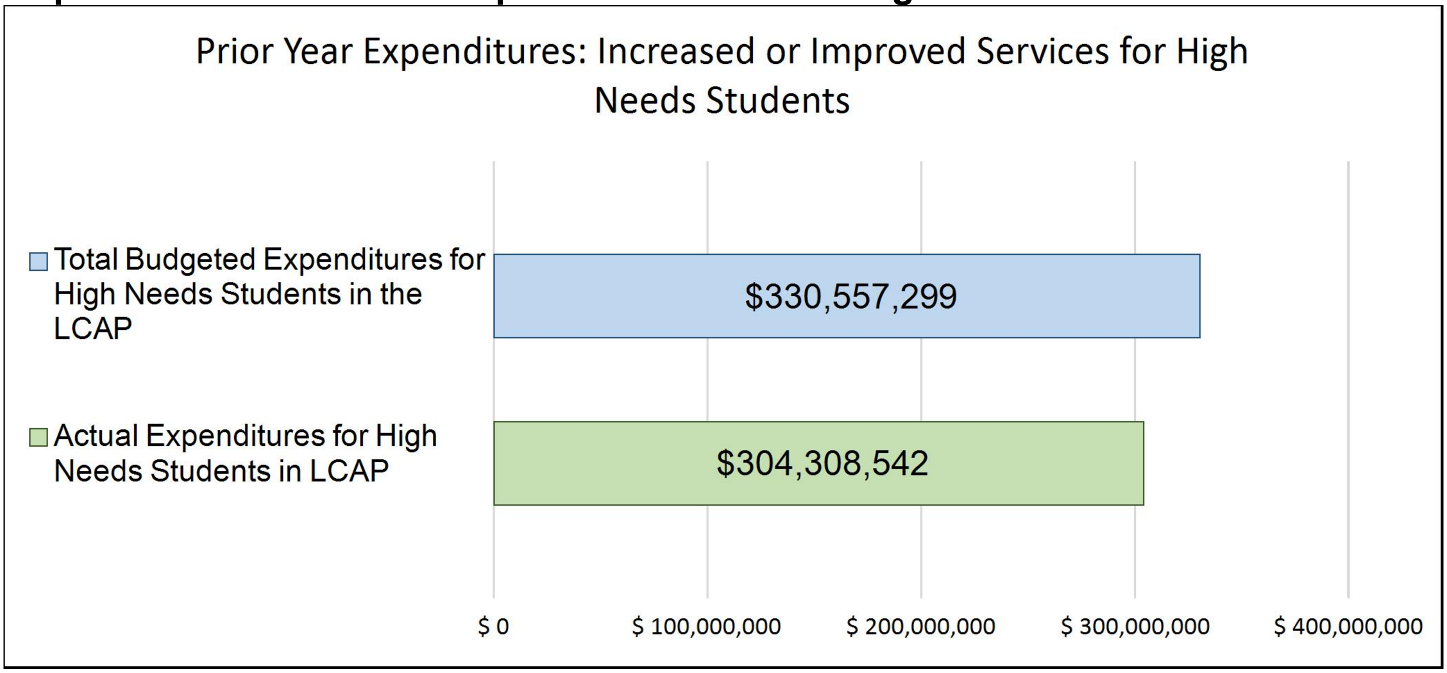
Not applicable because all General Fund expenditures are included in the Fresno Unified School District Local Control and Accountability Plan. All expenditures are included, to ensure transparency and accountability.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Fresno Unified School District is projecting it will receive $277,494,666 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend $277,508,410 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Fresno Unified School District's LCAP budgeted $330,557,299 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent $304,308,542 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $26,248,757 had the following impact on Fresno Unified School District’s ability to increase or improve services for high needs students:

Although the total actual expenditures for actions and services to increase or improve services for high-needs students in 2024/25 were less than the total budgeted expenditures, this difference did not impact the implementation or effectiveness of those actions and services. Fresno Unified has met its Minimum Proportionality Percentage (MPP), ensuring that the required level of increased or improved services for high-needs students was achieved. As a result, there was no negative effect on the quality, scope, or overall impact of services provided to high-needs students during the 2024/25 school year.

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
Fresno Unified School District	Misty Her Superintendent	Misty.Her@fresnounified.org (559) 457-3882

Plan Summary [2025-26]

General Information

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

Fresno Unified School District (Fresno Unified) is the third largest school district in California located in the Central Valley. The district serves more than 69,000 students from preschool through grade 12. Fresno Unified nurtures and cultivates the interests of students by providing an excellent and equitable education in a culturally proficient environment. The district serves a diverse population, where students, families, and staff are valued and empowered. In total, students attending Fresno Unified schools reflect the celebrated diversity of Fresno, with families speaking 59 different languages.

Fresno Unified values the vast array of people that comprise our community. Students are encouraged to become lifelong learners, demonstrating positive behaviors and personal accountability. Many Fresno families face extraordinary circumstances, including extreme low-income. To promote progress, Fresno Unified established goals for students, staff, and families with objectives that are actionable and measurable as part of a District Strategic Plan. This plan guides program evaluation and equitable allocation of resources to enrich academic performance, expand learning experiences, and increase inclusive opportunities for students and their families. All of this is with the goal of helping students achieve their greatest potential.

Equity Multiplier sites, student outcome metrics, and allocations for the 2025/26 school year:

Addams Elementary - English Language Arts, Chronic Absenteeism, Suspension - $876,136
Farber School of Credit Attainment (Cambridge) - English Language Arts, Math, Graduation Rate, College and Career - $665,788
Columbia Elementary - English Language Arts, Math, Chronic Absenteeism, Suspension - $620,713

DeWolf Continuation High - Chronic Absenteeism, Suspension, College and Career - $245,093
Fort Miller Middle - English Language Arts, Math, ELPI, Chronic Absenteeism, Suspension - $704,289
Fulton - Suspension - $50,535
Farber School of Independent Studies (J.E. Young) - English Language Arts, Math, ELPI, Chronic Absenteeism - $1,640,524
Lincoln Elementary - English Language Arts, Math, Chronic Absenteeism, Suspension - $572,822
Lowell Elementary - ELPI - $345,571
Phoenix Elementary - Chronic Absenteeism, Suspension - $59,160
Phoenix Secondary - Chronic Absenteeism - $150,248
Vinland Elementary - English Language Arts, ELPI, Chronic Absenteeism, Suspension - $653,580
Williams Elementary - English Language Arts, Chronic Absenteeism, Suspension - $651,702
Wolters Elementary - Chronic Absenteeism, Suspension - $489,246

The following schools have unused Equity Multiplier funds from the 2024/25 school year. These carryover funds will be used to support the lowest performing students groups at the sites and will continue in Goal 1, Action 1.19.

Addams Elementary
Farber School of Credit Attainment (Cambridge)
DeWolf Continuation High
Fort Miller M.S.
Fulton
Farber School of Independent Studies (J.E. Young)
Lowell Elementary
Phoenix Elementary
Phoenix Secondary
Wolters Elementary

The following schools are no longer identified as Equity Multiplier. The previous goals for these sites have been consolidated in Goal 7. Any unused funds (carryover) at these particular sites will continue in Goal 1, Action 1.19, to support these specific schools and the needs identified for low-performing student groups:

Fresno High
Lawless Elementary
Muir Elementary
Turner Elementary

Reflections: Annual Performance

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

Successes
Fresno Unified School District focuses on student outcomes and saw progress in key areas. For both English Language Arts (ELA) and Math, all students, including low-income students saw growth in ELA and all students, including foster youth and low-income students saw growth in math on the state assessment (SBAC). According to the CA Dashboard, the district increased ELA performance by 2.7 points and increased Math performance by 4.8 points. Additionally, Fresno Unified is happy to report that the district low-income, foster youth, English learner, long-term English learner, and students with disabilities students all experienced growth in SBAC ELA. The homeless student group experienced the most gains of 19.2 points. Additonally all student groups, with the exception of foster youth experienced gains in SBAC Math. This is attributed to the work that is done by teachers and for teachers to provide the interventions students need to be successful in class, the professional development staff needs to be successful to support diverse student needs, extra-curricular activities that support student engagement, supplemental activities and staff that increase student connections to school and support their mental health needs, and additional components that address the academic and social-emotional needs of students in Fresno Unified, specifically the identified students, low-income, English learner, and foster youth.

Graduation rate for the all student group made a minimal gain, 0.40%, but Fresno Unified is getting closer to the desired outcome of 88.8%. School administrators, teachers, and counselors are working together to ensure students are getting the support they need academically and social-emotionally to support an increase in graduate rate. Additionally, the district and schools are working with families to support collaborative initiatives on strategies on how to best help students at school and at home.

Additionally, Fresno Unified made gains in areas such as A-G Completion, A-G requirements and CTE Captsone Completers, and CCI prepared Seniors. For years the district has implemented initiatives to increase access and supports for all students, specifically LI, EL, and FY students to increase these indicators. Having more teachers, staff, and other materials to support students with their schedules, tutoring, access to supplemental grade level text, hands-on learning experiences, a broad course schedule, and more supports the success in these areas. The district continues to support staff with professional learning and supplemental materials to ensure that students are getting what they need to be successful.

The district continues to decrease chronic absenteeism by 4.4%. All students and all identified student groups (LI, EL, FY) have declining absenteeism. Continuing to invest in quality teachers, staff to support class size reduction providing additional support staff at schools and to support schools attributes to these positive gains. Classroom support includes additional teachers, teachers on special assignment, social workers, attendance and behavioral support specialists, campus culture and school climate support, additional site administrators, planning and professional development time, parent outreach, engagement opportunities for parents, families, and students, and many other strategies and supports for academic learning and social-emotional wellbeing.

Challenges

While Fresno Unified experienced growth for most student groups for SBAC ELA and MATH, foster youth students decreased in SBAC MATH by 2.4 points. Targeted support will continue to be provided to all grade levels to focus on providing foster youth students with strategies, scaffolded instruction, smaller class sizes, more adult support during school, tutoring support after school, and targeted interventions to build literacy skills across the district.

Fresno Unified made gains in areas such as A-G requirements and CTE Captsone Completers and CCI prepared Seniors for the all student group and low-income students, the district saw a decrease for English learner and foster youth students. The same is true for Graduation Rate for low-income students and long-term English learner students. The district's Graduation Rate is a primary focus for all students and the identified student groups. To support graduation rate for the all student group the district plans to continue academic actions in Goal 1 such as instructional support and coaches, alternative education, and access to technology. Additionally, in Goals 2 and 3, school counselors and resources counseling assistants will be available to provide students and families with support and CTE and STEM pathway development will support further engagement and course opportunities to increase graduation. The district has a specific goal and action that focus on low-income and long-term English learner students. School counselors and social workers will work with the identified students and provide targeted support in order to help students be on track to graduate. Providing students access to credit recovery and alternative routes to education is very important to increase grade rate. Additionally, focusing on students social-emotional and mental health is another key area of support the district will provide in order to help students cope with outside factors that are disrupting their learning.
A-G Reqs and CTE Capstone Completers EL 10.5% 8.6% -1.90%
A-G Reqs and CTE Capstone Completers FY 7.1% 5.1% -2.00%
CCI Prepared Seniors EL 21.3% 17.6% -3.70%
CCI Prepared Seniors FY 17.3% 17.0% -0.30%
CTE Capstone Completers EL 20.4% 13.1% -7.30%
CTE Capstone Completers FY 29.4% 15.4% -14.00%
Graduation Rate EL 78.0% 75.2% -2.80% Decreased
Graduation Rate LI - AA 80.5% 79.8% -0.70% Decreased
Graduation Rate LTEL 82.7% 79.1% -3.60% Decreased

Fresno Unified experienced an increase in suspension rates for the foster youth student group. Increased suspensions are paired with an increased number of students reporting that they need social-emotional and mental health supports and safety concerns. The district will continue to focus on School Climate and Culture practices, which includes social-emotional learning, engagement strategies, and behavioral supports to increase student engagement in the classroom and decrease negative behavioral experiences that lead to consequences such as suspension. Additionally, the district continues to provide and increase the opportunities for students and staff to engage in Restorative Practices. Focusing on building relationships with students, staff, and families is a key component of many of the additional staff and supports that are provided to students and schools in order to decrease suspensions and to support other areas that will engage students to decrease other areas of concern such as dropout and expulsion rate. The district will continue to invest in co-curricular and extra-curricular activities in order to engage students and help to keep students interested in school and learning. These supports include additional personal, materials needed for students who want to participate but would not be able to due to barriers such as funding, transportation to provide more access, and increased engagement and communication to ensure that students and families know the supports that are available to them.

Suspension Rate FY 21.50% 22.1% 0.60%
Student Engagement All 47.5% 42.6% -4.90%
Student Engagement EL 37.3% 31.5% -5.80%

Student Engagement FY 45.0% 41.6% -3.40%
Student Engagement LI 46.5% 41.4% -5.10%
Survey, School Environment (Safety) All 72.70% 72.5% -0.20%
Survey, School Environment (Safety) All 89.30% 89.0% -0.30%
Graduation Rate EL 78.0% 75.2% -2.80% Decreased
Graduation Rate LTEL 82.7% 79.1% -3.60% Decreased

A key factor contributing to the decline in the English Learner Progress Indicator (ELPI) of 6.6% in Fresno Unified School District is the ongoing challenge many English learners face with reading proficiency. Foundational reading skills are often not fully developed in the early grades, and without targeted interventions, these gaps widen over time. As students progress through school, both academic content and language demands increase significantly—particularly in reading comprehension. This is especially true for Long-Term English Learners (LTELs), who struggle to keep pace with the growing complexity of texts and academic vocabulary. As a result, their ability to demonstrate language growth on the ELPAC, especially in the reading and writing domains, is hindered, contributing directly to lower ELPI outcomes.

See the Appendix for identification of the following, which will remain unchanged during the three-year LCAP cycle:

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

Fresno Unified included Learning Recovery Emergency Block Grant (LREBG) funds in the LCAP, Goal 1 Action 1.01.

The district completed a needs assessment, including educational partner feedback that determined the need to accelerate student learning in foundational reading skills and ensure more students are reading by the end of first grade. The district worked with data to review English Language Arts (literacy), Math, and Chronic Absenteeism. From educational partner feedback and data review, the districts greatest need is to support literacy. Utilizing CA Dashboard Data and reviewing data for all student groups, the district is focusing on all Kindergarten and First Grade students at all elementary schools who are at the highest risk of not reaching grade-level reading goals.

The District planning team, comprised of multiple department leads, outlined opportunities for community engagement through a literacy task force, made up of district staff, teachers, site administrators, parents, and community partners. The task force reviewed research and collectively developed the three pillars for the district's literacy plan which include classroom instruction, high-quality supports; and family and community partnerships.

The action is aligned to the following allowable use of funds:
E.C. 32526(c)(2) B. i, ii, iii, v, vi. I and vi. II, C, E, F

Fresno Unified monitors local assessment metrics, specifically iReady diagnostic assessments for kindergarten and first-grade students and the Kindergarten Foundational Skills Assessment to determine grade level proficiency to measure the impact of this action.

Learning Recovery Emergency Block Grant (LREBG) Funds supporting this action: $29,555,381.00

Reflections: Technical Assistance

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

Fresno Unified has multiple student groups identified for direct technical assistance. Foster youth students were identified in Priority 4 (Academics) for ELA and Math, Priority 5 (Engagement) for Graduation Rate, and Priority 6 (Climate) for Suspension. Homeless students were identified for Priority 4 (Academics) for ELA and Math and Priority 6 (Climate) for Suspension. Students with Disabilities were identified for Priority 5 (Engagement) for Graduation Rate, and Priority 6 (Climate) for Suspension, and Priority 8 (Broad Course Outcome) for the Career and College Indicator. African American Students were identified for Priority 4 (Academics) for ELA and Math and Priority 6 (Climate) for Suspension.

District leaders in each of these areas work closely with the Fresno County Office of Education and Educational Partners to support the needs of the student groups listed above based on the low-performance data. Each team completes a needs assessment, which includes a root cause analysis. The analysis identifies specific areas of focus. This includes identifying the problem(s), listing associated causes, aligning specific needs to address the causes, and moving forward with actions steps fulfill what is needed. This becomes the action plan for the team in order to support each student group.

FOSTER YOUTH:

Priority 4: Academics (ELA and Math)

Students with disabilities (SWD) are supported in both English Language Arts and Math through a combination of access to high quality teaching and learning. Alignment with the Multi-Tiered System of Support (MTSS) model and access to supplemental materials that support a variety of modalities that align with the individualized needs of each student. In addition to supplemental materials, students are provided access to visual aids, manipulatives, technology tools and strategies consistent with the students Individualized Educational Program (IEP). Opportunities for repeated practice in small group or one-on-one settings support mastery of concepts that have been previously taught as part of the core curriculum as well. Collaboration with related service providers is also a key component to supporting the ELA and Math needs of our students. In addition to teaching strategies, collaboration with the Fresno County Superintendent of Schools' office and the Department of Curriculum, Instruction, and Professional Learning to provide high-quality professional learning opportunities for staff. These opportunities are designed to enhance educators' ability to effectively teach students with a diverse range of learning needs. Professional learning opportunities are available to support staff working in various settings, including general education classrooms, special day classes that follow our guaranteed viable curriculum, and environments where students receive an alternative curriculum. An option for planning is to work with the Fresno County Superintendent of Schools' office to support in running a Network Improvement Community (NIC) to provide collaboration in the focus areas of English Language Arts and Math for students with disabilities.

Priority 5: Engagement (Chronic Absenteeism)

Three (3) regions were selected for this pilot: Edison, McLane and Fresno High. Selections were based on having the largest amount of foster youth in grades 3-6 and staffing within Project ACCESS. The first year we focused on students grades 3-6. Year two the grade level was expanded to 3-12th grade. The iReady scores are used for our baseline metric and for our “continuous cycle of improvement” analysis, student stability in school/or placement, attendance and care coordination. Through this intentional practice we have seen significant gains with this cohort of students in attendance rates, IReady scores, and school stability.

Priority 6: Climate (Suspensions)

By expanding mental health support, we've effectively addressed a greater number of students displaying behaviors leading to suspension. Furthermore, we’ve contracted with a community-based organization to deliver intensified behavior assistance to students in foster care, facilitated by a Board-Certified Behavior Analyst (BCBA). This additional support is prompted when students either haven't responded to interventions from the Clinical School Social Worker or initially exhibit behaviors requiring heightened intervention and monitoring. Two academic counselors are offering targeted academic support and interventions to students in grades 8-12.

STUDENTS WITH DISABILITIES:

Priority 4: Academics (ELA and Math)
The Special Education Department has partnered with the California Department of Education and System Improvement Leads to examine the root causes behind disproportionate discipline outcomes among specific student populations. This collaboration has led to the formation of a cross-departmental team focused on supporting all educational partners by ensuring that appropriate and effective supports are in place for both students and staff with ELA and Math interventions.

Priority 5: Engagement (Graduation Rate)

With the addition of the New Pathway to a diploma for students who are eligible to take the California Alternative Assessment, the Sped department, with counseling services, aims to improve the graduation rate for all students with disabilities (SWDs). This new pathway is designed to cater to Fresno Unified students who may not fulfill the traditional graduation criteria but can display proficiency in key skills and knowledge areas. This pathway support students access to an aligned course of study to their general education peers as well as, personalized education plans (IEPs), and custom-tailored coursework to align with each student's capabilities and objectives. Rather than solely emphasizing academic progress, this new pathway may stress the development of practical skills, vocational training, and real-world exposure. The eligibility criteria for this new pathway to a diploma aims to support students confronting difficulties in meeting standard graduation criteria due to factors like disabilities, learning variances, or other challenging circumstances.

LONG-TERM ENGLISH LEARNER STUDENTS:

Priority 4: ELA and Math

The English Learner Services Department collaborates closely with the ELA and Math Departments to provide targeted resources and professional development that support both Integrated and Designated ELD instruction for English learners at all levels of language proficiency, with a specific emphasis on meeting the needs of Long-Term English Learners (LTELs). These students often require specialized support to accelerate language development and build academic confidence, particularly in reading, writing, and oral language.
To strengthen support within core instruction, English Learner Services partnered with the ELA Department to enhance the curriculum by developing and embedding Designated ELD lessons across both elementary and secondary grade levels. Aligned with the CA ELD Standards, these lessons are designed to build academic language and literacy through targeted instruction in reading comprehension, vocabulary, and language structures. This integration ensures that English learners, especially LTELs, receive consistent, intentional language development alongside rigorous literacy instruction.

In addition to supporting students already identified as LTELs, the district is taking proactive steps to prevent the development of LTELs by providing targeted after-school language and literacy support. This support is directed toward LTELs, At-Risk LTELs (AR-LTELs), and English learners not on track to reclassify in grades 4–6 at the twenty elementary schools with the highest concentrations of students in these categories. This initiative aligns with the district’s Literacy Intervention goals and reflects its ongoing commitment to equitable access.
Furthermore, English Learner Services co-facilitated a series of Math/ELD coaching sessions for all elementary Academic Coaches. These sessions focused on the integration of ELD standards within math instruction, ensuring English learners are supported in developing both content knowledge and academic language.
Through these coordinated efforts, the district is building a comprehensive system of support that ensures English learners, particularly LTELs, receive the high-quality, scaffolded instruction necessary to achieve language proficiency, academic success, and long-term outcomes.

Priority 6: Suspension

English Learner Services will plan to work with Department of Prevention and Intervention to provide supports for Long-Term English Learner students with suspensions.

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.

Farber School of Credit Attainment (Cambridge)
Dewolf
Fremont
Phoenix Elementary
Wilson

Support for Identified Schools

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

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders, teachers, parents, and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of these plans.

Sites provide professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites collaborate with the District's Instructional Superintendents and the CSI Team. If needed, schools will be supported by a variety of site personnel, multiple representatives from the central office, and partners from the County Office of Education. Teams work in tandem to support student performance growth. In addition, CSI Team, in conjunction with the Instructional Superintendents from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

School Leadership works closely with CSI schools throughout the SPSA process and takes site teacher leader and administration teams through a cycle of inquiry and action. CSI school sites fit within the highest level (level 3) of the tiered services from school leadership. These sessions will be in connection to the CSI site regular school leadership coaching and professional learning support. These supports (level 3) are guided through a collaboration between site leadership, site teacher leaders, School Leadership, instructional coaches and can request support outside of the school as needed.

All sites utilize the SPSA Tool, creating a common practice across Fresno Unified to complete the mandatory needs assessment and action plans. The tool has several elements. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard. This includes Smarter Balanced Assessment Consortium (SBAC), suspension, and attendance data for all schools. Additionally, high schools analyze graduation rate and 'college and career' readiness data. Internal data allows for further analyzation and verification of specific site needs. Examples of this data include, but are not limited to, percentage of D's and F's, student engagement, interim diagnostic testing or percentage of students enrolled in advanced placement courses. This process supports school sites to create an intervention plan and ensure quality implementation of strategies.

During plan development, sites are provided professional learning and guiding documents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborate to construct the guidance for this process to ensure compliance, alignment with district goals, and concurrence with site practices and investments.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, use of funds and strategies to support student achievement. Guiding Coalition Teams assist in identifying appropriate evidence-based interventions.

In collaboration with the Instructional Superintendents, CSI Team, and in some cases the County schools complete a root cause analysis and determine areas of focus for the site. Also, the team equips site leaders with relevant data and provides support with disaggregation of data to determine disproportionality and identify possible resource inequities. Although varying by site, examples of inequities could include personnel needs, scheduling adjustments, or additional professional learning. The findings are incorporated into a SPSA monitoring tool throughout the school year to support progress towards stated goals.

Educational Partners feedback is documented in each SPSA, and sites must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

Monitoring and Evaluating Effectiveness

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

The Instructional Superintendents, with the support of the CSI Team and State and Federal, work directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Meetings that assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review, CA Dashboard, reports, interviews, surveys, to develop a research plan, and provide one-on-one support with the designated CSI representative.

Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. Members of the CSI Team can provide supports with monitoring to ensure sites have the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional development in various areas such as: Social Emotional Learning, Professional Learning Community, technology, AVID, Cultural Proficiency) needed to drive and implement work/actions.

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertain to the site plan.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Classified Staff, Administrators	LCAP Project Access Symposium - Fall 2024
Classified Staff	Home School Liaison LCAP one on one Training - Rowell Elem. - Fall 2024
Classified Staff	Home School Liaison LCAP virtual one on one Training - Fall 2024
Classified Staff, Administrators	LCAP Community Meeting Planning - Gaston MS - Fall 2024
Classified Staff, Administrators	LCAP Parent University Staff Training - Fall 2024
Classified Staff	Home School Liaison LCAP one on one Training - Vinland Elem. - Fall 2024
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Fall 2024
Parents, Community	Wallace Foundation LCAP Presentation - Fall 2024
Parents, Community	Community Based Organizations (CBOs) LCAP Presentation - Fall 2024
Classified Staff, Parents, Community	Family Leadership Academy LCAP Presentation - Fall 2024
Parents	Sunnyside HS Family Engagement Hour - Fall 2024
Parents	Lane Elem. Family Engagement Hour - Fall 2024
Students	LCAP Survey Student Outreach - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Hoover HS region - LCAP Community Meeting - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Bullard HS region - LCAP Community Meeting - Fall 2024
Classified Staff	Home School Liaison LCAP virtual one on one Training - Fall 2024

Educational Partner(s)	Process for Engagement
Student	Hoover HS LCAP Survey Student Outreach - Fall 2024
Student	Farber HS LCAP Survey Student Outreach - Fall 2024
Parents, Principal, Administrators, other School Personnel, Teachers	Parent Advisory Committee (PAC), students were added - Fall 2024
Parents	Holland Elem. Family Engagement Hour - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	McLane HS region - LCAP Community Meeting - Fall 2024
Classified Staff	Home School Liaison LCAP virtual one on one Training - Fall 2024
Student	McLane HS LCAP Survey Student Outreach - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Edison HS region - LCAP Community Meeting - Fall 2024
Parents	Rowell Elem. Family Engagement Hour - Fall 2024
Students	Roosevelt HS LCAP Survey Student Outreach - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Roosevelt HS region - LCAP Community Meeting - Fall 2024
Classified Staff	Ericson Elem. Home School Liaison LCAP virtual one on one Training - Fall 2024
Classified staff	Yosemite MS Home School Liaison LCAP virtual one on one Training - Fall 2024
Parents	Leavenworth Elem. Family Engagement Hour - Fall 2024
Students, Classified Staff, Administrators	Edison HS Student Advisory Board (SAB) - Fall 2024
Students, Community Partner	Californians for Justice (CFJ) LCAP Touch Base - Fall 2024
Students	Yosemite MS LCAP Survey Student Outreach - Fall 2024
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Fall 2024
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Fall 2024
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Fresno HS region - LCAP Community Meeting - Fall 2024
Classified Staff, Administrators	Department of Prevention and Intervention LCAP Presentation - Fall 2024
Parents	Tehipite MS Family Engagement Hour - Fall 2024
Students	Gaston MS LCAP Survey Student Outreach - Fall 2024

Educational Partner(s)	Process for Engagement
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Sunnyside HS region - LCAP Community Meeting - Fall 2024
Parents	Thomas Elem. Family Engagement Hour - Fall 2024
Parents, Students, Classified Staff, Administrators, Community	Roosevelt Regional Family Engagement Event LCAP Information - Fall 2024
Parents, Community	Community Based Organizations (CBOs) LCAP Presentation - Fall 2024
Students, Community Partner	Californians for Justice (CFJ) LCAP Touch Base - Fall 2024
Parents	Hamilton K-8 Family Engagement Hour - Fall 2024
Parents	Edison HS Family Engagement Hour - Fall 2024
Parents	Thomas Elem. Family Engagement Hour - Fall 2024
Parents	Hidalgo Elem. Family Engagement Hour - Fall 2024
Parents, Students, Classified Staff, Administrators	Migrant Education Parents LCAP Presentation - Fall 2024
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Spring 2025
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC). A complete draft was presented to DELAC on May 22, 2025, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.
Parents, Principal, Administrators, other School Personnel, SELPA	SELPA/Community Advisory Committee (CAC) - Spring 2025
Labor Partners, Classified Staff	CSEA 125 - Spring 2025
Labor Partners, Classified Staff	CSEA 143 - Spring 2025
Labor Partners	FAFSTA - Spring 2025
Labor Partners	FTA Trades - Spring 2025
Labor Partners	FTA Social Workers - Spring 2025
Labor Partners	IAMAW - Spring 2025
Labor partners	SEIU - Spring 2025
Parents, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC), students were added. A complete draft was presented to the PAC on May 29, 2025, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.
Governing Board	LCAP Mid-Year Report February 26, 2025

Educational Partner(s)	Process for Engagement
Parents, Students, Staff, Community Members, Governing Board	Educational Partners and Community were provided a complete draft of the LCAP for public input, per Ed Code 52062(a)(3). Draft LCAP Public Hearing June 4, 2025
Governing Board	LCAP Adoption in conjunction with the presentation of the Local Indicators and Adoption of the Budget was held on June 18, 2025, at the same meeting.
Addams Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Columbia Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
DeWolf Continuation High Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Farber School of Credit Attainment (Cambridge) Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students

Educational Partner(s)	Process for Engagement
Farber School of Independent Studies (J.E. Young) Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Fort Miller Middle Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Fulton School Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Lincoln Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Lowell Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Phoenix Elementary Community Day Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement

Educational Partner(s)	Process for Engagement
	Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Phoenix Secondary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Vinland Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Williams Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Spring 2025: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Wolters Elementary Equity Multiplier Funds	Spring 2025: Staff Engagement Spring 2025: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students

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

1.02 - A local needs assessment, in collaboration with educational partners, indicates that many of our low-income students need supplemental instructional supplies to support learning to be successful in the classroom but acquiring additional supplies can be challenging for low-income families.

1.03 - LCAP input gathered from families and students ranked the need for improved academics as the number one priority.

1.04 - Teachers have expressed that combination classes make it difficult to provide students with the grade level individualized instruction they need for academic growth.

1.05 - Educational partner feedback from parent's states that the district needs better teachers and that more needs to be done to support teachers.

1.06 - Educational partner feedback from teachers indicates that they need smaller class sizes to meet the needs of the identified student groups.

1.07 - A local needs assessment, in collaboration with Educational Partners, indicates that the identifies students need high quality instruction and a safe school and learning environment. The identified students need to have their specific areas of concerns and growth addressed by teachers and adults outside of the classroom.

1.08 - Collaboration with Educational Partners indicates that the low-income students, especially those who are low-income and African American need equitable supports.

1.10 - Teacher feedback is that students have increased opportunities to read. Students have expressed wanting to be able to read books they like and can relate to, and that are also in their primary language.

1.12 - Feedback from LI, EL, and FY students indicates that they do not see themselves as Gate students or that Gate or AP classes are for them.

1.13 - Collaboration with educational partners found that students struggle in comprehensive settings. Students need small setting with targeted support to be successful with attending school and obtaining credits needed to graduate high school.

1.14 - Feedback from educational partners indicates that low-income students that are identified as high-risk need targeted academic counseling and intense targeted supports.

1.15 - EL Teachers indicated that 26% of their EL, including LTEL students need intervention on the EL progress monitoring forms they submitted.

1.16 - Parents provided feedback that they believe their children need additional tutoring services and teachers have requested additional support outside of the classroom.

1.18 - Parents have requested to continue and expand dual immersion programs.

1.23 - Staff feedback on the LCAP survey has shown a desire that Fresno Unified schools be safe places where students and staff feel safe.

1.24 - Educational partners have said that experience shows low-income students, students in foster care, and English learners are more likely to lack access to technology both at home and at school.

1.25 - Educational partners have said that experience shows low-income students often lack connected devices for remote or off-campus learning, widening the digital divide and deepening the homework gap.

1.26 - A local needs assessment, in collaboration with educational partner feedback, indicated that the identified student groups need teachers and site leaders who provide structures and instructional systems to meet the academic needs of the student groups. Teachers and site leaders need better coordination of resources and collaboration to support LI, EL, and FY student.

1.27 - Collaboration with educational partners determined that a student's ability to graduate high school isn't solely determined by their senior year performance, and that appropriate intervention teachers and curriculum before students reach their senior year are needed to significantly enhance the graduation rates.

1.28 - Collaboration with educational partners indicated that foster youth do not feel connected to school, and that this lack of connection affects their engagement level which does not support learning or positive behavior.

1.29 - Collaboration with educational partners indicated that homeless students experiencing homelessness face greater challenges within the educational system and that this lack of stability and connection to the school or home causes trauma.

2.01 - Feedback from the LCAP survey revealed the desire to have more secondary classes that are focused on trades and job skills.

2.02 - Feedback from parents, students, the community, and the Board of Education indicates the desire to link classroom learning to real life job skills.

2.03 - A local needs assessment, in collaboration with educational partners, indicated that the identified student groups need support with attendance, behavior, and school engagement. It was determined that students need social emotional learning, leadership skills, and opportunities to feel connected to school. Additionally, the needs assessment indicated if students have more academic support and feel more confident in their core classes, they will be less likely to be absent or suspended.

2.04 - Feedback from educational partners indicated that LI, EL, and FY students who were below grade level in elementary school, fall further behind in middle school which effects their ability to compete A-G course and graduate.

3.01 - Educational partners such as parents and students have expressed the importance of students having access to extra-curriculars, such as sports (athletics) at schools.

3.02 - A local district needs assessment, in collaboration with educational partners, identified that factors limiting participation, which included the costs associated with transportation, entrance fees, and the lack of personal effects appropriate for sixth grade camp.

3.03 - Feedback from teachers and students who have participated in the Relevant Engagement thought Art and Literacy (REAL) Collaborative have said that students are more engaged in the learning when they are working creatively and enjoyed their experience in creating art based on themes they have read about in literature. The REAL project also requires writing.

3.04 - Community input from the LCAP survey revealed the desire to have funding for programs to encourage students to engage in school and in programs such as music and art.

3.05 - A local needs assessment, in collaboration with educational partner feedback, identified that the identified student groups could improve their academic performance by increasing their feelings of connectedness. Additionally, in many cases the identified student groups need academic support from the people they feel connected with, including but not limited to, their student peers. Moreover, is the needs assessment identified a significant need for foster youth students to have increased connection and support with their peers.

3.06 - Feedback from educational partners indicates that low-income students and foster youth students are more likely to experience exclusionary discipline practices which can be detrimental to students learning and their perception of school.

3.07 - A local needs assessment, in collaboration with Educational Partner feedback, indicates that the identified students have a ‘readiness gap’, meaning that there is a gap in skills or feelings of support, safety, age-appropriate social-emotional and conversational skills. There is a need to build these skills and create conditions that support student physical and emotional well-being.

3.09 - Parents and students provided feedback that indicates that they want welcoming campuses that feel positive with various activities to engage students and help students feel connected.

3.10 - Feedback from educational partners indicates that EL, LI, FY would be more encouraged to participate and be engaged in at least one arts, activities, or athletics events if they and their families received consistent and clear communication from schools and the district.

3.11 - Feedback from Educational Partners indicates the transition to distance learning three years ago has underscored the critical requirement for mental health support among students, leading to an increase in referrals for crisis intervention services.

3.12 - Transportation staff received feedback from Site Staff and Parents about students missing valuable instruction time and or not having enough time to eat breakfast when buses run late. Additionally, parents shared frustration about buses not running on time.

3.14 - Feedback from educational partners indicated that low-income and foster youth students need more positive adult relationship at school.

3.15 - Feedback from educational partners indicated that students are being suspended at high rates for behaviors related to racial or exclusive issues.

5.02 - In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children’s school and to better support language acquisition and learning. In addition, feedback from families in the

LCAP survey revealed the desire to have good communication with staff and parents to be aware and involved in their child's school and education.

6.01 - School site-based educational partners identified the need for funding to be allocated to schools to enable sites to make decisions based on the unique needs of their unduplicated students, alongside their educational partners.

Goal 7 - Feedback received in Spring 2025 from staff, site leaders, community members, parents, and students identified the need to add actions 7.01 - 7.07 in the LCAP for Equity Multiplier (EM) sites for the following schools, Addams Elementary, Columbia Elementary, DeWolf High, Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fort Miller Middle, Fulton School, Lincoln Elementary, Lowell Elementary, Phoenix Elementary, Phoenix Secondary, Vinland Elementary, Williams Elementary, and Wolters Elementary. These actions focus on each EM school's lowest performing student groups or indicator as identified on the California School Dashboard, that are identified as red or orange. Feedback supported the creation of the new goal that focus on ELA, Math, ELPI, Chronic Absenteeism, Graduation Rate, College and Career, and Suspension Rate:

7.01 focuses on the lowest performing students groups need for English Language Arts

7.02 focuses on the lowest performing student groups need for Math

7.03 focuses on the lowest performing student group need for ELPI

7.04 focuses on the lowest performing student groups need for Chronic Absenteeism

7.05 focuses on the lowest performing student groups need for Suspension

7.06 focuses on the lowest performing student groups need for Graduation

7.07 focuses on the lowest performing student groups need for College and Career

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic performance at challenging levels.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. The need for this goal is to ensure academic growth of students, specifically English learner, low-income, and foster youth. State and local English language arts (ELA) and math assessments, English learner progress, and other implementation factors show that students are not performing at grade level and need additional support. This goal focuses on student academics, as the need indicates by the low-performance published on the CA Dashboard, and has aligned metrics to support decrease the gap in distance from standard and proficiency levels. Fresno Unified will close the achievement gaps through an equity lens and research-based instructional and intervention practices. Fresno Unified will provide accelerated learning through pedagogical academic support and equitable access to rigorous courses grounded in high expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.01	Distance from Standard on CAASPP – English Language Arts (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, AA = African American, HL =	ALL: -49.8 EL: -86.6 FY: -93.0 LI: -57.8 AA: -83.6 HL: -126.3 LTEL: -128.3 Data Year: 2022/23	ALL: -47.1 EL: -82.1 FY: -89.3 LI: -54.9 AA: -83.9 HL: -107.1 LTEL: -122.3 Data Year: 2023/24		ALL: -4.8 EL: -41.6 FY: -48.0 LI: -12.8 AA: -38.6 HL: -81.3 LTEL: -83.3 Data Year: 2025/26	ALL: +2.7 EL: +4.5 FY: +3.7 LI: +2.9 AA: -.3 HL: +19.2 LTEL: +6.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Homeless, LTEL = Long Term English Learner,)	Data Source: California School Dashboard and Local Data	Data Source: California School Dashboard and Local Data		Data Source: California School Dashboard and Local Data	
1.02	Local English Language Arts (iReady) On or above grade level (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American, Kindergarten, First Grade)	iReady 2- On or above grade level: All: 31.6% EL: 13.7% FY: 20.9% LI: 28.8% LTEL: 3.3% AA: 28.5% Kindergarten: 52.9% First Grade: 30.4% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2- On or above grade level: All: 33.3% EL: 17.9% FY: 25.7% LI: 30.0% LTEL: 3.8% AA: 29.7% Kindergarten: 49.1% First Grade: 29.7% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 41.6% EL: 23.7% FY: 30.9% LI: 38.8% LTEL: 13.3% AA: 38.5% Kindergarten: 62.9% First Grade: 40.1% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +1.66% EL: +4.21% FY: +4.81% LI: +1.18% LTEL: +.50% AA: 1.2% Kindergarten: -3.8% First Grade: -0.7%
1.03	Local English Language Arts (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	iReady 2: Progress: All: 45.2% EL: 41.5% FY: 41.9% LI: 45.0% LTEL: 42.7% AA: 44.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2: Progress: All: 45.9% EL: 43.6% FY: 45.2% LI: 45.1% LTEL: 39.8% AA: 45.5% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 60.2% EL: 56.5% FY: 56.9% LI: 60.0% LTEL: 57.7% AA: 59.0% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +.70% EL: +2.1% FY: +3.3% LI: +.10% LTEL: -2.9% AA: 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.04	Distance from Standard on CAASPP – Math (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, HL=Homeless, LTEL = Long Term English Learner, AA = African American)	ALL: -80.6 EL: -105.6 FY: -116.8 LI: -87.8 HL: -158.2 LTEL: -174.8 AA: -118.9 Data Year: 2022/23 Data Source: California School Dashboard and Local Data	ALL: -75.8 EL: -99.8 FY: -119.2 LI: -82.7 HL: -137.7 LTEL: -168.0 AA: -117.2 Data Year: 2023/24 Data Source: California School Dashboard and Local Data		ALL: -35.6 EL: -60.6 FY: -71.8 LI: -42.8 HL: -113.2 LTEL: -129.8 AA: -73.9 Data Year: 2025/26 Data Source: California School Dashboard and Local Data	ALL: +4.8 EL: +5.8 FY: -2.4 LI: +5.1 HL: +20.5 LTEL: +6.8 AA: +1.7
1.05	Local Math (iReady) On or above grade level (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	iReady 2- On or above grade level: All: 21.2% EL: 9.3% FY: 10.1% LI: 18.8% LTEL: 6.0% AA: 15.6% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2- On or above grade level: All: 22.9% EL: 13.8% FY: 18.5% LI: 19.9% LTEL: 9.1% AA: 17.9% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 31.2% EL: 19.3% FY: 20.1% LI: 28.8% LTEL: 16.0% AA: 25.6% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +1.7% EL: +4.5% FY: +8.4% LI: +1.1% LTEL: +3.1% AA: 2.3%
1.06	Local Math (iReady) Progress (All = District, EL = English Learners, FY =	iReady 2- Progress: All: 45.9% EL: 47.2% FY: 40.9% LI: 46.0%	iReady 2- Progress: All: 45.9% EL: 48.2% FY: 48.5%		All: 60.9% EL: 62.2% FY: 55.9% LI: 61.0% LTEL: 56.7%	All: .0% EL: +1.0% FY: +7.6% LI: -.30% LTEL: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	LTEL: 41.7% AA: 42.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)	LI: 45.7% LTEL: 45.1% AA: 44.1% Data Year: 2024/25 Data Source: iReady (Local benchmark)		AA: 57.0% Data Year: 2026/27 Data Source: iReady (Local benchmark)	AA: 2.1%
1.07	Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level - ELPI	All EL: 46.8% LTEL: 41.8% Data Year: 2022/23 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: 40.2% LTEL: 35.9% Data Year: 2023/24 Data Source: California Dashboard - English Learner Progress Indicator - ELPI		All EL: 52.8% LTEL: 47.8% Data Year: 2025/26 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: -6.6% LTEL: -5.9%
1.08	EL Reclassification Rate Percent of students redesignated annually	All EL: 6.55% Data Year: 2022/23 Data Source: CALPADS	All EL: 13.3% Data Year: 2023/24 Data Source: CALPADS		All EL: 10.0% Data Year: 2025/26 Data Source: CALPADS	All EL: +6.75%
1.09	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	World Language (Level 3) Initial Implementation All other content areas (Level 4) Full Implementation Data Year: 2023/24	World Language (Level 4) Full Implementation All other content areas (Level 4) Full Implementation		Outcome: (Level 4) Full Implementation Data Year: 2026/27	+Level 1 Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data source: Local Performance Indicator	Data Year: 2024/25 Data source: Local Performance Indicator		Data source: Local Performance Indicator	
1.10	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 55.6% EL: 7.5% FY: 22.5% LI: 45.8% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 55.9% EL: 7.3% FY: 25.3% LI: 46.9% Data Year: 2023/24 Data Source: CAASPP Test Results		ALL: 70.6% EL: 22.5% FY: 37.5% LI: 60.8% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +.3% EL: -.2% FY: +2.8% LI: +1.1%
1.11	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – Math (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 28.0% EL: 2.5% FY: 3.9% LI: 17.0% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 28.5% EL: 3.1% FY: 6.0% LI: 18.2% Data Year: 2023/24 Data Source: CAASPP Test Results		ALL: 43.0% EL: 17.5% FY: 18.9% LI: 32.0% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +.5% EL: +.6% FY: +2.1% LI: +1.2%
1.12	Percent of students having access to instructional materials	100% Data Year: 2023/24 Data source: Williams Act Data set	100% Data Year: 2024/25		100% Data Year: 2026/27	.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data source: Williams Act Data set		Data source: Williams Act Data set	
1.13	TK-FSA Language and Literacy Mastery (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 2.4% FY: 1.3% LI: 1.9% Data Year: 2023/24 Data Source: Local End of Year	ALL: 2.2% FY: 1.3% LI: 2.0% Data Year: 2024/25 Data Source: Local		All: 12.4% FY: 11.3% LI: 11.9% Data Year: 2026/27 Data Source: Local	All: -.2% FY: 0% LI: +0.1%
1.14	TK-FSA Mathematics Mastery (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 2.7% FY: 0.1% LI: 2.0% Data Year: 2023/24 Data Source: Local	ALL: 2.0% FY: 1.3% LI: 1.7% Data Year: 2024/25 Data Source: Local		All: 12.7% FY: 10.0% LI: 12.0% Data Year: 2026/27 Data Source: Local	All: -0.7% FY: +.2% LI: -.3%
1.15	TK-FSA Social and Emotional Development Mastery (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 4.0% FY: 1.3% LI: 3.6% Data Year: 2023/24 Data Source: Local	ALL: 3.6% FY: 2.7% LI: 3.5% Data Year: 2024/25 Data Source: Local		All: 14.0% FY: 11.3% LI: 13.6% Data Year: 2026/27 Data Source: Local	All: -.4% FY: +1.4% LI: -.1%
1.16	California Science Test - CAST (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 16.0% EL: 1.6% FY: 5.3% LI: 13.3% Data Year: 2022/23 Data Source: California Assessment of Student	ALL: 16.8% EL: 1.7% FY: 6.7% LI: 14.4% Data Year: 2023/24		ALL: 31.0% EL: 16.6% FY: 20.3% LI: 28.3% Data Year: 2025/26	ALL: +.8% EL: +.1% FY: +1.4% LI: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance and Progress - California Science Test (CAST)	Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)		Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal One: Improve academic performance at challenging levels.

Action 1.01 Designated School Investment
Implementation Status: Full Implementation
The action was fully implemented as planned by extending the school day by 30 minutes, offering up to 10 additional days of professional learning for teachers, and retaining one teacher on special assignment at each designated school. Notable successes included the effective use of professional learning to support teachers on special assignment and the strategic use of state grants to enhance early literacy training at elementary designated sites. Challenges included ensuring consistent implementation across all designated schools and maintaining engagement throughout the extended professional learning periods.
No substantive difference in planned action compared to the actual implementation.

Action 1.02 Additional Teacher Supply Funds
Implementation Status: Full Implementation
The action was fully implemented as planned by Fresno Unified School District, providing each FTA teacher-member an additional $315 for supplemental instructional supplies to support low-income students. We experienced notable successes, as these materials directly addressed classroom and student needs, helping low-income students come to school prepared and ready to learn. Despite these

successes, challenges included ensuring equitable distribution and that all materials effectively aligned with both classroom goals and individual student needs.
No substantive difference in planned action compared to the actual implementation.

Action 1.03 Middle & High School Redesign
Implementation Status: Full Implementation
The action was fully implemented as planned, resulting in the retention of 63 additional teachers at middle and high school sites, and 10 additional academic counselors at high schools. Successes included increased student contacts with academic counselors, reduced class sizes for more focused instruction, and enhanced access to a-g eligible and dual enrollment coursework.
No substantive difference in planned action compared to the actual implementation.

Action 1.04 Eliminate Elementary Combination Classes
Implementation Status: Full Implementation
The action was fully implemented as planned by providing targeted instruction to English learners, foster youth, and low-income students, with teachers focusing on one grade level and differentiating instruction to meet individual learning needs. We experienced notable successes, including improved student performance on local and state metrics and a higher percentage of elementary students reporting they understand how to improve based on feedback. Despite these successes, challenges remain in ensuring consistent differentiation and responsiveness to all students' unique needs across classrooms.
No substantive difference in planned action compared to the actual implementation.

Action 1.05 Instructional Supports and Instructional Coaches
Implementation Status: Full Implementation
This action employs Instructional Coaches to enhance instruction quality for English learners, foster youth, and low-income students. Successes included a focus on various areas including Early Learning, Literacy, Mathematics, and providing support for new teachers. Challenges include the work that is required to meet individualized needs of each student.
No substantive difference in planned action compared to the actual implementation.

Action 1.06 Additional Teachers Above Base Staffing
Implementation Status: Full Implementation
This action increases the number of teachers, thereby reducing class sizes in critical subjects, and consequently also expands class choice options. This action was successful because students have small class sizes and more qualified teachers to support with differentiated instruction of grade level content. A challenge includes ensuring that teachers are qualified in specialized areas.
No substantive difference in planned action compared to the actual implementation.

Action 1.07 Additional School Site Administration above Base

Implementation Status: Full Implementation
The action was successfully implemented as planned, with additional vice principals staffed at identified schools to support the principal in fostering data-driven instructional leadership, enhancing school climate, and promoting social-emotional learning. Notable successes included increased student reports of feeling heard and supported, as well as a significant decrease in suspension rates for low-income students. However, challenges arose in consistently maintaining these positive outcomes across all schools, requiring ongoing adjustments and targeted efforts.
No substantive difference in planned action compared to the actual implementation.

Action 1.08 African American Academic Acceleration
Implementation Status: Partially Implemented
The action was partially implemented with notable successes, including strong family engagement, high instructional attendance, and increased access to books, while structured literacy instruction was expanded to 27 school sites and served over 200 students. Despite these successes, challenges included limited participation in the Academic Center relative to the high number of suspended African American students, highlighting a gap in outreach or accessibility. Continued efforts are needed to address these challenges while building on the strong foundations established across instructional sites, professional development, and campus safety initiatives.
No substantive difference in planned action compared to the actual implementation.

Action 1.09 Early Childhood Education Developmental Educational Supports
Implementation Status: Full Implementation
The action was successfully implemented, with full-day programs for infants, toddlers, and preschoolers across six different sites, alongside part-day preschool offerings, Transitional Kindergarten (TK) classes, and Play and Learn Groups. A key achievement was the growth of PreK classrooms, which has significantly contributed to improved educational outcomes and greater access to quality early childhood education, particularly for English language learners and children from low-income families. This expansion has notably enhanced children’s readiness for kindergarten. Challenges faced included preschool enrollment, with the broader age eligibility for TK, families now have the flexibility to choose TK programs, which has led to a decrease in the number of children enrolling in preschool programs.
No substantive difference in planned action compared to the actual implementation.

Action 1.10 Additional Supports for Libraries
Implementation Status: Full Implementation
The action was fully implemented as planned, achieving notable successes such as ensuring all schools are staffed with a full-time library staff member, allowing for extended reading support for all students, especially English Learners. The district also successfully expanded its library collections with additional print and digital books in diverse topics and languages, and increased access to at-home libraries with supplemental books for students. However, challenges arose in maintaining the balance between timely distribution of resources and ensuring all students were effectively engaged with the new materials, particularly in meeting the varied literacy needs of every student.
No substantive difference in planned action compared to the actual implementation.

Action 1.11 BASE Analysis, Measurement, and Accountability
Implementation Status: Full Implementation
The action was fully implemented as planned, leading to notable successes in enhancing student outcomes and building capacity for data-driven decision-making. The AMA team's efforts in streamlining and standardizing data resources fostered a culture of continuous improvement, strengthening alignment with district initiatives and improving data transparency. However, the implementation also encountered challenges, particularly in aligning tools and resources systemically and shifting mindsets from a data-rich to a data-informed approach. This action was fully implemented, even with a few positions that were not filled for the entire school year.
No substantive difference in planned action compared to the actual implementation.

Action 1.12 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
Implementation Status: Partially Implemented
Our GATE team successfully implemented training sessions for teachers, focusing on effective instructional strategies to support English learners, foster youth, and low-income students. Additionally, our Advanced Placement (AP) Manager facilitated district- supported sub-release days to enhance the capacity of AP teachers in supporting English learner students. Challenges include the alignment of resources to support the identified student groups at all sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.13 Expand Alternative Education
Implementation Status: Partially Implemented
The action was partially implemented as planned, with successes including the expanded program offerings through the opening of Farber Educational Campus and the unification of Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), and eLearn into one school, which positively impacted Home Hospital Instruction and increased access to diverse alternative education programs. Additional teacher time for credit recovery was successfully supported through prep buyouts and 0/7 period allocations, and new online tools were implemented to support student learning. However, challenges emerged in building a master schedule that met the varied needs of students and in aligning counseling practices across the unique programs at Farber, along with the missed implementation of night and weekend courses for the 2024–25 school year.
No substantive difference in planned action compared to the actual implementation.

Action 1.14 Maintain Additional Services for Phoenix Community Day School
Implementation Status: Full Implementation
The action was fully implemented as planned through the addition of staff focused on academic support, classroom needs, and mentoring with SEL interventions aimed at reducing suspensions and expulsions. Notable successes included a measurable decrease in suspensions and expulsions, resulting in increased instructional time and improved performance on state assessments. However, challenges arose in accurately tracking behavioral data, as suspension and expulsion records followed students to Phoenix Community Day School, complicating the assessment of intervention impact post-enrollment.
No substantive difference in planned action compared to the actual implementation.

Action 1.15 All teachers are teachers of English learner (EL) students
Implementation Status: Partially Implemented
The action was partially implemented as planned, resulting in key successes such as the deployment of additional TSAs focused on EL and LTEL support, the placement of 50 tutors across 43 sites, and the enrollment of students in an adaptive language acquisition program aligned with ELD standards. These efforts supported increased professional learning for teachers and addressed the needs of a growing number of newcomer students. However, challenges included limited teacher participation in professional learning, inconsistent availability of contracted tutors, and the need for improved monitoring and implementation of the new language acquisition program across sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.16 Base After School Tutoring
Implementation Status: Partially Implemented
The action was partially implemented as planned, leading to notable successes such as increased participation in after school tutoring among EL, LI, and FY students, and improved collaboration between tutoring staff and classroom teachers. These efforts helped provide more targeted academic support in literacy and math for identified students. However, challenges such as staffing shortages, inconsistent learning environments, and limited access to timely academic data impacted the overall effectiveness and scale of implementation across all school sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.17 BASE Extended Summer Learning
Implementation Status: Partially Implemented
The implementation of expanded summer learning programs for Preschool through 12th grade saw notable successes, particularly in increasing student access to programs at their home sites and showing progress among targeted groups like English learners, foster youth, and low-income students. However, the process also faced significant challenges, including campus closures that disrupted access and logistical issues such as transportation barriers for high-needs students. Despite these obstacles, the action achieved some important successes in addressing achievement gaps, but challenges remain in fully meeting the needs of all students.
No substantive difference in planned action compared to the actual implementation.

Action 1.18 Expansion of Dual Language Immersion Programs
Implementation Status: Partially Implemented
The action was partially implemented as planned, resulting in key successes such as the expansion of dual language immersion (DLI) programs across additional grade levels and schools, along with the development of curriculum guides, assessment tools, and authentic instructional materials in Spanish and Hmong. Regular professional learning sessions and PLCs were provided to support DLI educators and leaders, enhancing collaboration and instructional quality. However, the implementation also faced challenges, including delays in professional training for newly hired teachers and reduced site-level support due to staffing shortages, which impacted the timely development of cross-cultural resources.
No substantive difference in planned action compared to the actual implementation.

Action 1.19 BASE Instruction
Implementation Status: Full Implementation
The district adopted baseline curricula, instructional materials, and technology resources while developing guidance documents, such as K-2 Foundational Skills and Edgenuity for online learning. Additionally, the district reviewed charter school petitions, and supported GATE/Advanced Coursework initiatives. The district created and began the work to implement new District Goals and Guardrails, which have a heavy focus on literacy and academic supports.
No substantive difference in planned action compared to the actual implementation.

Action 1.20 BASE Professional Learning
Implementation Status: Full Implementation
The Instructional Division used a variety of data sources, including student performance and teacher feedback, to design professional learning aimed at improving student outcomes. Professional development included tailored programs such as the New Teacher Conference, PL Summit, and specialized coaching, with a focus on building teacher capacity across elementary and secondary education. Additionally, the division coordinated EL-specific professional learning and support, with initiatives targeting both new teachers and Long-Term English Learners (LTELs), while fostering collaboration across instructional departments and higher education institutions.
No substantive difference in planned action compared to the actual implementation.

Action 1.21 BASE Technology Access and Support
Implementation Status: Full Implementation
The action was fully implemented as planned, encompassing comprehensive technology support for students, staff, and classrooms, as well as major enterprise systems such as HR, payroll, and the ATLAS student information system. Notable successes included a significant upgrade to the Financial system software, the distribution of new computers to school site administrators and office staff, and a complete overhaul of the district's data center hardware and software. Despite these achievements, challenges arose, particularly in managing the high break/loss rate of student laptops and addressing persistent cybersecurity threats.
No substantive difference in planned action compared to the actual implementation.

Action 1.22 BASE Early Learning
Implementation Status: Full Implementation
The action was fully implemented as planned, with full-day centers for infants, toddlers, and preschoolers at six locations, part-day preschool at 58 schools, 123 Transitional Kindergarten (TK) classrooms, and six Play and Learn Groups. We experienced notable successes, such as the expansion of TK classrooms from the 23/24 to the 24/25 school year, which provides enhanced learning outcomes and greater equity, especially for English learners and low-income children, leading to improved kindergarten readiness. However, the implementation process also faced challenges, particularly with preschool enrollment, as families now have the option to choose TK due to the expanded age eligibility, which affected the number of preschool enrollees.
No substantive difference in planned action compared to the actual implementation.

Action 1.23 High Quality School Site Health Services
Implementation Status: Partially Implemented
The action was partially implemented as planned, with successes in placing a registered nurse at every school and providing services beyond the minimum requirements, supported by a nurse educator for onboarding and training. However, challenges arose when the district's family wellness hubs were discontinued, preventing the assignment of two additional RNs to support these hubs, which were initially intended to provide integrated services for low-income students and families. Despite this setback, the district adapted by transitioning to a Community School concept, ensuring continued support for health services in the absence of the wellness hubs.
No substantive difference in planned action compared to the actual implementation.

Action 1.24 Upgrading Access to Technology
Implementation Status: Partially Implemented
This action was partially implemented as planned and has had notable successes and challenges in its implementation. Successes include the continued refresh of 1,000 laptops for teachers, 600 laptops for paraprofessionals, and the completion of network upgrades in 2,000 elementary classrooms, which have helped enhance student growth and readiness. However, challenges arose when eligible staff faced time constraints to pick up new laptops and preferred to retain their existing devices; to address this, we now offer a choice of two laptop models and shifted the refresh cycle to August for better convenience at six FLATS locations and one IT center.
No substantive difference in planned action compared to the actual implementation.

Action 1.25 Student Technology Access and Annual Refresh
Implementation Status: Partially Implemented
The action was partially implemented and has seen remarkable successes, with 84% of students receiving district-issued laptops, supported by multilingual FLATS centers for assistance. However, challenges persist, including a high laptop break rate of 31%, which has led to increased efforts such as the provision of screen protectors to reduce damage. Additionally, the number of lost and stolen laptops continues to rise, with 4,974 incidents recorded in 2024/25, necessitating ongoing measures to address these issues.
No substantive difference in planned action compared to the actual implementation.

Action 1.26 Regional Instructional Managers
Implementation Status: Partially Implemented
The Regional Instructional Managers (RIMs) partially implemented this action by supporting school site administrators and teachers with additional supplemental supports and best practices. This includes coaching and professional learning that results in enhanced teaching practices and better collaboration among educators at school. The district saw notable successes, including increases in ELA and Math SBAC scores. However, the implementation also faced challenges such as minimal growth in iReady scores and limited calibration with the Department of Prevention and Intervention around social-emotional supports for student access to general education.
No substantive difference in planned action compared to the actual implementation.

Action 1.27 Early Interventions
Implementation Status: Full Implementation
The action was fully implemented as planned, providing a wide range of professional learning opportunities for teachers and paraeducators across both elementary and secondary levels. We experienced notable successes, including 28 professional learning sessions for elementary staff, with 70 teachers and 54 paraeducators completing training. However, challenges such as vacant teacher positions impacted our ability to ensure every student received high-quality reading and math interventions from a trained educator.
No substantive difference in planned action compared to the actual implementation.

Action 1.28 Supports for Foster Youth/Project Access - Direct Technical Assistance
Implementation Status: Full Implementation
The services outlined in the action plan were successfully implemented through ongoing support from clinical school social workers and academic counselors, resulting in notable successes such as improved care coordination, increased school stability, and higher graduation rates for students in foster care. These outcomes were achieved by addressing both emotional and academic needs through targeted interventions, workshops, and post-secondary planning. Despite these successes, challenges such as staffing shortages and the uneven implementation of the Network Improvement Community Model across regions remain areas for continued focus.
No substantive difference in planned action compared to the actual implementation.

Action 1.29 Supports for Homeless Youth
Implementation Status: Full Implementation
This action has been fully implemented through the addition of Clinical School Social Workers, Academic Counselors, and Community Liaisons, resulting in early successes such as reduced suspension rates and stronger support for students facing trauma and instability. While these outcomes highlight the positive impact of trauma-informed care and targeted academic interventions, challenges remain in ensuring consistent training for staff and integrating these practices across all school sites and district levels. Continued focus on measuring academic progress, expanding partnerships, and increasing family engagement will be essential to sustaining these successes and addressing ongoing challenges faced by homeless students.
No substantive difference in planned action compared to the actual implementation.

Action 1.30 BASE Special Education
Implementation Status: Full Implementation
The action was fully implemented as planned, resulting in several notable successes, including the continued operation of all 28 early learning inclusion programs and strengthened support through increased cross-departmental collaboration. A key focus remained on improving outcomes for students with disabilities, particularly through access to educationally related mental health services and a robust continuum of specialized academic instruction. Despite these successes, challenges such as elevated suspension rates and the ongoing need to improve graduation outcomes for students with disabilities persist and remain areas of concentrated effort.
No substantive difference in planned action compared to the actual implementation.

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

Action 1.04 Eliminate Elementary Combination Classes - Actual expenses down 39.3%. Actual expenditure reflected a decrease need for additional teachers and classrooms due to decreased enrollment at certain school sites to continue the elimination of elementary combination classes and maintain appropriate teacher to student ratios.

Action 1.05 Instructional Supports and Instructional Coaches - Actual expenses down 14.8%. Actual expenditures reflected a decrease due to the allocation of additional one-time funds from the 2023/24 Literacy Grant carryover to support targeted literacy initiatives and resource enhancements.

Action 1.06 Additional Teachers Above Base Staffing - Actual expenses up 15.1%. Actual expenditure reflected an increased need for additional teachers due to fall leveling efforts aimed at reducing class sizes by one student from 2023/24 to support improved instructional quality and maintain balanced classroom environments.

Action 1.08 African American Academic Acceleration - Actual expenses down 14.5%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

Action 1.11 BASE Analysis, Measurement, and Accountability - Actual expenses down 17.7%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

Action 1.17 Extended Summer Learning - Actual expenses down 22.7%. Actual expenditure reflected a reallocation of ELOP funds from Summer School to After School programs to better align with student needs and maximize participation in extended learning opportunities.

Action 1.22 BASE Early Learning - Actual expenses down 34.4%. Actual expenditure reflected a decrease in preschool-related costs due to funding coverage provided by the Child Development fund, allowing for the continued support of early education programs.

Action 1.23 High Quality School Site Health Services - Actual expenses up 11.4%. Actual expenditure reflected an increase due to one-time Medi-Cal savings, which are planned to be carried over to 2025/26 to support future health and wellness for students.

Action 1.24 Upgrading Access to Technology - Actual expenses up 30.3%. Actual expenditure reflected increase in planned technology refresh. Distribution of 1,000 laptops to teachers, 600 to paraprofessionals, and network upgrades in 2,000 elementary classrooms.

Action 1.27 Early Interventions - Actual expenses down 12.5%. Actual expenditure reflected a decrease in the need for resource specialist support due to lower projected service levels, while continuing to meet student needs and maintain compliance with individualized education plans.

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 1 Improve academic performance at challenging levels.

Action 1.01 Designated School Investment
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

By evaluating the identified metrics, the action demonstrates somewhat effectiveness in achieving its intended goals for foster youth, low-income students, and English learners. The action contributed to extended instructional time for students, enhanced opportunities for professional learning among educators, and support of a teacher on special assignment. These efforts aligned with the objectives of improving academic outcomes and providing targeted support to historically underserved student groups. While progress is evident, ongoing monitoring is essential to ensure sustained impact and equity.

Action 1.02 Additional Teacher Supply Funds
Effectiveness: Somewhat Effective
Metric outcomes: Low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, low-income by 1.1%

Progress in local (iReady) Math

- Maintained - All students
- Declined - Low-income by 0.3%

An analysis of the identified metrics indicates that the action demonstrates moderate effectiveness in achieving the intended goals for supporting low-income students through individualized material purchases. Providing targeted classroom resources addresses specific student and instructional needs, enhancing equity in educational access. These supplemental supplies empower educators to implement differentiated instruction, thereby increasing student engagement with grade-level standards. Overall, the approach contributes to improved learning conditions for underserved populations, though further refinement may strengthen its impact.

Action 1.03 Middle & High School Redesign
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, A-G completion
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

A-G Completion

- Improved – All students by 2.4%, English learners by 1.4%, foster youth by 3.2%, and low-income by 2.8%

The evaluation of the identified metrics demonstrates that the implemented actions have shown a moderate level of success in achieving the desired outcomes for English learners, foster youth, and low-income students. By reducing class sizes, enhancing access to academic and counseling support, and offering more personalized learning approaches, these students have benefited from targeted interventions tailored to their specific needs. Schools utilized additional staffing effectively, such as academic coaches and counselors, to provide tailored instructional and emotional support, further bolstering academic success. As a result, performance improvements in English language arts and mathematics, particularly for English learners and foster youth, surpass district averages, indicating positive progress toward closing achievement gaps.

Action 1.04 Eliminate Elementary Combination Classes
Effectiveness: Somewhat Effective
Metric(s) outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English learners, foster youth, and low-income students. Implementation of reduced class sizes across all school sites, resulting from collective bargaining, has led to gains in iReady proficiency in both English language arts and mathematics that surpass district averages for English learners and foster youth. Additionally, the improvement in Distance from Standard in English language arts and mathematics exceeds district averages for English learners, foster youth, and low-income students. These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups.

Action 1.05 Instructional Supports and Instructional Coaches
Effectiveness: Somewhat Effective
Metric(s) outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points

- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math
- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Based on the metrics above, this action is somewhat effective in achieving the desired outcomes. Notable progress was observed among English Learners in both math and literacy, demonstrating meaningful advancement toward grade-level expectations. Foster Youth showed measurable gains on iReady assessments, particularly in math and literacy, although SBAC math results indicate continued areas for growth. Site-level teams effectively utilized data to inform instruction and refine strategies, enhancing support for targeted student groups.

Action 1.06 Additional Teachers Above Base Staffing
Effectiveness: Somewhat Effective
Metric(s) outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA
- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math
- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math
- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

The efforts resulted in partial progress toward the objective, as the SBAC ELA and Math positive results. Most student groups saw improvements, others remained steady, and foster youth students experienced a decline. With the reduction of class sizes, elementary teachers were able to support the development of foundational skills, and secondary teachers were able to offer more class options. The strategic approach to hiring teachers early, with a focus on selecting educators who are equipped to meet the needs of specific student groups such as English learners, foster youth, and low-income students aims to have access to a broader talent pool, ensuring the selection of teachers who are best suited to support the academic needs of English learners, foster youth, and low-income students. Feedback from the LCAP survey has highlighted the role of class size and teacher quality in shaping the academic experiences and outcomes of English learners, foster youth, and low-income students. Smaller class sizes coupled with high-quality teaching have emerged as key factors in creating a personalized learning environment conducive to improved academic performance. For the upcoming academic year, a revised strategy will be put in place as a response to the metric outcomes.

Action 1.07 Additional School Site Administration Above Base
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, expulsion, suspension
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – Foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Expulsion rate

- Improved - All students by 0.1%, foster youth by 0.5%, low-income by 0.1%

Suspension rate

- Improved - All students by 0.7%, low-income by 0.8%
- Declined - Foster youth by 0.6%

The evaluation of the identified metrics indicates that the action has a moderate level of effectiveness in achieving its intended outcomes for foster youth and low-income students. The enhanced leadership staffing has facilitated a stronger emphasis on improving student achievement, cultivating a positive school climate, and promoting family engagement. Notable progress is reflected in key metrics, such as increased graduation rates, improved proficiency in English language arts and mathematics, and a reduction in suspension rates, all surpassing district averages for these student groups. This suggests that the action has contributed to creating a data-driven instructional environment, fostering social-emotional support, and enhancing classroom observations, ultimately supporting the academic and behavioral success of foster youth and low-income students.

Action 1.08 African American Academic Acceleration
Effectiveness: Somewhat Effective
Metric outcomes: Low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, chronic absenteeism, suspension
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, low-income by 1.1%

Progress in local (iReady) Math

- Maintained - All students
- Declined - Low-income by 0.3%

Chronic Absenteeism

- Improved - All students by 4.4%, low-income by 4.4%

Suspension

- Improved - All students by 0.7%, low-income by 0.8%

After reviewing the metrics and feedback from students, community members, and educational partners, it appears that the action is somewhat effective in meeting the goals for the targeted student groups. The A4 department will continue to offer leadership opportunities, improve literacy skills, and provide specific interventions to address absenteeism and suspensions. Additionally, efforts will be made to help students feel more engaged in their learning. These steps will help support ongoing improvements in student outcomes.

Action 1.09 Early Childhood Education Development and Educational Supports
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Analysis of the above metrics indicates that the action was somewhat effective. Emphasizing developmentally appropriate, nurturing learning environments and culturally responsive early childhood instruction, the program promotes equity and inclusivity by addressing the varied linguistic, cultural, and developmental needs of children, families, educators, and the broader community. Purposefully designed, safe PreK settings encourage active engagement through play-based learning and exploration, laying a strong foundation for children's cognitive, social-emotional, and academic growth. This comprehensive, whole-child approach plays a pivotal role in achieving the broader educational objectives.

Action 1.10 Additional Supports for Libraries
Effectiveness: Somewhat Effective
Metric outcomes: English learner – state (SBAC) ELA and local (iReady) ELA
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%

Progress in local (iReady) Math

- Improved – English learners by 1.0%
- Maintained - All students

Based on the data above, this action is somewhat effective. All student groups demonstrated progress toward grade-level proficiency, with notable improvement among English Learners in reading, though gains in stretch growth for math were limited. This indicates partial success in addressing academic growth, especially for English Learners, highlighting areas of strength and ongoing need. Collaborative efforts between staff and English Learner services, along with increased communication with families about library resources, contributed positively to these outcomes.

Action 1.11 BASE Analysis, Measurement, and Accountability
Effectiveness: Somewhat Effective
Metric outcomes: African American, English learner, foster youth, homeless, students with disabilities, American Indian, mixed race – state

(SBAC) ELA and Math and local (iReady) ELA and Math, graduation, suspension, college and career indicator
Distance from standard in state (SBAC) ELA

- Improved – English learner 4.5 points, foster youth by 3.7 points, and homeless by 19.2 points
- Declined - African American by 0.3 points

Distance from standard in state (SBAC) Math

- Improved - English learner by 5.8 points, and homeless by 20.5 points

Graduation Rate

- Improved - Foster youth by 9.7%, and students with disabilities by 0.6%

Suspension

- Improved – African American by 0.5%, American Indian by 0.2%, homeless by 1.1%, mixed race by 0.6%, and students with disabilities by 0.8%
- Declined - Foster Youth by 0.6%

College and Career Indicator

- Improved – Students with disabilities by 2.8%

An assessment of the identified metrics, in conjunction with feedback from educational partners at the Fresno County Superintendent of Schools, reveals that this initiative demonstrates partial effectiveness in meeting its intended goals across all targeted student groups. The evaluation of AMA tools' effectiveness, functionality, and usability has provided school sites and departments with critical resources to guide informed, fiscally sound decisions. Furthermore, training offered to site and district leaders on precise data analysis and interpretation has empowered them to establish actionable objectives and execute targeted interventions. This comprehensive approach supports continuous improvement and strategic alignment with student achievement goals.

Action 1.12 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
Effectiveness: Somewhat Effective
Metric(s) outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, AP Exams Passed
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%

- Maintained - All students
- Declined - Low-income by 0.3%

AP Exams Passed

- Improved – All students by 2.7%, English learners by 6.6%, low-income by 4.7%
- Maintained - Foster youth

This action was somewhat effective. The strategy of this action provides collaboration, support, accessibility, capacity building, and resource allocation to ensure the success of English learners, low-income, and foster youth students in advanced coursework within Fresno Unified School District. Following a needs assessment with educational partners, Fresno Unified concluded that English learners, low-income, and foster youth students would greatly benefit from opportunities for engagement with GATE programs and should be placed in more challenging environments to enhance their academic achievements. Students made gains through targeted instructional support and increased access to advanced academic opportunities. Specifically, the GATE team provided professional development to teachers, equipping them with strategies to better support English learners, low-income, and foster youth students. Additionally, the district facilitated sub-release days for AP teachers to focus on building their capacity to assist these student groups.

Action 1.13 Expand Alternative Education
Effectiveness: Somewhat Effective
Metric outcomes: English learner, low-income – Graduation rate
Graduation Rate

- Improved - All students by 0.4%, low-income by 0.6%
- Declined – English learners by 2.8%

This action is somewhat effective in meeting intended outcomes for English Learners and low-income students. The strategic expansion of credit recovery opportunities, through extended school day periods, additional teacher hours, and access to online learning platforms, has contributed to measurable gains in graduation rates among students who are often 2–3 years behind upon enrollment in Alternative Education programs. Staff in Alternative Education, working in tandem with digital tools and targeted support, have played a vital role in re-engaging English learners and low-income students by increasing access and flexibility in learning. Although a slight decline in English learner graduation rates was observed, likely due to an influx of newly arrived students, continued investment in professional development and targeted interventions is expected to enhance educational outcomes for this population.

Action 1.14 Maintain Additional Services for Phoenix Community Day School
Effectiveness: Effective
Metric outcomes: Low-income – Expulsion rate, suspension rate
Expulsion Rate

- Improved - All students by 0.11%, low-income by 0.12%

Suspension Rate

- Improved - All students by 0.7%, low-income by 0.8%

Based on the data reviewed, the action is effective in achieving its intended goals for all student groups, including those identified as Low-Income. The implementation of targeted supports, such as expanded academic counseling, increased SEL resources, crisis intervention staff, and behavior intervention materials, has contributed to measurable, though modest, reductions in suspension and expulsion rates. Continued improvements in professional development, strategic resource allocation, and coordinated planning are expected to enhance the impact of these interventions. Feedback from educational partners, especially families and educators, underscores the promise of these strategies in supporting positive student outcomes.

Action 1.15 All teachers are teachers of English language (EL) students
Effectiveness: Somewhat Effective
Metric outcomes: English learner, long-term English learner – English learner progress indicator, state (SBAC) ELA and Math and local (iReady) ELA and Math
English learner progress indicator

- Declined – English learners by 6.6%, long-term English learner by 5.9%

Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learner by 4.5 points, long-term English learner by 6.0 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learner by 5.8 points, long-term English learner by 6.8 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learner by 4.2%, long-term English learner by 0.4%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learner by 2.1%
- Declined - Long-term English learner by 2.9%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learner by 4.5%, long-term English learner by 3.0%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, long-term English learner by 3.4%
- Maintained - All students

An analysis of the identified metrics indicates that this initiative demonstrated moderate effectiveness in addressing the intended goals for our EL and LTEL student populations. Although initial implementation presented several obstacles, continued efforts toward enhancement have yielded encouraging preliminary results. The impact of the supports implemented in this action including additional Teachers on Special Assignment (TSAs), extra periods for secondary teachers, contracted tutors, and site licenses aligned with ELD standards—contributed to academic growth for English learner (EL) and long-term English learner (LTEL) students, particularly in state and local assessments. TSAs provided direct support to classroom teachers and administrators, likely improving instructional practices and access to grade-level content. The additional periods for secondary teachers and tutoring services offered EL and newcomer students more individualized support, helping them strengthen their skills in core academic areas. Site licenses also supported targeted language development for LTEL and newcomer students across grade levels. However, a decline in overall language acquisition progress suggests that while these supports improved academic outcomes, they were less effective in accelerating English language development. This highlights a need for stronger integration of designated ELD instruction and more consistent use of language-focused tools and strategies to fully support English learners.

Action 1.16 BASE After School Tutoring
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, graduation, A-G

completion
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learner by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.7%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Graduation rate

- Improved – All students by 0.4%, foster youth by 9.7%, low-income by 0.6%
- Declined - English learner by 2.8%

A-G Completion

- Improved – All students by 2.4%, English learners by 1.4%, foster youth by 3.2%, low-income by 2.8%

Based on the data, this action is somewhat effective in achieving positive outcomes for low-income, English learner, and foster youth students through strategic investments in benchmark development, ongoing progress monitoring, enhanced professional learning, and after school tutoring. Analysis of the metrics listed above, supported by educational partner feedback from California State University, Fresno, highlights that nearly half of the eligible senior students, including LI, FY, and EL, submitted applications to Fresno State for Fall 2025/26, indicating progress toward college and career readiness goals. After school tutoring has played a key role in supporting this progress by providing targeted academic support beyond regular school hours. Effectiveness is further demonstrated by a greater number of school sites reporting increases in graduation rates compared to those with declines. Similarly, growth in SBAC scores across the majority of sites reinforces the positive impact of after school tutoring.

Action 1.17 Extended Summer Learning
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, A-G completion
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learner by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.7%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Graduation rate

- Improved – All students by 0.4%, foster youth by 9.7%, low-income by 0.6%
- Declined - English learner by 2.8%

A-G Completion

- Improved – All students by 2.4%, English learners by 1.4%, foster youth by 3.2%, low-income by 2.8%

Upon reviewing the data above, this action is somewhat effective in supporting low-income students, English learners, and foster youth in achieving desired academic outcomes. The analysis of state SBAC scores and A-G completion rates offers meaningful insight into the impact of extended summer learning on these groups. While there are signs of progress, further efforts are needed to fully meet the needs of these student populations. Continued investment in and expansion of extended summer learning opportunities will be essential in closing the remaining gaps.

Action 1.18 Expansion of Dual Language Immersion Programs
Effectiveness: Somewhat Effective
Metric outcomes: English learner – English learner progress indicator, state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learner by 4.5 points, long-term English learner by 6.0 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learner by 5.8 points, long-term English learner by 6.8 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learner by 4.2%, long-term English learner by 0.4%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learner by 2.1%
- Declined - Long-term English learner by 2.9%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learner by 4.5%, long-term English learner by 3.0%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, long-term English learner by 3.4%
- Maintained - All students

Analysis of key performance metrics and feedback from educational partners indicates that this action is somewhat effective in advancing the intended outcomes for Dual Language Immersion (DLI) students, including English learners and long-term English learners (LTELs). Targeted professional learning and tailored support from department staff have contributed to positive trends in academic achievement. The 2024 SBAC English Language Arts results highlight that DLI students, particularly those in the Spanish and Hmong programs, consistently outperform their non-DLI peers, with 53.1% meeting or exceeding standards compared to 35.0% districtwide. Notably, schools such as Vang Pao, Leavenworth, Balderas, and Roeding surpassed both the district and DLI averages, reinforcing the effectiveness of site-specific supports. In addition to general program supports, specific efforts have been made to address the needs of LTELs within DLI classrooms. While instruction is delivered in the target language (Spanish or Hmong), English Language Development (ELD) is explicitly taught in English, ensuring that LTELs receive dedicated support in their continued English language acquisition. Furthermore, targeted professional development focusing on language and literacy development in both the target language and English equips educators with strategies to support LTELs' academic growth. These focused efforts have contributed to improved learning outcomes for LTELs enrolled in DLI programs.

Action 1.19 BASE Instruction
Effectiveness: Somewhat Effective
Metric outcomes: African American, English learner, foster youth, homeless, students with disabilities, American Indian, mixed race – state (SBAC) ELA and Math, graduation, suspension, college & career
Distance from standard in state (SBAC) ELA

- Improved - English learner by 4.5 points, foster youth by 3.7 points, homeless by 19.2 points
- Declined – African American by points 0.3 points

Distance from standard in state (SBAC) Math

- Improved - English learner by 5.8 points, homeless by 20.5 points

Graduation Rate

- Improved - Foster youth by 1.8%, students with disabilities by 0.6%

Suspension Rate

- Improved - African American by 0.5%, American Indian by 0.2%, homeless by 1.1%, mixed race by 0.6%, students with disabilities by 0.8%
- Declined - Foster youth by 0.6%

College & Career

- Improved - Students with disabilities by 0.8%

Based on the reviewed data, this action is somewhat effective. All student groups demonstrated improvement in English Language Arts and Math performance, as well as an increase in graduation rates. While growth occurred across all groups, the progress was not substantial enough to shift performance out of the orange or red categories on the state dashboard. Efforts to address foundational instructional needs, including targeted literacy initiatives, professional development, and supplemental resources like digital math tools, contributed positively to student outcomes.

Action 1.20 BASE Professional Learning
Effectiveness: Effective

Metric outcomes: Access to Instructional Materials
Access to Instructional Materials

- Maintained – All students 100% access to instructional materials

The district's actions have been successful in advancing its objectives, particularly in the realm of professional learning for educators. As indicated by Fresno Unified's local indicator rating on Access to Instructional Materials, the district has fully implemented a range of professional development programs to enhance teaching practices. These initiatives include job-embedded professional learning, targeted coaching for both teachers and site administrators, and a comprehensive system of support for English Learners (ELs). Notable efforts, such as the Learning Summit, specialized induction programs, and coordination across departments, ensure that teachers are equipped with the skills and resources necessary for fostering student success.

Action 1.21 BASE Technology Access and Support
Effectiveness: Effective
Metric outcomes: Board Course of Study
Board Course of Study

- Maintained – All students 100% Board Course of Study

This action effectively advanced progress toward the goal by ensuring equitable access to technology. According to Fresno Unified's local indicator rating for Access to a Broad Course of Study, all students receive consistent technological access and support, reinforcing instructional equity.

Action 1.22 BASE Early Learning
Effectiveness: Effective
Metric outcomes: Progress implementing state standards enable EL's access to CCS and ELD standards.
Progress implementing state standards enable EL's access to CCS and ELD Standards

- Maintained – All students sustained at full implementation

Evaluating the identified metric demonstrates that the implemented strategy successfully supports the desired outcomes for all targeted student groups. The focus on nurturing, child-centered environments, alongside high-quality educational programs, fosters an inclusive approach that honors the diverse language, culture, and needs of students, families, staff, and communities. Additionally, the creation of safe and supportive spaces enables young children to explore, play, and develop essential skills for long-term social and academic achievement. This holistic approach contributes to the overall effectiveness in meeting the educational goals for all involved educational partners.

Action 1.23 High Quality School Site Health Services
Effectiveness: Effective
Metric outcomes: Low-income – Chronic absenteeism
Chronic absenteeism

- Improved – All students by 4.4%, low-income by 4.4%

The evaluation of the identified metric, along with feedback from Student Support Teams and community school partners, demonstrates that the action is effective in contributing to the intended outcomes for low-income students. Both the overall student population and the low-income group have reduced chronic absenteeism by 4.4% from the baseline to Year 1. While the low-income group started with a higher absenteeism rate, their progress is now closely aligned with that of the overall population, signaling movement in the right direction toward long-term objectives. Additionally, every school has a registered nurse who provides services beyond the mandated requirements. To further strengthen student care, professional learning opportunities are in place, including a nurse educator who supports onboarding and ongoing training for health professionals, thereby building capacity across the district.

Action 1.24 Upgrading Access to Technology
Effectiveness: Somewhat Effective
Metric outcomes: Low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, low-income by 1.1%

Progress in local (iReady) Math

- Maintained - All students
- Declined - Low-income by 0.3%

This action is somewhat effective. By providing teachers, students, and support staff with access to technology, the learning environment has been enriched with modern tools that facilitate more interactive and personalized learning. The integration of internet resources, digital devices, and educational applications enables the delivery of engaging, comprehensive, and adaptive curricula. Data reflecting growth in mathematics and English Language Arts suggests that these technological supports contribute to increased engagement and access to learning, even outside traditional classroom settings.

Action 1.25 Student Technology Access and Annual Refresh
Effectiveness: Effective
Metric outcomes: Low-income – state (SBAC) ELA and Math, A-G Completion, AP Exams Passed
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points

A-G Completion

- Improved - All students by 2.4%, low-income by 2.8%

AP Exams Pass

- Improved - All students by 2.7%, low-income by 4.7%

This action is effective by enhancing access to technology that facilitates contemporary educational practices. By providing students with internet connectivity, devices, and digital tools, it enables them to engage with diverse, rigorous, and relevant curricula, as well as personalized learning opportunities. Evidence indicates positive outcomes, including increased A-G completion rates and higher AP exam success among low-Income students. Additionally, improvements in math performance further suggest that technology is fostering greater student engagement and academic progress.

Action 1.26 Regional Instructional Managers
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Based on the analysis of the provided data, the action demonstrated partial effectiveness in improving student outcomes on the iReady and SBAC assessments for English learners, foster youth, and low-income students. The results indicate that the strategies implemented had a positive, albeit limited, impact. The Regional Instructional Managers (RIMs) were instrumental in this process, coaching Case Managers to support teachers in delivering high-quality instruction that aligns with student growth goals. Through RIM coaching, administrators and teachers were better equipped to provide differentiated instruction for low-income students, tailored to each child’s individual needs. This included strategies such as one-on-one or small group instruction, and scaffolds designed to enhance listening, reading, writing, and speaking skills, particularly in ELA and Math. Despite these efforts, the action faced challenges, including minimal growth in iReady scores and the need for further alignment with the Department of Prevention and Intervention regarding social-emotional supports to ensure broader student access to general education.

Action 1.27 Early Interventions
Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, graduation
Distance from standard in state (SBAC) ELA
- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math
- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math
- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Graduation rate
- Improved – All students by 0.4%, foster youth by 9.7%, low-income by 0.6%
- Declined – English learner by 2.8%

Based on the analysis of the provided data, the implementation is somewhat effective in achieving its intended outcomes. This action is somewhat effectively helping students by equipping educators with targeted skills and strategies through comprehensive professional learning, which enhances their ability to deliver high-quality reading and math interventions. This focused training enables teachers and paraeducators to better identify and address the specific academic needs of English learners, foster youth, and low-income students early on, leading to measurable improvements in both state and local assessments.

Action 1.28 Supports for Foster Youth/Project Access - Direct Technical Assistance
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth – Graduation, suspension
Graduation rate
- Improved - All students by 0.4%, foster youth by 9.7%

Suspension rates
- Improved - All students by 0.7%
- Declined – Foster youth 0.6%

Reviewing the data reveals that the initiative has shown moderate success in meeting the targeted objectives for foster youth, as evidenced by increased graduation rates and academic gains, particularly in elementary benchmarks. School counselors and Clinical School Social Workers have played a critical role in supporting students through strategic interventions and ongoing emotional and academic support. While a slight rise in suspension rates was noted, district efforts such as the Network Improvement Community demonstrate a commitment to addressing disciplinary disparities, especially at the middle school level. Continued integration of trauma-informed practices and data-driven planning is essential to fostering a supportive and equitable learning environment for all foster youth.

Action 1.29 Supports for Homeless Youth
Effectiveness: Effective
Metric outcomes: Low-income, homeless – Graduation, suspension
Graduation rate

- Improved - All students by 0.4%, low-income by 0.6%
- Declined - Homeless by 6.0%

Suspension rates

- Improved - All students by 0.7%, homeless by 1.1%, low-income by 0.8%

The implementation of targeted interventions, including mental health support and trauma-informed practices, has demonstrated a clear reduction in suspension rates among homeless students. Clinical School Social Workers have played a pivotal role in addressing behavioral challenges by focusing on the emotional and psychological needs of these students. Academic Counselors have also contributed meaningfully by enhancing academic engagement, supporting students' overall educational progress. Continued evaluation of long-term indicators such as graduation rates remains essential to fully assess the sustained impact of these strategies.

Action 1.30 BASE Special Education
Effectiveness: Effective
Metric outcomes: Progress implementing state standards enable EL's access to CCS and ELD standards.
Progress implementing state standards enable EL's access to CCS and ELD Standards

- Maintained – All students sustained at full implementation

This action is effective. Progress is evident through strengthened support systems and improved interdepartmental coordination, particularly in how they support Students with Disabilities (SWD). Combined with input from educational partners and school leadership, there is confirmation that the strategies are successfully addressing the needs of the targeted student populations, including SWD. Foundational activities, including monthly staff training on core academic subjects and interventions, as well as the implementation of behavior supports and individualized intervention plans, which are beginning to positively influence outcomes for all students, especially those with disabilities.

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.

Updated the data source for metrics 1.01 and 1.02 to include local data.

Added the AA, and LTEL student groups in the Baseline, Year 1 Outcome, and Target for 3 Year Outcome in metrics 1.02, 1.03, 1.05, and 1.06.

Added the AA student group in the Baseline, Year 1 Outcome, and Target for 3 Year Outcome in metric 1.04.

Added the LTEL student group in the Baseline, Year 1 Outcome, and Target for 3 Year Outcome in metric 1.07.

Added the Kindergarten and First Grade student groups in the Baseline, Year 1 Outcome, and Target for 3 Year Outcome in metric 1.02.

Corrected the “Data Year” in Target Outcome for Year 3 for the following metrics: 1.02, 1.03, 1.05, 1.06, 1.09, 1.12, 1.13, 1.14, 1.15, 1.16

Updated the reporting data in the Baseline and Target for 3 Year Outcome in metrics 1.14, 1.15, and 1.16.

Corrected the "Data Year" in the Baseline for metric 1.16.

Unspent Equity Multiplier funds in the 2024/25 year have been added to action 1.19.

Updated the scope of action 1.07 to school-wide.

Updated the action title description of action 1.28 to Supports for Foster Youth / Project Access - Direct Technical Assistance.

Folded action 1.09 Early Childhood Education Development and Educational Supports to action 1.22 BASE: Early Learning.

Removed the EL student group in metrics 1.13, 1.14, and 1.15, per CDE's updated guidance that does not start identification status of EL students until kindergarten.

Actions 1.01 Designated Schools Investment, and 1.09 Early Childhood Education Developmental and Educational Supports have been removed and will not continue.

Actions 1.01 Learning Recovery Emergency Block Grant (LREBG), and Action 1.09 Historically Underserved Student Groups Targeted Support Services have been added.

The title of action 1.08 African American Academic Acceleration has been renamed to Historically Underserved Student Groups.

Additional Supports for Libraries will be renumbered to 1.10.

BASE: Analysis, Measurement, and Accountability will be renumbered to 1.11.

GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) will be renumbered to 1.12.

Expand Alternative Education will be renumbered to 1.13.

Maintain Additional Services for Phoenix Community Day School will be renumbered to 1.14.

All teachers are teachers of English learner (EL) students will be renumbered to 1.15.

BASE: After School Tutoring will be renumbered to 1.16.

BASE: Extended Summer Learning will be renumbered to 1.17.

Expansion of Dual Language Immersion Programs will be renumbered to 1.18.

BASE: Instruction will be renumbered to 1.19.

BASE: Professional Learning will be renumbered to 1.20.

BASE: Technology Access and Support will be renumbered to 1.21.

BASE: Early Learning will be renumbered to 1.22.

High Quality School Site Health Services will be renumbered to 1.23, and action has been modified by removing the two additional registered nurses to support the district's family wellness hubs.

Upgrading Access to Technology will be renumbered to 1.24.

Student Technology Access and Annual Refresh will be renumbered to 1.25.

Regional Instructional Managers will be renumbered to 1.26.

Early Interventions will be renumbered to 1.27.

Supports for Foster Youth / Project Access - Direct Technical Assistance will be renumbered to 1.28.

Supports for Homeless Youth will be renumbered to 1.29

BASE: Special Education will be renumbered to 1.30.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Learning Recovery Emergency Block Grant – Literacy Initiative	The district completed a needs assessment, including educational partner feedback that determined the need to accelerate student learning in foundational reading skills and ensure more students are reading by the end of first grade. This is how the district continues to address the learning loss due to the pandemic. The district worked with data to review English Language Arts (literacy), Math, and Chronic Absenteeism. From educational partner feedback and data review, the districts greatest need is to support literacy. Utilizing CA Dashboard Data and reviewing data for all student groups, the district is focusing on all Kindergarten and First Grade students at all elementary schools who are at the highest risk of not reaching grade-level reading goals. The District planning team, comprised of multiple department leads, outlined opportunities for community engagement through a literacy task force, made up of district staff, teachers, site administrators, parents, and community partners. The task force reviewed research and collectively developed the three pillars for the district’s literacy plan which include classroom instruction, high-quality supports; and family and community partnerships. Fresno Unified monitors local assessment metrics, specifically iReady diagnostic assessments for kindergarten and first-grade students and the Kindergarten Foundational Skills Assessment to determine grade level proficiency to measure the impact of this action. Based on the 2024 iReady and Kindergarten Foundational Skills Assessment data: 51% of kindergarten students were at or above grade level in reading at the end of year Kindergarten Foundational Skills Assessment. 68% of kindergarten students were at or above grade level at the end of year iReady Reading diagnostic assessment. 48% of first-grade students were at or above grade level at the end of year iReady Reading diagnostic assessment.	$29,555,381.00	No

Action #	Title	Description	Total Funds	Contributing
		Fresno Unified School District's Every Child is a Reader plan that will ensure all students learn to read by the end of first grade. The District's seven regions have created literacy plans to address their unique needs and strategies. Each plan includes common components including a review of data, alignment to District vision and mission, theory of action, and alignment to research and the District's Literacy Taskforce pillars: high quality instruction, interventions, and parent and community partnerships. Because the research into what matters for students to develop strong early literacy skills is dependent on high-quality Tier 1 instruction, the regions' theory of actions aim to equip every teacher and leader with a strong understanding of the fundamental principles of the Science of Reading and the implementation of evidence-based instructional practices. The goal of the regional plans will be to increase regional alignment and coherence, with teachers, coaches, and leaders equipped to teach and support evidence- based literacy development. This will be accomplished through a combination of professional learning and job-embedded coaching. Coaching models provide job-embedded, school-based professional learning to improve student outcomes by increasing timely support for implementation of practices. They allow for differentiation according to the context and individual needs. Coaching provides "continual follow-up, support, and pressure" and "is a form of professional development that brings out the best in people, uncovers strengths and skills, [and] builds effective teams" (Sweeney, "Student-Centered Coaching," 2011; Aguilar, "The Art of Coaching: Effective Strategies for School Transformation," 2013). Studies find positive impact in coaching models for driving professional learning and school change, citing positive effects on developing teacher leaders (Mayer, "Empowerment Zone," Journal of Staff Development, 2013), creating networks of "reflective, self-reliant school principals" (Rogers, Hauserman, & Skytt, "Using Cognitive Coaching to Build School Leadership Capacity," Canadian Journal of Education 39(3), 2016), and increased leader capacity and positive student achievement gains after coaching (Warren & Kelsen, "Leadership Coaching" Journal of Urban Learning, Teaching, and Research 9, 2013).		

Action #	Title	Description	Total Funds	Contributing
		According to the State Literacy Plan, as teachers develop their pedagogical practice, formative assessment naturally becomes part of the necessary data collection to learn about students' attained skills and the impact of instruction on student outcomes in Tier 1 instruction. High-quality Tier 1 instruction coupled with common and frequent formative assessments, will be foundational to then develop and structure high-quality supports. Parent and community partnerships are a cornerstone of literacy plans. According to John Hattie in Visible Learning for Literacy, Grades K-12, there is a relationship between parental participation and student achievement. The literacy plans focus on increasing parental participation through school literacy nights, parent education modules, literacy celebrations, and extended learning opportunities with community partners. Learning Recovery Emergency Block Grant (LREBG) Funds supporting this action: $29,555,381 per year through 2027/28. The major areas of investment include: 1. Teachers and paraprofessionals will be provided supplemental contracts and substitutes to support engagement with professional learning and training. 2. Contracting service providers for professional learning services and materials. 3. Students will be provided with tutoring services to support small group instruction. 4. Additional certificated and classified staff to support literacy interventions, small group instruction, and support staff professional learning through job-embedded coaching. 5. Partnerships with service providers to increase family engagement with literacy through workshops, events and education. Families will be provided with home libraries and resources to continue to literacy support in the home 6. Learning recovery programs and materials designed to accelerate academic proficiency. 7. Support with lowering classes sizes to increase intervention supports during the regular school day		

Action #	Title	Description	Total Funds	Contributing
1.02	Additional Teacher Supply Funds	Fresno Unified School District will provide each teacher-member of FTA an additional $315 for supplemental instructional supplies to better support low-income students with aligned materials in the classroom and at home. This includes, supplemental resources falling into these categories: • Supplemental books • Project materials • Culturally responsive and inclusive texts • Hands on materials • Reading foundational skills, sounds, and letter cards for small groups • STEAM materials • Supplemental art supplies • Classroom poster to visually support the learning • Classroom libraries	$4,214,920.00	Yes
1.03	Middle & High School Redesign	63 additional teachers at all the middle school and high school sites. 10 additional academic counselors at high schools	$18,185,209.00	Yes
1.04	Eliminate Elementary Combination Classes	Additional teachers at identified sites based on enrollment	$10,644,347.00	Yes
1.05	Instructional Supports and Instructional Coaches	• Additional Instructional Coaches • Additional Teachers on Special Assignment	$29,714,477.00	Yes
1.06	Additional Teachers Above Base Staffing	Additional classroom teachers	$33,394,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.07	Additional School Site Administration above Base	Additional Vice Principals To meet the educational needs of foster youth and low-income students, Fresno USD will staff additional vice principals at eight elementary schools, one middle school, one K-8 school, all comprehensive high schools, and six specialty schools. This increased staffing will assist the school principal to form a stronger leadership team designed to improve academic outcomes, decrease expulsion, decrease suspensions, and ensure the needs of low-income and foster youth students are being met.	$13,583,991.00	Yes
1.08	Historically Underserved Student Groups	• Additional Certificated Teachers • Additional Instructional Aides (paraprofessionals) • Additional Administrative leadership and support • Campus Safety Assistant • Tutors/Advisors (Mentors) • Professional Development • Math Interventions (Robotics, STEM) • Summer Literacy (Springboard)	$5,266,881.00	Yes
1.09	Historically Underserved Student Group - Targeted Support Services	The Historically Underperforming Student Group (HUSG)–Targeted Support Services action will provide a dedicated Student Support Specialist at each middle and high school to support students academically and socially, addressing achievement gaps identified in SBAC ELA/Math, reducing suspension rates, and increasing graduation and A-G rates. By offering targeted interventions, resources, and structured mentorship, this initiative intends to improve student performance and engagement, leading to measurable gains in academic outcomes and decreased disciplinary incidents. During the 2023/24 school year, students identified as the HUSG made up 7.5% of the overall student population. However, they were	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		disproportionately represented in disciplinary actions: they accounted for 18.3% of reported misbehaviors, 18% of suspensions, and 22% of expulsions. One vendor, the California Teaching Fellows Foundation, along with contracted Certificated Substitute Teachers, will provide support to identified students. • Each specialist will work approximately 35 hours per week and collectively serve approximately 650 students. • Student Support Specialists will participate in monthly training and professional development focused on culturally relevant and responsive practices, social-emotional learning (SEL), restorative practices, trauma-informed approaches, and data collection and analysis. Quarterly writing workshop theory sessions will also be provided. • Materials, supplies, and resources will be purchased. Students in the HUSG program need support in social-emotional development and life skills, with a focus on self-awareness, self-management, self-regulation, social awareness, and decision-making. These supports aim to reduce incidents of misbehavior and improve both academic and social outcomes. 1. We will address the need based on the HUSG data such as SBAC ELA/Math, suspension a. Goals are to: increase academic achievement in ELA and math; Increase graduation and A-G rates; and decrease behavioral incidents including suspension rate. 2. The Student Support Specialists will: a. Meet weekly with each student to build relationships, conduct check-ins, and provide individualized support through mentorship, including discussions about grades, attendance, and behavior. b. Collaborate with site administrators and counselors to facilitate academic interventions and skills-based group sessions. c. Communicate student progress to site administrators, counselors, and the district team. d. Participate in professional learning (PL) to enhance their skills and better meet the needs of students. Student Support Specialist Program Overview		

Action #	Title	Description	Total Funds	Contributing
		Each middle school and high school will be assigned a Student Support Specialist to address the academic and social-emotional needs of students in the HUSG (Historically Underserved Student Group). District Team Support for Student Support Specialists: The district team will provide ongoing support to the Student Support Specialists through the following actions: a. Delivering professional learning (PL) and training opportunities. b. Monitoring and providing student-level data (e.g., behavior and attendance) for each specialist's caseload. c. Guiding specialists to refer students to site administrators, counselors, or the district team when additional support is needed. d. Assisting specialists with the implementation of Social-Emotional Learning (SEL) programs. e. Introducing comprehensive SEL frameworks focused on self-awareness, self-management, and decision-making skills. f. Emphasizing the importance of restoring relationships with peers, teachers, and staff. g. Supporting the development and implementation of intervention plans for students at risk of suspension, expulsion, or academic/behavioral decline. h. Facilitating communication with families and encouraging participation in community engagement activities. Ongoing Responsibilities of Student Support Specialists: • Specialists will share data weekly, with an intentional focus on identifying racial disparities to prevent the disproportionate punishment of HUSG students. • They will also attend and support local and regional field trips focused on college and career readiness for students in grades 7–12. Expected Outcomes for the 2025–2026 School Year By the end of the 2025–2026 school year, the following outcomes are expected for students in the Historically Underserved Student Group (HUSG), as measured against 2023–2024 baseline data: 1. Behavior: A 5% reduction in the frequency of Level 3 misbehaviors. 2. Discipline: A 5% reduction in suspension rates. 3. Social-Emotional Growth: At least 50% of HUSG students will demonstrate measurable progress in social-emotional development, as determined by post-assessment results.		

Action #	Title	Description	Total Funds	Contributing
		4. Academic Performance: A 10-point increase in academic literacy and math performance on SBAC assessments. 5. Graduation Rates: A 1% increase in the graduation rate for HUSG students. College Readiness: A 3% increase in the percentage of HUSG seniors (12th grade) meeting A–G college entrance requirements. This action does not have funding attached, as expenditures will be included in BASE actions.		
1.10	Additional Supports for Libraries	To meet the needs of English learners, the district is focused on improving access to high level reading materials in both English and other languages. To support this need for English learners, the district will provide: • All schools will have a library staff member with the additional hours to make them a full time (8 hour) school library staff to supporting the reading needs of students • Purchase additional print and digital books on diverse topics and in a variety of languages based on educational partner input • Increase at-home libraries providing supplemental books for students to read at home without library check-in dates	$1,286,750.00	Yes
1.11	BASE: Analysis, Measurement, and Accountability	The District's Department of Analysis, Measurement, and Accountability (AMA) provides accurate, unbiased, meaningful data analysis to inform accountability and support evidence-based decision making, with a focus on improving student achievement and closing the opportunity gap. This is achieved through: • Streamline and standardized data resources and practices to provide reliable reporting to support site and departmental needs • Provide both qualitative and quantitative analysis, to improve student outcomes • Promote our district's data literacy by collaborating with district educational partners through multiple avenues • Communicate processes and procedures for systemic support	$5,370,305.00	No

Action #	Title	Description	Total Funds	Contributing
		AMA will support School Leadership, school leaders, and site staff with increasing support for the low-performing student groups in red as indicated on the CA Dashboard by providing student group data that will support in depth analysis and reflection on action steps. The student groups listed below that were identified as red (lowest performing) on the 2023 CA Dashboard will be supported by AMA to increase interventions. AMAs work will support departments and sites to conduct needs assessments and be able to pinpoint specific areas of growth and target for the student groups listed below. ELA AA ELA EL ELA FY ELA HOM Math EL Math HOM Grad FY Grad SWD Susp AA Susp AI Susp FY Susp HOM Susp MR Susp SWD CCI SWD		
1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Fresno Unified continues to invest in a K-8 manager Secondary manager Eight advanced coursework coordinators at the eight comprehensive high schools A Teacher on Special Assignment Clerical staff	$6,207,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning - teacher supplemental contracts and AP Summer Institute Training Materials and supplies to support the program including licensing for an assessment tool Student fees for Advanced Placement exams		
1.13	Expand Alternative Education	• Alternative Education staff to oversee the coordination of programs • Additional teacher time to support credit recovery in the evening and weekends • Online tools for credit recovery course	$2,355,501.00	Yes
1.14	Maintain Additional Services for Phoenix Community Day School	• Additional academic counseling • Additional staff to provide crisis intervention • SEL supports • Materials to support interventions	$6,159,105.00	Yes
1.15	All teachers are teachers of English learner (EL) students	• Additional Teachers on Special Assignment with EL and LTEL as primary focus to support teachers, and administration at schools • Additional period for secondary teachers to support EL students, with a focus on newcomer EL students • Contracted tutors for EL students, including newcomer student and LTEL support • Site licenses for teacher and student use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels.	$19,988,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Base: After School Tutoring	Fresno Unified School District continues to design and expand the After School programs for students from TK through 12th grade. This includes: After school program staff Materials and Supplies and Professional Learning English learner, foster youth, and low-income students all have lower state (SBAC) ELA and Math and local (iReady) ELA and Math assessment scores, and lower graduation rates as compared to the all student group. In addition, English learner, low-income, and foster youth students have lower A-G completion rates than the all student group. After completing a needs assessment, it was identified that EL, LI, and FY students need tutoring and additional academic support outside of the regular school day to increase skills and understanding in literacy, math, and overall academic achievement. Additionally, the identified students need a safe space to access the curriculum and get support with homework. Parents provided feedback that they believe their children need additional tutoring services and teachers have requested additional support outside of the classroom. After school tutoring staff including teachers and qualified paraprofessionals support meeting the needs for EL, LI, and FY students to receive tutoring and academic support after school. EL, LI, and FY students who need additional academic support are asked to participate and provided information on the afterschool program for tutoring. The identified students are giving a quiet place to learn with all the supplies needed to complete assignments and access the learning they specifically need. Tutoring is available to students every day after school and is provided to students on an as needed basis or upon student request. Tutoring services include helping students with their homework, while integrating ELA and math strategies. Sites will provide multi-purpose room or alternative classroom space that allows students to focus during tutoring support. Students receive one on one or small groups support based on the individual needs of each student.	$77,627,519.00	No

Action #	Title	Description	Total Funds	Contributing
		Materials and supplies are thoughtfully chosen to ensure their design uses a different approach to learning than what the students may have received during initial instruction. The professional learning provided will focus on meeting the unique needs of this population and focused on direct instruction and/or group learning and/or investigative learning approaches or hands on learning with a focus on learning the basic concepts rather than specific skills. The district will strengthen this approach by being more intentional with reviewing student performance data to break down the specific academic needs prior to and during the tutoring process. By doing this, the expanded learning department will be able to provide professional learning to tutors that is more targeted to student needs. This includes, but is not limited to, providing students supplemental materials and scaffolds. This paired with more onsite observations will help to increase student skills and understanding with literacy and math. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis. For the identified student groups: Increase State (SBAC) ELA and Math and local (iReady, increase graduation rates, and increase A-G completion rates		
1.17	Base: Extended Summer Learning	Fresno Unified School District continues to design expanded summer intersession programs for students from preschool through 12th grade in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or online learning format and operate at least three hours a day for 14 days for Preschool students, at least 6 hours a day for 14 days for Transitional Kindergarten through 8th grade students, and at least 6 hours a day for 22 days for 9th through 12th grade students during the summer break. Expanding the size of the Expanded Learning Summer programs also results in an increase in summer program staffing which includes but not	$30,892,899.00	No

Action #	Title	Description	Total Funds	Contributing
		limited to management, certificated teachers, and classified employees from the school site and the district departmental staff, increased professional learning/training for staff, providing additional and intentional paid time for certificated/teaching staff to complete school-to-home communication and connection with students and families, and purchasing of curriculum and materials and supplies. Since the post-pandemic, Fresno Unified School District has offered summer program opportunities of in-person instruction at all school sites in exception for eLearn Academy which provides online learning to meet the needs of students and families. On-going design and adoption of curriculum for both online and in-person instruction continue to be a necessity to support students in summer programming. As outlined in the metrics section, English learners, foster youth, and low-income students all have lower state (SBAC) ELA and local (iReady) ELA assessment scores and lower graduation rates than the all student group. In addition, English learners and foster youth students have lower A-G Completion rates as compared to the all student group. identified to be behind 2+ years in ELA or Math on 2nd quarter iReady Assessment (for elementary and middle) or more than 10 credits (equivalent of 1 course) deficient on graduation and/or A-G college requirements. Specific intervention programs in expanded summer learning are designed to target “unfinished learning” and “summer learning loss” through literacy, math, and/or credit recovery. Successes: • In Summer 2024, a total of 61 elementary, 13 middle, 8 high, and 7 alternative ed schools offered a summer program. This provides students access to a summer program within their geographical home school boundary in Fresno Unified School District. • More students are able to participate in summer programs at their school of enrollment during the summer. This helps provide consistency for the students as students are familiar with the campus and the staff. Challenges: • If a campus is unavailable to operate a summer program due to required renovation and/or construction project, students from the		

Action #	Title	Description	Total Funds	Contributing
		impacted campus had to attend a summer program at the nearest school within the same region in the district. Transportation can often be a barrier to participation for English language learners, foster youth and low-income students. Transportation opportunities were provided to students that were impacted by school having to be closed during the summer to ensure they can attend a summer program if their own campus cannot operate one. In addition, transportation was offered at every summer site that mirrors the bus schedules during the regular school year. In addition, feedback from the LCAP survey revealed the desire to have more academic interventions for students who are not meeting academic grade level requirements. The district conducted a needs assessment and review of this data and determined one of the root causes was a need for additional learning opportunities for students to close learning gaps, including earning missing credits in the upper grades. The district data indicates an ongoing and increased need to support English language learners, foster youth, and low-income students. • English language learners, foster youth, and low-income students in Year 3 have more A-G course completion compared to Year 2. In addition, they exceeded the desired outcome. • Low-income students in Year 3 have improved in the SBAC ELA compared to Year 2; however, English learners and Foster Youth students in year 3 have decreased in SBAC ELA compared to Year 2. • Foster youth and Low-income students in Year 3 have improved in the SBAC Math compared to Year 2; however, English learner students in year 3 have decreased in SBAC Math compared to Year 2. • English language learners, foster youth, and low-income students in Year 3 have a lower graduation rate compared to Year 2. • English language learners, foster youth, and low-income students in continues to improve their iReady assessment in ELA and Math.		

Action #	Title	Description	Total Funds	Contributing
		Overall, even though English language learners, foster youth, and low-income students are making progress on state and local assessments, graduation rates, and A-G courses completion, their achievement data still shows that they are still behind their peers the all student group. FUSD will continue to prioritize English language learner students, low-income students, and foster youth students to participate in Expanded Learning Summer Programs and Winter Programs. Expanded Learning expects that with the ongoing winter and summer programs offerings will demonstrate growth on programs' pre and post assessments as well as state and local assessments. In addition, high school low-income, English learner and foster youth students will recover credit courses needed to support higher graduation rates and to be on track for A-G completion to meet the requirements for a 4-year university. For the identified student groups: Increase state (SBAC) ELA and local (iReady) ELA assessments and increase A-G Completion rates.		
1.18	Expansion of Dual Language Immersion Programs	1. DLI Managers and Teachers on Special Assignment - to support DLI students, their families, teachers, and leaders with program specific needs at all DLI sites. 2. Provide supplemental instructional and assessment materials as well as supplemental resources and develop cross-cultural opportunities to actualize all three goals of dual language immersion education.	$1,408,470.00	Yes
1.19	BASE: Instruction	Fresno Unified's instructional Division addresses the needs of all students. Additionally, FUSD will address the specific needs of student groups identified in red on the CA Dashboard for ELA, Math, Graduation Rate, and Career and College Readiness. The lowest performing student groups in these areas include:	$509,702,319.00	No

Action #	Title	Description	Total Funds	Contributing
		ELA: AA, EL, FY, and HM MATH: EL and HM GRAD RATE: FY, SWD CCI: SWD A local needs assessment, in collaboration with educational partners, revealed the identified student group's common needs. It was found that these groups and for the metrics in red there are commonalities of needs that include additional instructional supports, teacher and staff professional development, streamlining of resources, and additional measures to support schools with increasing student and family engagement. A needs assessment indicated that students start Fresno Unified below grade level and each year the grade level gap increases in areas of ELA and Math. This impacts students' ability to graduate on time or graduate at all. Additionally, students entering high school below grade level in ELA/Math decreases their prepared status on the Career and College indicator. The identified student groups (AA, EL, FY, HM, SWD) need earlier interventions to decrease the grade level gap prior to entering middle school and high school. To meet the needs of AA, EL, FY, and HM students to increase proficiency in ELA, Fresno Unified will: Conduct a districtwide literacy initiative in early grades to target AA, EL, FY, and HM students to support reading on grade level before third grade. This includes: • Each region of schools developed a regional plan to address the specific needs of the identified student groups. This cross-collaboration between all grade levels TK-12 will support the specific needs of the identified students. • Each region will collaborate throughout the school year (roughly six times or more a year) to reflect on their plan and make adjustments as needed. The work of each plan includes: • professional development for site leaders regarding instruction, classroom observations, and key literacy strategies to support teachers – provide coaching strategies		

Action #	Title	Description	Total Funds	Contributing
		• Teachers will receive PL to enhance classroom interventions and targeted literacy supports • Tutors will be hired to work with students during the day and after school • Schools will create plans on how to incorporate parents into the learning at school and at home: Base instruction items: • Development of curricular guidance documents -K-2 Foundational Skills – Bridge the gap in reading To meet the needs FY and SWD students to increase Graduation Rates and to meet the needs of SWD to increase CCI, Fresno Unified will: • Adoption of baseline curriculum and instructional materials • Adoption of supplemental and instructional technology resources -Edgenuity – online curriculum -Nearpod -Teachers will be provided real time analytics on what students are working on their devices To meet the needs of EL and HM students to increase proficiency in Math, Fresno Unified will: --Digital Math Fact - Supplemental math platform to support student math intervention – Math summer lesson design pilot provides training during summer with two teachers in the classroom To support the needs of all student groups at the district level identified as low-performing (red) on the CA Dashboard Fresno Unified will utilize professional learning communities to review data in support of ELA, Math, Suspension, Chronic Absenteeism, Graduation Rate, the Career and College Indicator and the English Learner Progress Indicator: ELA: AA, EL, FY, HOM		

Action #	Title	Description	Total Funds	Contributing
		Math: EL, HM Suspension: AA, AI, FY, HOM, MR, SWD Graduation Rate: FY, SWD CCI: SWD PLCs will support these areas by district leaders, school leadership, and teachers reviewing District level, School level, and classroom (student) level data in all the listed areas as it pertains to their grade level and content areas. PLC supports include, but are not limited to: • Instructional Lead Teacher - Professional Learning Communities -Support lesson planning -Common Formative/Summative Assessments • Data Analysis -Differentiated Instruction Support Charter school petition review and oversite • Pilot/test instructional practices and initiatives such as simultaneous teaching • GATE/Advanced Coursework Fresno Unified EL Language Acquisition Program to support all English Learners, including specific supports for Long Term English Learn: • Integrated ELD: All teachers with English learners in their classrooms use the CA ELD Standards, in addition to their focal CA CCSS for ELA/Literacy and other content standards, to support their ELs' linguistic and academic progress. • Long-Term English Learners (LTELs) receive integrated ELD throughout the day in their content classrooms to support both content and language development. In grades 7-12, integrated ELD is provided through grade-level core content courses (English language arts, social-studies, science, math) for all Newcomer, On Track, At Risk, and LTEL students. • Designated ELD : In grades TK – 6th designated ELD instruction builds into and from content instruction, but with a focus on the CA ELD Standards. It is a time set aside in the regular school day		

Action #	Title	Description	Total Funds	Contributing
		when ELs with similar language proficiency levels or close spans are grouped together to address the needs of each respective student/group. • Designated ELD for Long-Term English learners is provided in the classroom with a focus on the CA ELD Standards. Instruction for Long-Term English learners address the students' specific language needs which is driven by data. • Designated ELD: In grades 7-12, designated ELD is provided in one of two ways: through structured ELD courses, or through grade-level English language arts. In both course settings, designated ELD instruction supports students as they progress through the levels of language proficiency: emerging, expanding, and bridging. • Designated ELD: LTEL students are placed in ELD Advanced and/or ELA/ELD and are provided additional instructional supports and tutoring to expand and bridge their needs. To meet the needs of EL students to increase proficiency in Math: Multi-lingual services will work with School Leadership/Curriculum development Math Department to support professional learning through out Fresno Unified to work with Instructional Coaches and Teachers to focus on interventions and strategies to support EL students with math literacy. For school sites that did not expend all the Equity Multiplier funds they received, Addams Elementary, DeWolf High, Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fort Miller Middle, Fresno High, Fulton School, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary, those funds will roll over to the subsequent school year. As Equity Multiplier funds have a unique SACS code, our EM sites from 2024/25 will maintain the spending restrictions year over year. All expenditures will be used for evidence-based services and supports at eligible school sites. Equity Multiplier funds will be expended on evidence-based services and supports		

Action #	Title	Description	Total Funds	Contributing
		for the students who generate the funding each year. Each site will maintain an internal plan for unspent EM funds.		
1.20	BASE: Professional Learning	The following bullets outline key components of professional learning, designed to provide comprehensive support for teachers, site administrators, and English learner (EL) services, including targeted coaching, induction programs, and coordination of professional development across various instructional departments. • Provide job embedded professional learning • New teacher support and induction • Targeted coaching support to teachers and site administrators o Learning Summit o Math lesion design and summer school pilot o Smarter Balanced Interim Assessment Training o Unbound Education Standards Institute o PBS Lessons – Instruction serving all children in the valley o Tutor.com – On demand tutoring o First K-3 reading • Coordination of professional learning across all departments in Instructional Division • Adding one Project Manager and three Instructional Coaches • English learner professional learning and student support services • Recruit, train, and retain staff within Teacher Development programs • Collaborate with Institutions of High Education on preservice and retention of staff Fresno Unified provides professional learning to support the EL language acquisition plan: English Learner Services provides English learner professional learning in support of all EL's through: • New Teacher Saturday Pipeline • Targeted coaching support to teachers and site administrators • Learning Summit	$50,450,028.00	No

Action #	Title	Description	Total Funds	Contributing
		• EL Site Rep Meetings • Regional ILT • Site and department based EL PL o Coordination of professional learning across all departments in Instructional Division o English Learner Professional learning for ELS TSAs and staff o English Learner Professional learning for TSAs at Designated Schools English Learner Services provides English learner professional learning in support of LTELs through: • Summit K12 LTEL PL • Content courses (math, science, H/SS, ELA) Integrated ELD PL • New Teacher Saturday Pipeline • LTEL PL (Designated ELD for students not progressing on ELPAC) • English Learner Professional learning for TSAs at Designated Schools • EL PL in Math to all Elementary Site Coaches		
1.21	BASE: Technology Access and Support	Information Technology • Student, Staff, and Classroom Technology and Applications • Enterprise Applications (Financial, HR, Payroll, Facilities) • ATLAS (student information system) • Information Security and Privacy • Data Center • Networks • STEM Innovation for students • IT Support (Students, Staff, Parents) Technology Access and Support • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support	$24,672,698.00	No

Action #	Title	Description	Total Funds	Contributing
		• Financial Applications • Facilities Applications		
1.22	BASE: Early Learning	The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff are committed to providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include: • Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age • Part-Day Preschool • Transitional Kindergarten • Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups	$829,385.00	No
1.23	High Quality School Site Health Services	• Every school has a registered nurse provided services above what is required • Professional learning: nurse educator to support nurse onboarding and training to build capacity in student care for all health professionals	$20,782,799.00	Yes
1.24	Upgrading Access to Technology	Technology for students and staff	$4,275,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Student Technology Access and Annual Refresh	IT Technicians, FLAT centers, and student laptops equipped with educational software and rugged features, alongside hotspots for internet access, while support centers offered assistance in multiple languages	$15,445,001.00	Yes
1.26	Regional Instructional Managers	Regional Instructional Managers (RIMs) will be assigned to report to school sites in support of site leaders, teachers and students.	$2,848,786.00	Yes
1.27	Early Interventions	• Intervention teachers • Supplemental curriculum and materials	$3,585,930.00	Yes
1.28	Supports for Foster Youth / Project Access - Direct Technical Assistance	To address this need, Fresno Unified will continue to invest in two academic counselors, 19 Clinical School Social Workers specializing in servicing students in foster care district wide grades K-12. In collaboration with Fresno County Superintendent of Schools, Fresno Unified is focusing on direct technical assistance for foster youth in the areas of literacy (ELA), graduation rate, and suspension. More information regarding this work can be found in this action (1.28 and in the Reflections: Technical Assistance).	$2,324,454.00	Yes
1.29	Supports for Homeless Youth	To address this need, Fresno Unified will continue to invest in two Community Liaisons, two Academic Counselors, servicing grades 8th-12th, 21 Clinical School Social Workers in which two are specifically allocated to work with students residing in shelters. 19 providing services to other students identified as homeless grades K-12, that are identified as transient, unaccompanied, double-up, or living in a motel.	$2,537,713.00	Yes
1.30	BASE: Special Education	The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population.	$253,513,045.00	No

Action #	Title	Description	Total Funds	Contributing
		Specifically, the department is addressing: • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs • Prioritizing the diverse and unique needs of students through enhanced supports and interventions In order to support the lowest performing SWD, as identified as 'Red' on the CA Dashboard, the Special Education department will work with schools to ensure their is a focus on SWD in the areas of Graduation Rate, Suspension, and to increase the Career and College Indicator. This will be a collaboration with Instructional Services, Career and College Readiness, Prevention and Intervention, and school sites to support SWD. The Special Education department will train staff to support with ELA, Math and other academic interventions to increase graduation rate. Additionally, an increased focus on engagement for SWD with increase their overall participation in school with the purpose to increase graduation rate. Part of this work to increase engagement is to increase course access and promotion of elective and pathway opportunities for SWD. This promotion and access will support increase College and Career readiness for SWD to increase CCI on the CA Dashboard. Additionally, the Special Education Department works on different behavioral plans and interventions with staff and students in order to increase positive behaviors in the classroom and at school sites, in order to decrease suspensions for SWD.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Expand student-centered and real-world learning experiences.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure expansion of opportunities and experiences that are student-centered to engage students in content and experiences that are relevant, personalized, and interesting to promote innovation, creativity, and student choice. The need for this goal is to ensure a well-rounded education for all students, specifically English learner, low-income, and foster youth. Graduation rates, graduation rates with CTE capstone sequence, senior preparedness on the Career and College Readiness Indicator, middle and high school dropout rates, A-G completion rates, rates of Advanced Placement exams, and broad course of study show that the identified groups do not receive a well-rounded education in comparison to their peers. This goal focuses on the increasing the well-roundedness of students as indicated by the aligned metrics to support the actions in this goal. Supports are needed to increase these rates for all students, specifically English leaner, low-income, and foster youth. Fresno Unified will promote intellectual curiosity, critical thinking, and problem-solving to be prepared for college and career. This goal ensures that Fresno Unified will create opportunities that connect student interests and promote student ownership of learning. Fresno Unified recognizes that students engage in different ways and benefit from tailoring instruction to meet students' individual developmental needs, skills, and interests. Student-centered learning holds the promise of providing powerful learning experiences for every student, while developing deeper learning outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.01	Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 32.7% EL: 20.4% FY: 29.4% LI: 32.0% Data Year: 2022/23 Data Source: CA Dashboard > Additional Reports	ALL: 35.6% EL: 13.1% FY: 15.4% LI: 34.9% Data Year: 2023/24		ALL: 38.7% EL: 26.4% FY: 35.4% LI: 38.0% Data Year: 2025/26	ALL: +2.9% EL: -7.3% FY: -14.0% LI: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard > Additional Reports		Data Source: CA Dashboard > Additional Reports	
2.02	Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, SWD = Students with Disabilities)	ALL: 40.2% EL: 21.3% FY: 17.3% LI: 38.0% SWD: 8.5% Data Year: 2022/23 Data Source: CA Dashboard > College Career Indicator	ALL: 43.1% EL: 17.6% FY: 17.0% LI: 41.0% SWD: 11.3% Data Year: 2023/24 Data Source: CA Dashboard > College Career Indicator		ALL: 46.2% EL: 27.3% FY: 23.3% LI: 44.0% SWD: 35.5% Data Year: 2025/26 Data Source: CA Dashboard > College Career Indicator	ALL: +2.9% EL: -3.7% FY: -.3% LI: +3.0% SWD: +2.8%
2.03	Student middle school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 0.65% EL: 0.42% FY: 0.61% LI: 0.65% Data Year: 2022/23 Data Source: CALPADS, Fall 1, Report 8.1C	ALL: 0.10% EL: 0.52% FY: 0.00% LI: 0.84% Data Year: 2023/24 Data Source: CALPADS, Fall 1, Report 8.1C		ALL: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: CALPADS, Fall 1, Report 8.1C	ALL: +.5% EL: -.1% FY: +.6% LI: -.2%
2.04	Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 8.2% EL: 12.8% FY: 25.0% LI: 8.5% Data Year: 2022/23 Data Source: DataQuest Four -Year	ALL: 11.8% EL: 22.7% FY: 26.3% LI: 12.1% Data Year: 2023/24 Data Source: DataQuest Four -		ALL: 6.8% EL: 11.3% FY: 23.5% LI: 7.0% Data Year: 2025/26 Data Source: DataQuest Four -	ALL: -3.6% EL: -9.9% FY: -1.3% LI: -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		adjusted Cohort Outcome	Year adjusted Cohort Outcome		Year adjusted Cohort Outcome	
2.05	Rate of students who have completed both A-G requirements and completed CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 19.1% EL: 10.5% FY: 7.1% LI: 18.3% Data Year: 2022/23 Data Source: California School Dashboard Supplemental	ALL: 20.8% EL: 8.6% FY: 5.1% LI: 19.9% Data Year: 2023/24 Data Source: California School Dashboard Supplemental		ALL: 24.1% EL: 16.5% FY: 13.1% LI: 24.3% Data Year: 2025/26 Data Source: California School Dashboard Supplemental	ALL: +1.7% EL: -1.9% FY: -2.0% LI: +1.6%
2.06	A-G Completion Rates (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 51.0% EL: 32.3% FY: 34.5% LI: 48.4% Data Year: 2022/23 Data Source: DataQuest Four-Year Adjusted Graduation Rate	ALL: 53.4% EL: 33.7% FY: 37.7% LI: 51.2% Data Year: 2023/24 Data Source: DataQuest Four-Year Adjusted Graduation Rate		ALL: 57.0% EL: 38.3% FY: 40.5% LI: 54.4% Data Year: 2025/26 Data Source: DataQuest Four-Year Adjusted Graduation Rate	ALL: +2.4% EL: +1.4% FY: +3.2% LI: +2.8%
2.07	Rate of students who passed Advanced Placement exams with a score of 3 or higher (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 37.9% EL: 35.2% FY: 50.0% LI: 34.3% Data Year: 2022/23 Data Source: College Board	ALL: 40.6% EL: 41.8% FY: 50.0% LI: 39.0% Data Year: 2023/24 Data Source: College Board		ALL: 43.9% EL: 41.2% FY: 56.0% LI: 40.3% Data Year: 2025/26 Data Source: College Board	ALL: +2.7% EL: +6.6% FY: .0% LI: +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.08	Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, HM = Homeless, SWD=Students with Disabilities)	ALL: 85.8% EL: 78.0% FY: 61.2% LI: 85.1% HM: 69.0% SWD: 67.3% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator	ALL: 86.2% EL: 75.2% FY: 70.9% LI: 85.7% HM: 63.0% SWD: 67.9% Data Year: 2023/24 Data Source: California Dashboard – Graduation Rate Indicator		ALL: 88.8% EL: 81.0% FY: 76.2% LI: 88.1% HM: 84.0% SWD: 82.3% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	ALL: +.4% EL: -2.8% FY: +9.7% LI: +.6% HM: -6.0% SWD: +.6%
2.09	Broad Course of Study	ALL: 100% Data Year: 2023 Data source: Local Performance Indicator	ALL: 100% Data Year: 2024 Data source: Local Performance Indicator		ALL: 100% Data Year: 2026 Data source: Local Performance Indicator	ALL: .0%

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal Two: Expand student-centered and real-world learning experiences.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development
Implementation Status: Partially Implemented

The action was partially implemented as planned by hiring additional support teachers, offering supplemental pay and substitutes to support CTE and WBL opportunities, and increasing access to resources like tools, software, and certifications. We experienced notable successes, such as increase in CTE course enrollment, expanded internship opportunities, and greater student engagement through ambassador training and out-of-classroom activities. However, the implementation also brought challenges, particularly in coordinating transportation and securing substitutes on short notice for diverse and often rapidly scheduled industry and community events.
No substantive difference in planned action compared to the actual implementation.

Action 2.02 CTE STEM PK-6 Kids Invent!
Implementation Status: Full Implementation
The implementation of on-campus CTE experiences for grades TK-6 was successfully carried out, with notable successes such as training over 400 teachers through LEGO Education, integrating Minecraft CTE City across SDC classes, and logging over 58,000 student experiences districtwide. Additional enrichment through NOVA Farms and AIMS expanded access to STEM and agricultural activities, and the push-in model helped reduce transportation costs significantly. However, the process faced challenges, including difficulties in coordinating with industry partners and time constraints at school sites, with 18 elementary campuses still pending full implementation of CTE City.
No substantive difference in planned action compared to the actual implementation.

Action 2.03 Men's and Women's Alliance
Implementation Status: Partially Implemented
The implementation of the Men’s and Women’s Alliance program was implemented as planned, except for work not occurring at one middle school due to unfilled positions. A notable success was the continued value sites found in the program, supporting at-risk youth and expanding the number of schools served, although challenges included difficulties in enrolling the appropriate students and scheduling professional learning for teachers. Additionally, while tutoring services were limited to school hours, the program faced financial challenges to sustain the work-based component, though there was success in increasing student participation in Alliance Career Readiness.
No substantive difference in planned action compared to the actual implementation.

Action 2.04 School Counselors & Resource Counseling Assistants
Implementation Status: Full Implementation
The action was fully implemented as planned, with counselors offering individual conferences, small group sessions, classroom presentations, field trips, and various career exploration activities. Notable successes included the launch of college and career fairs at all middle schools and the successful transition to improved career exploration platforms for students. However, the implementation faced challenges, such as inconsistent access to students at certain sites and difficulties encouraging students to retake courses for A-G eligibility despite having passed them for graduation.
No substantive difference in planned action compared to the actual implementation.

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

Action 2.01 Linked Learning, ROP, and CTE Pathway Development - Actual expenses down 23.6%. Actual expenditure reflected a decrease due to support by the multi-year California Career Technical Education Incentive Grant Award to expand career pathways, enhance program offerings, and support student readiness for postsecondary opportunities.

Action 2.03 Men's and Women's Alliance - Actual expenses down 20.1%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 2 Expand student-centered and real-world learning experiences.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – Graduation, CTE capstone completers
Graduation rate

- Improved - All students by 0.4%, foster youth by 9.7%, and low-income by 0.6%
- Declined - English learners by 2.8%

CTE Capstone completers

- Improved - All students by 2.9%, low-income by 2.9%
- Declined - English learners by 7.3%, foster youth by 14.0%

Evaluation of the outlined metrics indicates that the action demonstrates somewhat effectiveness in advancing the intended goals for targeted student populations. Strategic investments, such as the addition of support teachers, expanded access to work-based learning opportunities, and increased resources for CTE programs, have contributed to notable gains, including a significant rise in student participation and engagement. In order to facilitate those pieces, we have the following supports in place: Professional Learning for CTE Teachers which requires substitutes to support those trainings as well as Supplemental Contracts. Teachers on Special Assignment as well as Administrative staff lead these trainings. Teachers are provided with materials and supplies ordered by CTE support staff. Teachers are also supplied with Supplemental Contracts to further plan and develop high quality CTE pathways. Ongoing feedback from advisory committees and key educational partners underscores the potential of these strategies to drive long-term improvements in student achievement. With a 99.6% graduation rate for CTE Completers, compared to the district average of 86.1%, continued refinement and consistent implementation of these supports are expected to further elevate outcomes across all student groups.

Action 2.02 CTE STEM PK-6 Kids Invent!

Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA
- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points

Distance from standard in state (SBAC) Math
- Improved - All students by 4.8 points, English learners by 5.8 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%

On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%

Progress in local (iReady) Math
- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students

The analysis of the above metrics, combined with insights from educational partners, including educators, students, families, and industry partners, indicates that this action is somewhat effective in advancing outcomes for EL and FY. The increase in participation rates, particularly among EL (64%) and FY (57%) students, reflects promising progress toward equitable access to STEM/CTE opportunities. Educational partner feedback highlights appreciation for the growth in high-quality, site-specific experiences and the inclusive planning process that aligns offerings with student and community needs. Students that are using Lego curriculum in alignment to Wonders receive their hands-on experiences with Coding and Steam Park and People Lego Kits that highlight various professions. Teachers are first trained in Engineering Design Process, and then receive Lego and other curriculum materials for their classrooms to use with students in hands-on application, which culminates in a field trip to Fresno State's Save Mart Center for Innovation Day where students collaborate in teams of 4 in problem solving together to build, design, and create solutions to new challenges. With sustained professional development, consistent execution, and data-informed refinements, the initiative is positioned to strengthen its impact on student learning over time.

Action 2.03 Men's and Women's Alliance
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – chronic absenteeism, suspension
Chronic absenteeism
- Improved – All students by 4.4%, low-income by 4.4%
- Declined – Foster youth by 2.8%

Suspension rate
- Improved – All students by 0.7%, low-income by 0.8%
- Declined – Foster youth by 0.6%

Based on the metrics above, this action is somewhat effective, particularly for low-income students. However, the results for foster youth remain underperforming. In response, plans are in place to introduce targeted adjustments, such as staff training, better resource coordination, collaborative planning efforts, enhanced data monitoring practices, additional full-time teachers at secondary sites including Alternative Education, program and curriculum resources, including professional learning for teachers. Ongoing professional development, consistent implementation, and data-informed refinements are anticipated to improve all outcomes.

Action 2.04 School Counselors & Resource Counseling Assistants
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – graduation, student attendance, A-G Completion
Graduation rate

- Improved - All students by 0.4%, foster youth by 9.7%, low-income by 0.6%
- Declined - English learners by 2.8%

Student attendance rate

- Improved - All students by 0.49, English learners by 0.4%, foster youth by 0.5%, low-income by 1.1%

A-G Completion rates

- Improved - All students by 2.4%, English learners by 1.4%, foster youth by 3.2%, low-income by 2.8%

The evaluation of the metrics indicates that the action is somewhat effective on achieving the desired outcomes for English learners, foster youth, and low-income students. To meet the educational needs of English learners, foster youth, and low-income students, every middle school will have the support of a resource counseling assistant and an academic counselor. The increase in support of resource counseling assistants and academic counselors at every middle school has contributed to enhanced student achievement, a more positive school climate, and greater family engagement. Notably, nearly 50% of qualified seniors, including those from low-income, English learner, and foster youth backgrounds, have applied to Fresno State for Fall 2025/26. These efforts have resulted in improved graduation rates, higher proficiency gains in English language arts and mathematics, reduced suspensions, and better attendance rates for English learners compared to the district averages.

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.

Corrected the “Data Year” in Target Outcome for Year 3 for metric 2.09

Added the Homeless student group to metric 2.08

Updated Action 2.01 to reflect additional clarity regarding the interim program and field trips

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Linked Learning, ROP, and CTE Pathway Development	Additional teachers Teacher Supplemental contracts Educational work field trips Teacher Substitutes Internship Programs Teachers on Special Assignment Administrative Staff CTE office support staff Materials and Supplies	$27,946,235.00	Yes
2.02	CTE STEM PK-6 Kids Invent!	Curriculum and materials Lego Education Innovation Day Field Trips	$1,372,047.00	Yes
2.03	Men's and Women's Alliance	Men's and Women's Alliance Programs: • Additional teacher full-time equivalent (FTE) at secondary sites • Program and curriculum resources, including but not limited to professional learning for teachers	$1,536,959.00	Yes
2.04	School Counselors & Resource Counseling Assistants	To meet the educational needs of English learners, foster youth, and low-income students, every middle school will have the support of a resource counseling assistant and an academic counselor.	$18,276,786.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student engagement in their school and community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need to expand engagement opportunities for all students, ensuring that Fresno Unified not only provides a quality education, but also offers programs students can participate and engage in. The need for this goal is to ensure that all students, specifically English learner, low-income, and foster youth are engaged. The focus of this goal is to increase positive student engagement and relationship in order to decrease the low-performance of student groups as indicated on the CA Dashboard. Metrics are aligned to this goal to ensure that suspension, expulsion, and absenteeism decrease and that engagement and attendance increase. This goal's purpose is to decrease suspension rates, expulsion rates, and chronic absenteeism and to increase positive sense of safety and connectedness, properly maintained facilities, and students participating in extra-curricular activities (arts, activities, or athletics). We will create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values. This goal recognizes that student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired. Stronger student engagement extends to a deeper motivation to learn and progress in school. This goal also encompasses the need to engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, and the civic life of their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.01	Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, AI = American	ALL: 7.3% EL: 5.1% FY: 21.5% LI: 7.8% AI: 9.5% AA: 16.4%	ALL: 6.6% EL: 4.9% FY: 22.1% LI: 7.0% AI: 9.3% AA: 15.9%		ALL: 6.4% EL: 4.2% FY: 18.0% LI: 6.9% AI: 3.5% AA: 10.4%	ALL: +.7% EL: +.2% FY: -.6% LI: +.8% AI: +.2% AA: +.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indian, AA = African American, HL = Homeless, MR = Two or More Races, SWD = Students with Disabilities)	HL: 15.8% MR: 8.9% SWD: 10.6% Data Year: 2022/23 Data Source: CA Dashboard -additional reports	HL: 14.7% MR: 8.3% SWD: 9.8% Data Year: 2023/24 Data Source: CA Dashboard - additional reports		HL: 12.2% MR: 2.9% SWD: 9.7% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	HL: +1.1% MR: +.6% SWD: +.8%
3.02	Rate of parents, students and staff report of positive sense of safety and connectedness (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers Data Year: 2023/24 Data Source: Climate & Culture Survey	Safety: 72.5% Students 93.0% Parents 89.0% Staff Connection: 81.5% Students 91.0% Parents 94.0% Teachers Data Year: 2024/25 Data Source: Climate & Culture Survey		Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers Data Year: 2026/27 Data Source: Climate & Culture Survey	Safety: -.2% Students +1.3% Parents -.3% Staff Connection: +1.1% Students +.7% Parents +1.5% Teachers
3.03	Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 0.24% EL: 0.18% FY: 0.52% LI: 0.26% Data Year: 2022/23 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	ALL: 0.13% EL: 0.10% FY: 0.51% LI: 0.14% Data Year: 2023/24 Data Source: DataQuest Expulsion and		ALL: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: DataQuest Expulsion and	ALL: +.1% EL: +.08% FY: +.01% LI: +.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension – Expulsion Rates		Suspension – Expulsion Rates	
3.04	Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2022/23 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2023/24 Data Source: FIT Report (Facilities Inspection Tool)		100% of schools with a rating of good or exemplary Data Year: 2025/26 Data Source: FIT Report (Facilities Inspection Tool)	.0%
3.05	Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, AA = African American)	ALL: 34.7% EL: 27.2% FY: 35.0% LI: 36.5% AA: 44.5% Data Year: 2022/23 Data Source: Dataquest	ALL: 30.3% EL: 23.1% FY: 37.8% LI: 32.1% AA: 41.5% Data Year: 2023/24 Data Source: Dataquest		ALL: 25.7% EL: 18.2% FY: 29.0% LI: 27.5% AA: 35.5% Data Year: 2025/26 Data Source: Dataquest	ALL: +4.4% EL: +4.1% FY: -2.8% LI: +4.4% AA: +3.0%
3.06	Percent of students who have participated in at least one arts, activities, or athletics event – Broad Course of Study (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 47.5% EL: 37.3% FY: 45.0% LI: 46.5% Data Year: 2022/23 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: 42.6% EL: 31.5% FY: 41.6% LI: 41.4% Data Year: 2023/24 Data Source: Broad Course of Study Local Indicator on the Dashboard		ALL: 62.5% EL: 52.3% FY: 60.0% LI: 61.5% Data Year: 2026/27 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: -4.9% EL: -5.8% FY: -3.4% LI: -5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.07	Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 90.1% EL: 91.6% FY: 89.5% LI: 89.9% Data Year: 2022/23 Data Source: ATLAS (Average Daily Attendance)	ALL: 91.0% EL: 92.0% FY: 90.0% LI: 91.0% Data Year: 2023/24 Data Source: ATLAS (Average Daily Attendance)		ALL: 91.6% EL: 93.1% FY: 91.0% LI: 91.4% Data Year: 2025/26 Data Source: ATLAS (Average Daily Attendance)	ALL: +.9% EL: +.4% FY: +.5% LI: +1.1%

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal Three: Increase student engagement in their school and community.

Action 3.01 Increase School Allocations for Athletics
Implementation Status: Full Implementation
The program saw notable successes, particularly through strong collaboration between district and site-level staff, as well as positive feedback from students who appreciated the support provided. Challenges arose due to ongoing budget constraints, but strategic adjustments allowed for effective prioritization of resources. Overall, the program's success highlights the importance of continued support for student athletes, ensuring their needs are met and their experience enhanced.
No substantive difference in planned action compared to the actual implementation.

Action 3.02 District-Funded Educational Enrichment Trips
Implementation Status: Full Implementation
The implementation of the enrichment trip program has seen notable successes, including a significant increase in the number of scheduled trips, with 540 trips scheduled for the 2024-25 school year, surpassing previous years. However, the program faced challenges in boosting

student participation, particularly in 6th grade, where participation rates remained between 87% and 88%, as well as in encouraging parent involvement as chaperones for the longer 6th grade camp trips. Despite these challenges, the continued interest in the program and high participation rates for TK-5th grades demonstrate the program's positive impact and ongoing potential for growth.
No substantive difference in planned action compared to the actual implementation.

Action 3.03 District Arts Collaborative Project
Implementation Status: Full Implementation
The action was fully implemented as planned, with six Art Hops held in the new district Art Gallery and participation from 47 teachers across 32 schools. Among the successes were increased student and teacher involvement, the grand opening of the gallery, and plans to showcase the project in a statewide PBS documentary. Challenges included ensuring all student artwork was accompanied by written work, as not all teachers connected the art to literature, limiting the intended literacy component.
No substantive difference in planned action compared to the actual implementation.

Action 3.04 Increased Funding for Music
Implementation Status: Full Implementation
The action was partially implemented as planned, with a consistent curriculum across elementary music ensembles and music offerings for grades K-6. We saw notable successes, such as the establishment of a clear scope and sequence for all grade levels, the provision of a set curriculum, and the successful implementation of music assessments for grades 4-6. However, the implementation process also faced challenges, particularly in securing qualified staff to fill all positions for K-6 across all schools.
No substantive difference in planned action compared to the actual implementation.

Action 3.05 Student Peer Mentor Program
Implementation Status: Partially Implemented
The implementation of the Peer Mentoring program was partially implemented and has seen notable successes, particularly in its ability to connect over 500 students across 18 programs, with high school mentors guiding middle school mentees academically, socially, and emotionally. By focusing on leadership development and career readiness for high school students, while offering valuable academic support to middle school students, the program has fostered positive school climates and increased student engagement. However, challenges have arisen in ensuring ongoing professional development for mentor facilitators, as scheduling conflicts have made it difficult to provide consistent learning opportunities for staff.
No substantive difference in planned action compared to the actual implementation.

Action 3.06 Social Emotional Supports
Implementation Status: Partially Implemented
The action was partially implemented as planned, with notable successes including 1,821 counseling interventions by Clinical School Social Workers, suicide prevention training for all school staff, and education for over 9,000 students. The district also experienced success through the work of Child Welfare and Attendance Specialists, who provided intensive interventions to hundreds of students and families. However,

challenges emerged due to delayed professional learning, which postponed the start of tier three attendance interventions for parents until the Spring Semester.
No substantive difference in planned action compared to the actual implementation.

Action 3.07 School Climate and Culture Expansion
Implementation Status: Full Implementation
The implementation of Tiered supports was marked by notable successes and ongoing development, including the full deployment of Climate and Culture Specialists and Behavior Support Advisors, who provided extensive training, coaching, and direct support that contributed to measurable improvements in student outcomes across all tiers. Despite these successes, the process also faced challenges, including staffing reductions, inconsistent data documentation, and delays in developing the Tier II menu of interventions, which hindered consistent identification and support for students in need. Continued collaboration, accurate data reporting, and structured systems are essential to address these challenges and sustain the progress achieved.
No substantive difference in planned action compared to the actual implementation.

Action 3.08 Restorative Practices/Relationship Centered Schools
Implementation Status: Partially Implemented
The implementation of this action has shown notable successes, particularly in the restorative processes and social-emotional counseling interventions. The Department of Prevention and Intervention has demonstrated positive outcomes, such as a 90% (elementary) and 89% (secondary) rate of no recidivism post-restorative processes, as well as an 83% improvement in elementary students who received social-emotional counseling. However, challenges such as limited access to re-entry post-suspension, inconsistent Tier I Restorative Practices, and staffing limitations within TST/Tier II Teams have impacted the full execution and scope of the initiative.
No substantive difference in planned action compared to the actual implementation.

Action 3.09 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention
Implementation Status: Partially Implemented
The implementation of this action brought both successes and challenges. Key successes included reduced suspension rates and improved outcomes for targeted student groups such as African American students, foster youth, and Students with Disabilities, alongside expanded access to mental health and trauma-informed services. However, challenges emerged in the form of attendance setbacks due to external factors like deportation fears, and inconsistent discipline practices, prompting the need for ongoing targeted coaching to support consistent implementation.
No substantive difference in planned action compared to the actual implementation.

Action 3.10 Campus Climate and Culture Teachers
Implementation Status: Full Implementation
The action to provide a Campus Climate and Culture Teacher at every middle school was fully implemented, with each site now having a dedicated teacher supporting student engagement through data-driven planning and inclusive practices. We experienced successes, such as

increased student connectedness and a stronger sense of belonging, particularly among low-income, foster youth, and English Learner students. However, challenges emerged in coordinating inclusive events, which at times strained staff capacity, especially at sites with newly formed or rebuilding teams.
No substantive difference in planned action compared to the actual implementation.

Action 3.11 Home School Liaisons
Implementation Status: Full Implementation
The implementation of the Home School Liaison (HSL) training courses has resulted in notable successes, such as increased confidence among HSLs and enhanced collaboration between schools and departments. While challenges arose, particularly with family engagement due to concerns about the immigration climate, the district's communication efforts have led to a gradual return of families to engagement activities. The shift from a centralized to a collaborative training model involving HR, DPI, and Parent University has brought a more integrated support system for HSLs, offering richer training experiences and a broader range of resources to address the challenges of student engagement.
No substantive difference in planned action compared to the actual implementation.

Action 3.12 Mental Health Supports
Implementation Status: Partially Implemented
The action was partially implemented by adding school psychologists and office assistants to enhance mental health supports, resulting in many successes through ongoing crisis intervention and student interactions. While school psychologists have positively impacted all students, including foster youth and low-income populations, challenges remain in accurately measuring outcomes due to limitations in the Gaggle system. Specifically, the system cannot track student subgroups or reliably assess the impact on suspension rates, posing a barrier to fully evaluating the program's effectiveness.
No substantive difference in planned action compared to the actual implementation.

Action 3.13 Transportation Services
Implementation Status: Partially Implemented
The action was partially implemented as planned, with bus routes updated and completed, and bus passes for public transit provided to students in FY and LI. Notable successes included the successful implementation of software that supports transportation planning for enrichment trips, which was widely adopted by schools in the district. However, challenges arose with the tracking software for the parent portion of the application, which will be addressed and integrated into the process for the following school year.
No substantive difference in planned action compared to the actual implementation.

Action 3.14 Decrease Suspension Rate to Increase Attendance and Academic Success
Implementation Status: Full Implementation
The action was fully implemented as planned through the creation of our Continuous Improvement Monitoring (CIM) team, bringing together representatives from multiple departments and educational partners. We experienced notable successes, including the development of a

CIM Plan recognized by the California Department of Education as an exemplar, and pilot sites showing significant reductions in suspension rates for students with disabilities, especially African American SWD. However, the implementation also came with challenges, such as coordinating across departments, limited resource control, and the difficulty of scaling efforts across a large system within the given timeframe.
No substantive difference in planned action compared to the actual implementation.

Action 3.15 Campus Safety Assistants
Implementation Status: Partially Implemented
The implementation of Campus Safety Assistants (CSAs) has seen notable successes, particularly through in-house training that enhanced their understanding of restorative practices, fostering stronger student and staff relationships. CSAs have become more reflective in their approach, significantly improving interactions with both students and school staff. However, the deployment process faced challenges, including the need for sufficient time for training by experienced staff and difficulty in hiring qualified CSAs to fill vacant positions, which impacted the timely execution of the initiative.
No substantive difference in planned action compared to the actual implementation.

Action 3.16 Diversity, Equity, and Inclusion
Implementation Status: Full Implementation
The Department of Diversity, Equity, and Inclusion successfully implemented its planned actions by delivering 12 one-day Cultural Proficiency trainings to all new Fresno Unified staff and providing four intensive, optional trainings attended by over 120 participants, alongside school site presentations addressing unhealthy behavior. Among the key successes were the overwhelmingly positive feedback from staff and a noticeable decline in reported unhealthy behaviors, both among staff and students. Challenges included ensuring full attendance for the optional four-day training and addressing the reemergence of unhealthy behaviors at some schools, indicating the need for ongoing support beyond initial presentations.
No substantive difference in planned action compared to the actual implementation.

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

Action 3.04 Increased Funding for Music - Actual expenses down 66.4%. Actual expenditures reflected a decrease due to projected savings from unfilled vacancies and phased implementation of the Prop 28 program.

Action 3.16 Diversity, Equity, and Inclusion - Actual expenses down 20.7%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 3 Increase student engagement in their school and community..

Action 3.01 Increase School Allocations for Athletics
Effectiveness: Somewhat effective
Metric outcomes: Low-income – Percent of students who have participated in at least one arts, activities, or athletics event

- Decreased – All students by 4.9%, low-income by 5.1%

The evaluation of the identified metrics, combined with feedback from educational partners, including student surveys and athletic department staff, suggests that the action has shown some effectiveness in achieving its intended outcomes. These outcomes include providing uniforms, athletic equipment, and protective gear, offering transportation to events, and training staff to ensure equitable access and participation. While student engagement data indicated a slight decrease from the baseline for both all students and low-income students, the action is still considered somewhat effective due to strong implementation and positive qualitative feedback. The 61% survey return rate, reflecting positive student perceptions of support, access, and inclusion, indicates that a solid foundation has been established, and continued refinements can lead to further improvements.

Action 3.02 District-Funded Educational Enrichment Trips
Effectiveness: Somewhat effective
Metric outcomes: English learner, foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event

- Decreased – All students by 4.9%, English learner by 5.8%, foster youth by 3.4%, low-income by 5.1%

The data presented suggests that the educational enrichment trips demonstrate somewhat effective in fostering student participation. Participation in the enrichment trips for TK-5th grade remains high, with rates of 95%-97%, largely due to the trips taking place during school hours. However, participation in 6th grade has remained lower, ranging from 87%-88%, impacted by factors such as family schedules, weather conditions, and cultural norms, despite efforts to address these barriers through logistical support and informational events.

Action 3.03 District Arts Collaborative Project
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, percent of students who have participated in at least one arts, activities, or athletics event
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points

- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math
- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Percent of students who have participated in at least one arts, activities, or athletics event
- Declined – All students by 4.9%, English learner by 5.8%, foster youth by 3.4%, and low-income by 5.1%

Based on the data presented, the overall effectiveness of the action can be considered somewhat effective. Analysis of key performance indicators, in conjunction with input from educational partners such as parents and teachers, suggests that the action has had a limited but noticeable impact on improving reading achievement for the targeted student groups. This includes efforts associated with the District Arts Collaborative Project. However, a decline in student engagement within these subgroups indicates an area in need of further attention. Notably, an encouraging development is the improvement in student attendance within participating classrooms compared to the previous year.

Action 3.04 Increased Funding for Music
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event
Percent of students who have participated in at least one arts, activities, or athletics event
- Declined – All students by 4.9%, foster youth by 3.4%, and low-income by 5.1%

The evaluation of the identified metric, in conjunction with feedback from educational partners regarding students and families, demonstrates that the action has had a moderate level of success in achieving its intended outcomes for foster youth and low-income student groups. However, other metrics suggest positive growth in certain areas. Notably, student participation in music classes has seen a significant increase since the 2021-22 school year, particularly as schools have recovered post-COVID. Data for the 2023-24 school year indicates that 46% of 5th and 6th grade students are now engaged in music, up from 36% in 2021-22.

Action 3.05 Student Peer Mentor Program
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, connection based on the climate and culture survey
Distance from standard in state (SBAC) ELA
- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Connection based on the climate and culture survey

- Improved – All students by 1.1%, all staff by 1.5%, all families by 0.7%

This action is somewhat effective. The student peer mentoring program is demonstrated through a review of key performance indicators and feedback from educational partners, including school staff and internal partners. Overall, the action shows moderate success in achieving its intended goals. The collaborative efforts of the student support teams, combined with personalized learning facilitated by the online platform, contributed positively to student engagement and outcomes. Peer mentors and mentees develop positive relationships which increases activity in the work and overall success of the student mentees by receiving academic tutoring and positive relationship building. Additionally, both parents and educators reported a high level of satisfaction with the structure and impact of the newly established support teams.

Action 3.06 Social Emotional Supports
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – chronic absenteeism, suspension
Chronic absenteeism

- Improved – All students by 4.4%, low-income by 4.4%
- Declined – Foster youth by 2.8%

Suspension rate

- Improved – All students by 0.7%, low-income by 0.8%
- Declined – Foster youth by 0.6%

Based on the analysis of the data and input from educational partners, the initiative demonstrates a moderate level of effectiveness in achieving its intended goals. The evidence points to meaningful progress, especially among low-income students, with observable gains in mental health support, behavioral outcomes, and attendance through the work of the Clinical School Social Workers with one-on-one and small group counseling and Attendance specialists who create better connections with students and families to increase attendance. These two positions help students to feel a greater connectedness to school and increased positive relationships with adults on campus, which supports an increase wanted to go to school and decrease of negative behaviors that lead to suspension. Despite these successes, the outcomes for foster youth show a downward trend in behavior and chronic absenteeism, highlighting persistent gaps that require further intervention. These findings suggest that while the action is partially meeting its objectives, targeted strategies are necessary to ensure more equitable impact across all student groups.

Action 3.07 School Climate and Culture Expansion
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – chronic absenteeism, suspension
Chronic absenteeism

- Improved – All students by 4.4%, low-income by 4.4%
- Declined – Foster youth by 2.8%

Suspension rate

- Improved – All students by 0.7%, low-income by 0.8%
- Declined – Foster youth by 0.6%

Based on the data, this action is somewhat effective in addressing student needs, particularly for All, FY, and LI student groups, as evidenced by reductions in chronic absenteeism and suspension rates. Approximately half of the students receiving Tier II interventions show measurable behavioral growth according to both teacher assessments and student self-reports, suggesting a need for more targeted support. Climate and Culture Specialists play a key role in coordinating with intervention specialists to reinforce positive behavior strategies and create supportive school environments. Intervention specialists will continue to use behavior rating scales to tailor strategies and embed skill-building opportunities within students' daily environments to enhance generalization and effectiveness. With continued refinement and data-informed practices, we anticipate an increase in the overall impact of Tier II and Tier III supports on student behavioral outcomes.

Action 3.08 Restorative Practices/Relationship Centered Schools
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – chronic absenteeism, suspension
Chronic absenteeism

- Improved – All students by 4.4%, low-income by 4.4%
- Declined – Foster youth by 2.8%

Suspension rate

- Improved – All students by 0.7%, low-income by 0.8%
- Declined – Foster youth by 0.6%

The evaluation of the outlined metrics, in combination with feedback from educational partners, demonstrates that this action is somewhat effective in achieving its goals for low-income and foster youth students through the application of responsive restorative practices and social-emotional counseling. A team of Restorative Practices School Counselors provides services at 37 sites in either a full- or part-time capacity, supporting the implementation of restorative strategies across campuses. In addition, a Restorative Practices Teacher on Special Assignment specializes in delivering professional learning to site leaders, further enhancing the consistency and effectiveness of these efforts. Positive responses were recorded from students, staff, and parents/guardians, indicating a high level of satisfaction with the restorative services provided. According to Quarter 3 data, 824 anonymous survey responses yielded an average satisfaction rating of 4.8 out of 5. These findings suggest that the approach is generally effective in meeting the needs of the targeted student population.

Action 3.09 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention
Effectiveness: Somewhat Effective
Metric outcomes: African American, American Indian, foster youth, homeless, mixed race, students with disabilities – Suspension
Suspension

- Improved – African American by 0.5%, American Indian by 0.2%, homeless by 1.1%, mixed race by 0.6%, students with disabilities by 0.8%
- Declined – Foster youth by 0.6%

Based on the data presented, this action is somewhat effective in supporting positive student outcomes. Analysis of the suspension rates indicates progress for several student groups, including notable decreases among African American students, students experiencing homelessness, and Students with Disabilities. However, the increase in suspensions among foster youth highlights an area requiring additional attention and targeted intervention. DEI offers training focused on equity to both students and staff, aiming to improve relationships and promote respectful interactions among students and between students and staff. These trainings, which cover topics like cultural proficiency and diversity, equity, and inclusion, are designed to encourage positive engagement and reduce negative behaviors throughout all campuses. In addition, DPI offers a range of supports, including curriculum development, mental health resources, climate and culture training, behavioral interventions, and restorative practices, for both staff and students. These efforts are aimed at addressing the diverse needs of all learners, with a particular emphasis on supporting the lowest-performing student groups, such as English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and other subgroups identified on the California Dashboard. With sustained efforts in professional development, fidelity in implementing discipline practices, and ongoing data-informed refinement, the district anticipates improved results across all student populations.

Action 3.10 Campus Climate and Culture Teachers
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event, connection based on the climate and culture survey
Percent of students who have participated in at least one arts, activities, or athletics event

- Declined – All students by 4.9%, English learner by 5.8%, foster youth by 3.4%, and low-income by 5.1%

Connection based on the climate and culture survey

- Improved – All students by 1.1%, all staff by 1.5%, all families by 0.7%

The data indicates that the action is somewhat effective, with evidence of progress in certain areas and room for continued development. Evaluation of key metrics and input from educational partners suggest the action has made partial gains toward its goals, especially in supporting low-income students, English learners, and foster youth. Although there was a slight increase in school connectedness among students, staff, and families, overall student engagement declined, signaling a need for more targeted approaches. Campus Climate and Culture Teachers play an essential role in promoting inclusive environments by leading initiatives that strengthen relationships, elevate student voice, and support positive behavior across school sites. Their efforts complement existing strategies such as recognition systems and inclusive events, which have positively impacted school climate. However, further efforts are necessary to foster greater involvement in extracurricular activities for the focus student groups.

Action 3.11 Home School Liaisons
Effectiveness: Somewhat Effective
Metric outcomes: English learner, foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event

- Declined – All students by 4.9%, English learners by 5.8%, foster youth by 3.4%, and low-income by 5.1%

The evaluation of the identified metric, in conjunction with feedback from educational partners such as Home School Liaisons, school administrations, families, teachers, and departments like Human Resources and Prevention and Intervention, indicates that the action is partially effective in achieving its intended outcomes. This includes fostering engagement opportunities for all students, particularly English Learners, Foster Youth, and Low Income students. The initiative works by involving families in various aspects of what the schools and district provide. Overall, the approach helps to create meaningful engagement for these identified student groups.

Action 3.12 Mental Health Supports
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – Suspension
Suspension rates

- Improved – All students by 0.7%, low-income by 0.8%
- Declined - Foster youth by 0.6%

Analyzing the district suspension data indicates that the implemented strategy demonstrates somewhat effective in achieving the desired outcomes for low-income and foster youth students, particularly through sustained mental health interventions delivered by School Psychologists. The continuous presence and support of these professionals appear to contribute positively to student well-being and behavioral outcomes. Furthermore, the lead School Psychologist affirmed that Project Access is making a meaningful impact in supporting foster youth. These findings suggest that while progress is evident, continued evaluation and refinement of services may further enhance student success.

Action 3.13 Transportation Services
Effectiveness: Effective
Metric outcomes: Low-income – Student attendance, chronic absenteeism
Student attendance rate

- Improved – All students by 0.9%, low-income by 1.1%

Chronic Absenteeism rate

- Improved – All students by 4.4%, low-income by 4.4%

The analysis of the identified metrics, in conjunction with feedback from educational partners including staff, families, and students, demonstrates that the action is achieving its intended goals. This approach is effectively supporting all targeted student groups by providing enriching experiences beyond the traditional classroom setting. As a result, students' overall learning and personal development are significantly enhanced. The positive impact of this action reflects its success in fostering growth and engagement for diverse learners.

Action 3.14 Decrease Suspension Rate to Increase Attendance and Academic Success

Effectiveness: Somewhat Effective
Metric outcomes: Students with disabilities - state (SBAC) ELA and Math and local (iReady) ELA and Math, student attendance, suspension, chronic absenteeism
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, students with disabilities by 0.7 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, students with disabilities by 6.9 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%

Progress in local (iReady) ELA

- Improved – All students by 0.6%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%

Progress in local (iReady) Math

- Maintained - All students

Student attendance rate

- Improved – All students by 0.9%

Suspension rate

- Improved – All students by 0.7%, students with disabilities by 0.8%

Chronic absenteeism

- Improved – All students by 4.4%, students with disabilities by 5.3%

Based on the data, the overall effectiveness of the action is somewhat effective. The decline in suspension rates among students with disabilities reflects the impact of focused professional development aimed at promoting positive behavioral supports. Additionally, collaborative efforts across departments and increased family engagement have contributed to this positive trend by reinforcing alternatives to suspension.

Action 3.15 Campus Safety Assistants
Effectiveness: Somewhat Effective
Metric outcomes: Foster youth, low-income – Suspension, student attendance, safety based on the climate and culture survey
Suspension rates

- Improved – All students by 0.7%, low-income by 0.8%
- Declined - Foster youth by 0.6%

Student attendance rates

- Improved – Foster youth by 0.5%, low-income by 1.1%
- Declined - All students by 0.9%

Safety based on the climate and culture survey

- Declined – All students by 0.2%

This action was somewhat effective in advancing toward the goal, with mixed results across key metrics. Suspension rates improved for all students and low-income students but declined slightly for foster youth. Although student attendance rates showed positive growth for foster youth and low-income students, overall attendance for all students declined, and safety perceptions decreased for all students. To address these concerns, additional Campus Safety Assistants (CSAs) have been assigned to sites to increase supervision and promote a safer school environment. Combined with feedback from educational partners, including student surveys and athletic staff, the action demonstrated effectiveness in providing equitable access to athletic resources and support, though continued refinements are needed based on student engagement and safety data.

Action 3.16 Diversity, Equity, and Inclusion
Effectiveness: Somewhat Effective
Metric outcomes: Low-income – Chronic absenteeism, suspension, safety based on the climate and culture survey
Chronic absenteeism

- Improved – All students by 4.4%, low-income by 4.4%

Suspension rate

- Improved – All students by 0.7%, low-income by 0.8%

Safety based on the climate and culture survey

- Improved – All families by 1.3%
- Declined – All students by 0.2%, all staff by 0.3%

The overall effectiveness of the implemented actions, as indicated by the data, is somewhat effective. Although there has been a slight decrease in chronic absenteeism and perceptions of safety, these improvements have not been significant enough to suggest substantial progress. On a positive note, suspension rates have shown a decline, which may be attributed to several factors, including the Cultural Proficiency training that many district staff have participated in. This training has increased staff awareness of cultural differences among students, helping to address behaviors more appropriately and reduce disproportionate suspensions across student groups.

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.

Added the AA student group in the Baseline, Year 1 Outcome, and Target for 3 Year Outcome in metric 3.05.

Updated action 3.05 and 3.10 to school-wide.

Updated the Data Year for metrics 3.06 and 3.07.

Updated action 3.10 title

Action 3.06 Social Emotional Supports will no longer be funded with supplemental concentration and the action has been removed.

Updated the action title description of action Home School Liaisons to Family Engagement Hour Training and the action will be renumbered to 3.10. School Climate and Culture Expansion will be renumbered to 3.06. Restorative Practices / Relationship Centered Schools will be renumbered to 3.07. BASE Diversity, Equity, and Inclusion / Department of Prevention and Intervention will be renumbered to 3.08. Campus Climate and Culture Expansion will be renumbered to 3.09. Mental Health Supports will be renumbered to 3.11. Transportation Services will be renumbered to 3.12. Decrease Suspension Rate to Increase Attendance and Academic Success will be renumbered to 3.13. Campus Safety Assistants will be renumbered to 3.14. Diversity, Equity, and Inclusion will be renumbered to 3.15

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Increase School Allocations for Athletics	• Supplies needed for Athletic programs at all schools • Student body participation at athletic events, including transportation	$16,143,022.00	Yes
3.02	District-Funded Educational Enrichment Trips	Student educational enrichment field trips: • Transportation • Sixth Grade Camp • Entrance Fees	$4,578,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Materials and Supplies		
3.03	District Arts Collaborative Project	District Art Collaborative is used for: • Supplemental salaries for additional time • Gallery supplies • Materials and art supplies • Professional learning	$1,066,510.00	Yes
3.04	Increased Funding for Music	• Additional music teachers for elementary schools • Classroom instruments and instructional resources	$31,427,710.00	Yes
3.05	Student Peer Mentor Program	The student mentor program funds: • Mentor staff • Student mentor payment • Enrichment field trips • Professional learning for mentor staff and student mentors	$681,641.00	Yes
3.06	School Climate and Culture Expansion	9 Climate and Culture Specialists 4 Behavior Intervention Specialists 14 Behavior Support Advisors who serve preschool-8th grade students, 56 Tier II Intervention Specialists formerly known as Child Welfare Attendance Specialists 1 Guidance Learning Advisor Contract for Registered Behavior Technicians	$9,277,672.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.07	Restorative Practices / Relationship Centered Schools	25 Restorative Practices School Counselors (RP Counselors)	$3,985,197.00	Yes
3.08	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	• Student Attendance/SARB • Student Discipline • Mentoring Support • Clinical Social Work & Mental Health Support • Project ACCESS • School Climate & Culture (Tier I) • Behavioral Intervention (Tier II & III) • Restorative Practices • Home Hospital Instruction • Clinical School Social Workers: Address student mental health needs through assessments, counseling referrals, suicide prevention training, and collaboration with families and school leadership to analyze data, identify trends, and connect students to local resources. • Child Welfare Attendance Specialists: Support students and families dealing with truancy by implementing district-level interventions, conducting home visits, leading student and parent support groups, and linking families to attendance improvement resources. The departments of Diversity, Equity, and Inclusion (DEI) and Prevention and Intervention (DPI) provide various services to directly support the identified low-performing student groups in red, as identified on the CA Dashboard with Chronic Absenteeism and Suspension. A needs assessment identified that the lowest performing student groups (AA, AI, FY, HM, MR, and SWD) for suspension have similar needs of counseling, developing coping mechanisms, and other social-emotional supports to deescalate negative interactions. DEI provides equity based training to students and staff to increase positive interactions between staff to student and student to student. The purpose of these equity based trainings (cultural proficiency, DEI) is to increase positive interaction and learn how to decrease and minimize negative interactions. This will increase positive relationships, which will	$34,558,116.00	No

Action #	Title	Description	Total Funds	Contributing
		decrease chronic absenteeism and decrease the amount of suspensions for the identified student groups listed below. This supports all schools in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Chronic Absenteeism. DPI provides curriculum, mental health services, climate and culture training, behavioral services, and restorative practices for staff and students in order to support the needs of all students, but targeting the lowest performing student groups including EL, FY, LI, and the student groups listed below as indicated on the CA Dashboard. The purpose of this work is to support with positive behaviors and to give staff, students and families the tools to cope with trauma and deescalate negative interactions to decrease suspensions for the student groups listed below. This work supports all the school in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Suspension. Additionally, this work will support the lowest performing student groups, as red, identified on the CA Dashboard, see below. Suspension AA Suspension AI Suspension FY Suspension HM Suspension MR Suspension SWD		
3.09	Campus Climate and Culture Teachers	Access to a campus climate and culture teacher is provided at every middle school	$1,518,321.00	Yes
3.10	Family Engagement Hour Training	Parent University Manager Five primary language specialists Materials and supplies	$5,929,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Mental Health Supports	• 52 additional School Psychologists • 2 Office Assistants	$12,798,721.00	Yes
3.12	Transportation Services	Additional Bus Drivers Public Transit Bus Passes Tracking Software	$2,520,346.00	Yes
3.13	Decrease Suspension Rate to Increase Attendance and Academic Success	The district identified that the high suspension rates for students with disabilities (SWD) also negatively impacts attendance and academic success. After analyzing the data, a team will be developed to identify root causes and establish clear instructional and behavioral systems and practices to best support the needs of SWD. To meet the unique needs of SWD, it has been determined that this data will be analyzed by the Special Education team, in collaboration with other district staff and the county, to determine how specific improvements can be made to support the social emotional wellbeing and behaviors for students in order to decrease suspension. These practices to decrease suspension for SWD will keep students in the classroom, in turn, decreasing chronic absenteeism and resulting in academic progress. This process will include community partners, school leaders and special education staff to implement a change idea as identified by this group. A needs assessment will be conducted to specifically support a multi-tiered system of support resulting in positive student outcomes for SWD. School sites will be selected based on data analyses to determine area of focus in reduction of suspension. The identified schools will each develop a team and will meet quarterly to monitor progress and analyze the actions. After testing the change idea, change ideas resulting in positive outcomes will be implemented at other school sites. These change ideas will be utilized to develop an effective instructional program to meet the unique needs of individual student groups and expand practices proven to lower suspension rates, raise student achievement and reduce absenteeism.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action does not have funding attached, as expenditures will be included in the Special Education Department budget.		
3.14	Campus Safety Assistants	Additional Campus Safety Assistants Training	$7,724,262.00	Yes
3.15	Diversity, Equity, and Inclusion	DEI Staff Cultural Proficiency Materials	$2,854,358.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase recruitment and retention of staff reflecting the diversity of our community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional development to continuously build instructional capacity. The need for this goal is to ensure that district staff have the greatest impact on all students, including English learner, low-income, and foster youth. Decreasing internal Human Resources hiring timelines, rate of teachers misassigned, and rate of teacher vacancies, and increasing appropriately credentialed will support meeting the needs of this goal to meet the needs of all students, specifically English leaner, low-income, and foster youth. Fresno Unified will create a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values. The focus of this goal is to support district staff, with overall goal to provide better supports for students. The metrics for this goal are aligned to this focus. We recognize that staff diversity exposes students to various cultural and student groups, preparing students to become better citizens in their communities. For our schools to create a positive, welcoming culture for all students and staff members, it is essential to have an educational workforce that reflects the diversity of the students and communities they serve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Appropriately assigned and fully credentialed teachers	93.9% Clear Data Year: 2023/24 Data Source: CA School Dashboard	99.9% Clear Data Year: 2024/25 Data Source: CA School Dashboard		99.5% Clear Data Year: 2026/27 Data Source: CA School Dashboard	+6.0%
4.02	Rate of teacher's misassigned	0.057% Data Year: 2023/24	Discontinued		Discontinued	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: SARC Report on Teacher Credentialing				
4.03	Rate of teacher vacancies	1.046% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing	Discontinued		Discontinued	Discontinued

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal Four: Increase recruitment and retention of staff reflecting the diversity of our community.

Action 4.01 BASE: Recruitment, Selection, and Retention of Human Capital
Implementation Status: Full Implementation
This action was fully implemented as planned through strong partnerships with California State University, Fresno, Fresno Pacific University, and National University, resulting in a seamless transition of student teachers into classroom roles within Fresno Unified. We experienced notable successes, particularly through our teacher pipeline programs, which helped ensure 146 fully credentialed teachers are ready to fill vacancies, including in hard-to-staff areas like special education, math, and science, for the 2025/26 school year. Challenges included addressing performance concerns, as reflected in the non-reelection of 28 non-permanent teachers based on evaluations indicating they did not meet established standards.
No substantive difference in planned action compared to the actual implementation.

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.

N/A

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 4 Increase recruitment and retention of staff reflecting the diversity of our community.

Action 4.01 BASE: Recruitment, Selection, and Retention of Human Capital
Effectiveness: Somewhat effective
Metric outcomes: Rate of teacher's misassigned

- Declined by 0.02%

This action is somewhat effective based on the data. Analysis of key performance indicators, coupled with input from educational partner feedback, including parents, staff, and students, supports this assessment. Continued collaboration with site administrators and counselors will be prioritized to maintain appropriate teacher assignments. Additionally, partnerships with universities will remain essential to addressing staffing needs through ongoing teacher pipeline initiatives.

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.

Corrected the “Data Year” to 2026/27 in Target Outcome for Year 3 for metric 4.01.

Updated the metric description and data source of metric 4.01.

Metrics 4.02 and 4.03 will be discontinued.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	BASE: Recruitment, Selection, and		$15,469,494.00	No

Action #	Title	Description	Total Funds	Contributing
	Retention of Human Capital	• Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels • Hire a diverse staff that is reflective of our students and community • Fill all known vacant positions of leaders, teachers and classified • Retain high performing employees through the evaluation process • Leverage the evaluation process to maintain and monitor employee performance • Leverage supervision process to maintain and monitor employee conduct • Collaborate with teacher and leadership development for retention and promotional opportunities • Monitor credentials of all credentialed staff and completion of credential audits • Research, analyze and implement regulatory changes in credentialing and non-credentialing areas • Monitor classification and compensation process • Administrating regulatory and negotiated leaves of absence • Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase inclusive opportunities for families to engage in their student's education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the commitment of Fresno Unified to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and enhance culturally proficient two-way communication and engagement opportunities for families. The need for this goal is to ensure that our students, families, and staff feel connected and safe, which is measured using the district's climate and culture survey. The focus of this goal is to build strong relationships with families to support student learning. The metrics assigned to this goal align to this focus. Fresno Unified will engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that will result in greater student achievement and strengthen the bond between our families and our schools. Fresno Unified views family engagement as a lever to move student achievement and improve student supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.01	Rate of parents, students and staff report of positive sense of safety and connectedness	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers Data Year: 2023/24 Data Source: Climate & Culture Survey	Safety: 72.5% Students 93.0% Parents 89.0% Staff Connection: 81.5% Students 91.0% Parents 94.0% Teachers Data Year: 2024/25		Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers Data Year: 2026/27	Safety: -.2% Students +1.3% Parents -.3% Staff Connection: +1.1% Students +.7% Parents +1.5% Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Climate & Culture Survey		Data Source: Climate & Culture Survey	
5.02	Seek parent input & promote parental participation in programs for low-income, foster youth, and English learner students and students with exceptional needs	Full Implementation - (Level 4) Data Year: 2023/24 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	Full Implementation and Sustainability - (Level 5) Data Year: 2024/25 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains		Full Implementation and Sustainability - (Level 5) Data Year: 2026/27 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	+Level 1

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal Five: Increase inclusive opportunities for families to engage in their student's education.

Action 5.01 Parent Engagement Investments
Implementation Status: Full Implementation
The action was successfully implemented through monthly Family Engagement Hours and the introduction of the Family Leadership Academy, resulting in increased family participation and strengthened partnerships between families, educators, and school staff. Notable successes include a 32.1% increase in family engagement, with a growing number of families served, ultimately supporting improved academic outcomes for students. However, challenges such as concerns around the current immigration climate impacted family participation in spring activities, prompting us to explore new strategies to enhance engagement and provide additional support to families. No substantive difference in planned action compared to the actual implementation.

Action 5.02 Expanded Student, Parent and Community Communication
Implementation Status: Full Implementation
The implementation of the expanded Translations & Interpretation Services department, alongside the introduction of our new website and Parent Square communication tool, has led to significant successes in improving user experiences and accessibility for Spanish-speaking families. Notable successes include the effective training of school sites on website communication best practices and achieving an impressive 97% contractibility score on ParentSquare, which demonstrates our ability to reach nearly all families. However, a challenge remains in ensuring that families keep their contact information up to date in ATLAS, which is crucial for maintaining seamless communication through ParentSquare.
No substantive difference in planned action compared to the actual implementation.

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

Action 5.02 Expanded Student, Parent and Community Communication - Actual expenses up 17.5%. Actual expenditure reflected an increased need for staffing to support translation services, ensuring improved communication and access for multilingual families across school sites.

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 5 Increase inclusive opportunities for families to engage in their student's education.

Action 5.01 Parent Engagement Investments
Effectiveness: Effective
Metric outcomes: English learner – state (SBAC) ELA and Math and local (iReady) ELA and Math
Distance from standard in state (SBAC) ELA
- Improved – All students by 2.7 points, English learner by 4.5 points

Distance from standard in state (SBAC) Math
- Improved - All students by 4.8 points, English learners by 5.8 points

On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, English learner by 4.2%

Progress in local (iReady) ELA
- Improved – All students by 0.6%, English learner by 2.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learner by 4.5%

Progress in local (iReady) Math

- Improved – English learner by 1.0%
- Maintained - All students

The evaluation of the identified metric, in conjunction with feedback from educational partners such as families, school administrators, teachers, and community educational partners, demonstrates that the action is highly effective in achieving its intended goals for all students, particularly English learners. By equipping families with the skills to read and interpret iReady reports, they gain a deeper understanding of their children's academic progress and key milestones, which empowers them to pursue timely interventions. Furthermore, this initiative fosters a sense of agency in families, enabling them to actively participate in and advocate for their children's educational journey. Ultimately, the action contributes to a collaborative approach that strengthens student success and supports long-term academic achievement.

Action 5.02 Expanded Student, Parent and Community Communication
Effectiveness: Somewhat Effective
Metric outcomes: English learner – English learner progress indicator, connectedness based on the climate and culture survey.
English learner progress indicator

- Declined - English learner by 6.6%

Connectedness based on the climate and culture survey

- Improved – All students by 1.1%, staff by 1.5%, and family by 0.7%

The evaluation of metrics and feedback from school leaders and families demonstrates that the action is somewhat effective in achieving its intended outcomes across all targeted groups. Data from the Climate and Culture survey reveals positive growth in engagement. However, there was a decline in the English Learner Progress Indicator, reflecting challenges in advancing English proficiency. This decrease suggests that additional efforts are needed, particularly in enhancing connections with English learner families to better support their students' educational progress. To strengthen these connections, contracted services provide Spanish and English television programming designed to engage families in culturally relevant ways. Additionally, supplemental translation services are offered to ensure clear and accessible communication between schools and English learner families, helping to bridge language barriers and promote greater involvement.

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.

Corrected the “Data Year” to 2026/27 in Target Outcome for Year 3 for metric 5.02

Actions 5.01 and 5.02 have been corrected to reflect LEA-wide scope.

Action 5.01 will strategically shift its family engagement efforts to targeted school sites based on needs next school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Engagement Investments	Parent University Staff Materials and Supplies for Staff and Family Professional development	$4,111,814.00	Yes
5.02	Expanded Student, Parent and Community Communication	Contracted services with Spanish and English television programing Supplemental Translation Services	$2,540,965.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Contributes to all Fresno Unified School District Goals. This goal focuses on the operational components of Fresno Unified, including how schools plan to support the identified student groups (LI, EL, FY) and the lowest-performing student groups on the CA School Dashboard. The outcomes of this goal align with the metrics listed above, in Goals 1-5, and in the LCAP appendix.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to encompass actions that have direct input and contribute to all Fresno Unified School District goals, metrics, and indicators. This goal was created to highlight the operational supports, which include some of the basic needs an educational district has to perform for students to have the ability to attend school. This includes the supplemental use of funds allocated to schools sites to support the identified students groups (low-income, foster youth, and English learner students) and funding provided to schools to fulfill the requirement to assist the lowest performing student groups as identified on the 2023 California School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.01	See Metric / Indicators above for each of the district goals	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): Not Implemented; Partially Implemented; Full Implementation.

The actions outlined in Goal Six: Contributes to all Fresno Unified School District Goals.

Action 6.01 School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students
Implementation Status: Full Implementation
Action was implemented as described in the LCAP by schools addressing student needs through planning, including assessments and input from educational partners, which is now fully operational
and successful. Challenges persist as schools address academic gaps and engagement issues post-pandemic, but the action effectively allocates funds to support low-income, English learner, and foster youth students. Successes include the engagement process to ensure students, families, and staff are informed of the data and have a voice in the process of how to best support the identified student groups. The challenge includes having ample amount of time and participation in the different strategies and initiatives that are put in place.
No substantive difference in planned action compared to the actual implementation.

Action 6.02 BASE: Central Office Administration
Implementation Status: Full Implementation
Action was implemented as described by supporting the Board of Education, Office of the Superintendent, and Communications.
No substantive difference in planned action compared to the actual implementation.

Action 6.03 BASE: Business and Financial Services
Implementation Status: Full Implementation
Action was implemented as described in the LCAP by supporting district departments that work directly with students and families by providing central service functions such as fiscal services, payroll, and benefits and risk management.
No substantive difference in planned action compared to the actual implementation.

Action 6.04 BASE: Operational Services
Implementation Status: Full Implementation
The department continued to direct the construction of new capital improvement projects, and the modernization of existing schools.
No substantive difference in planned action compared to the actual implementation.

Action 6.05 BASE: Other Expenses
Implementation Status: Full Implementation
Action was implemented as described in the LCAP by making contributions to health and retirement.
No substantive difference in planned action compared to the actual implementation.

Action 6.06 One-time Recovery Resources
Implementation Status: Partially Implemented
Action was partially implemented as described in the LCAP by supporting the district's eLearn Academy, finger printing, providing classroom interactive panels, school Wi-Fi expansion, support for professional learning, and upgrading HVAC systems.
No substantive difference in planned action compared to the actual implementation.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.
Implementation Status: Partially Implemented
Schools partially implemented as described in the LCAP by utilizing data to support the actions put in place for the lowest-performing student groups as identified on the 2023 Dashboard. Partial implementation was due to, but not limited to, unfilled positions such as Resource Counseling Assistants, Instructional Aides, and Home School Liaisons, independent and supplemental contracts not completed at the rate expected, or less materials and supplies needed for specific initiatives for the lowest performing student groups. Additionally, some action focus shifted based on the availability of time and planning. Schools were able to utilize data to implement supplemental strategies and initiatives to support the identified student groups as seen in the LCAP Appendix. Successes included the use of tutors, mentoring, and teacher planning sessions to best support student needs. Challenges include identifying specific needs of each student group or individual student in order to best support them.
No substantive difference in planned action compared to the actual implementation.

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

Action 6.04 BASE: Operational Services - Actual expenses up 10.5%. Actual expenditure reflected an increase due to the receipt of one-time grants for ventilation improvements and bus purchases, along with the carryover of one-time facility projects to support safe and efficient learning environments.

Action 6.06 One-time Recovery Resources - Actual expenses up 27.9%. Actual expenditure reflected an increase due to the ESSER carryover and higher Learning Recovery Emergency Block Grant funding, which supported extended learning opportunities to address student learning gaps.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard - Actual expenses down 13.2%. Actual expenditure reflected a decrease due to lower projected school site Title I expenditures, allowing for more efficient allocation of resources while continuing to support student achievement.

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

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 6 Contributes to all Fresno Unified School District Goals.

Action 6.01 School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students
Effectiveness: Somewhat Effective
Metric outcomes: English learner, low-income, foster youth: state (SBAC) ELA and Math and local (iReady) ELA and Math, suspension rates, A-G Completion rates, chronic absenteeism, graduation rate
Distance from standard in state (SBAC) ELA

- Improved – All students by 2.7 points, English learners by 4.5 points, foster youth by 3.7 points, low-income by 2.9 points

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, English learners by 5.8 points, low-income by 5.1 points
- Declined – Foster youth by 2.4 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, English learners by 4.2%, foster youth by 4.8%, low-income by 1.1%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, English learners by 2.1%, foster youth by 3.3%, low-income by 0.1%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, English learners by 4.5%, foster youth by 8.3%, low-income by 1.1%

Progress in local (iReady) Math

- Improved – English learners by 1.0%, foster youth by 7.6%
- Maintained - All students
- Declined - Low-income by 0.3%

Suspension rates

- Improved – All students by 0.7%, English learner by 0.2%, low-income by 0.8%
- Declined - Foster youth by 0.6%

A-G Completion rates

- Improved - All students by 2.4%, English learners by 1.4%, foster youth by 3.2%, low-income by 2.8%

Chronic absenteeism

- Improved – All students by 4.4%, English learners by 4.1%, low-income by 4.4%
- Declined – Foster youth by 2.8%

Graduation rate

- Improved – All students by 0.4%, foster youth by 9.7%, low-income by 0.6%
- Declined – English learner by 2.8%

This action was somewhat effective in making progress towards the goal. There are multiple metrics linked to this action, showing improvements in some student groups, declines in others, and maintenance in others. This action is somewhat effective because schools develop individualized plans, called School Plans for Student Achievement (SPSA), in collaboration with the School Site Council, comprising parents, students, and staff, to address the specific needs of English learners, foster youth, and low-income students identified through local measures. The implementation of this work supports the identified student groups to receive scaffolded instruction that is grade level and aligned to standards, which supports an increase in ELA and Math and positively affects language acquisition shown on ELPI. Additionally, through mental health and mentoring supports students are decreasing negative behaviors, which increases their engagement in school and their ability to learn. Additionally, to support this work the schools are able to purchase supplemental materials and supplies, additional teacher planning time, and professional development, which allows for the success of students. The success includes the plans incorporating data analysis, community input, and feedback from educational partners to create actionable strategies aimed at meeting LCAP goals and improving outcomes for the targeted student groups. The Student Performance Success Assessment (SPSA) assists schools in addressing the underlying reasons for academic challenges among students, aiming to improve the achievement of those who have not yet met state standards.

Action 6.02 BASE: Central Office Administration
Effectiveness: Effective
Metric outcomes: Access to instructional materials

- Maintained – All students at 100%

This action successfully contributed to progress toward the goal. According to Fresno Unified's local indicator on the percentage of students without access to their own copies of standards-aligned instructional materials for both school and home use, 100% of students now have their own copies of these materials.

Action 6.03 BASE: Business and Financial Services
Effectiveness: Effective
Metric outcomes: Access to instructional materials

- Maintained – All students at 100%

This action has effectively advanced progress toward the goal. Fresno Unified's local indicator shows that 100% of students now have their own copies of standards-aligned instructional materials for use at both school and home, addressing the percentage of students who previously lacked access.

Action 6.04 BASE: Operational Services
Effectiveness: Effective
Metric outcomes: Facilities are properly maintained

- Maintained – 100% of schools with a rating of good or exemplary

This action successfully contributed to advancing the goal. According to Fresno Unified's local indicator rating, which tracks instances where facilities fail to meet the "good repair" standard, the district has achieved 100% compliance, with all facilities meeting the standard.

Action 6.05 BASE: Other Expenses
Effectiveness: Effective
Metric outcomes: Access to Instructional Materials

- Maintained – 100% Access to Instructional Materials

This action successfully contributed to advancing the goal. According to Fresno Unified's local indicator, which measures the percentage of students without access to personal copies of standards-aligned instructional materials for use both at school and at home, 100% of students now have access to these materials.

Action 6.06 One-time Recovery Resources
Effectiveness: Effective
Metric outcomes: Implementation of State Standards

- Maintained – Full Implementation

This action was effective in making progress towards the goal. As referenced in Fresno Unified's implementation of state standards local indicator rating, the district is in full implementation in providing support for teachers on the standards they have not yet mastered.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard
Effectiveness: Somewhat Effective
Metric outcomes: Student groups in Red on the 2023 California School Dashboard
See appendix
This action was somewhat effective. While many of the identified student groups showed growth, as seen in the appendix, so student groups declined, and others maintained. Based on the state and local assessment data and all the indicators identified as lowest performing on the CA Dashboard which can be viewed in the appendix and educational partner feedback this action was somewhat effective because it utilized data to ensure call out the identified student groups from the CA Dashboard in the School Plan for Student Achievement. Schools were required to work with educational partners to review the data and discuss the specific problems, causes, and needs of each student group. In doing so students were able to get the scafolded support and grade level rigor to increase ELA and Math scores on state and local tests and EL students were able to show progress on the state indicator. The effectiveness of this action helped students to read on grade level and access grade level text. Additionally, this action increase the mental health, mentoring, and safety supports provided to the identified student groups. Students were able to come to school more engaged and decreased the level of negative interactions with other students and adults on campus. This increased their ability to pay attention in class and learn.

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth. School sites provide a broad menu of "best practice" investments designed increase or improve services for low-income, foster youth, and English learner students. Specific investments provided for low-income, foster youth, and English learner students through the site plans include but are not limited to the following examples: • Supplemental materials and technology • Academic interventions and supports (including, but not limited additional positions and tutoring) • Supplemental staffing • Parent involvement supports including supplemental staff • Social Emotional Interventions and supports • Supplemental professional learning for staff	$24,699,334.00	Yes
6.02	BASE: Central Office Administration	• Board of Education • Superintendent • Deputy Superintendent Equity Supports • Communications	$8,098,855.00	No

Action #	Title	Description	Total Funds	Contributing
6.03	BASE: Business and Financial Services	The Business and Financial Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration. These values are the foundation of the division mission which is to: • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success Departments serving to support this mission include: • Fiscal Services • Payroll • Benefits/Risk Management • State and Federal	$18,371,246.00	No
6.04	BASE: Operational Services	• Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility uses by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services, and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips	$190,942,227.00	No

Action #	Title	Description	Total Funds	Contributing
6.05	BASE: Other Expenses	• Health contribution • Retirement	$11,061,688.00	No
6.06	One-time Recovery Resources	• eLearn Academy • Upgrading technology • Finger printing • Classroom interactive panels • Phase II of connectivity infrastructure • School Wi-Fi expansion • Data center security and resiliency • Student device supports • Vice principal institute • Principal pipeline • Credit recovery • Afterschool programs • Support for professional learning • Digital lessons and licenses • Upgrading HVAC systems	$37,738,575.00	No
6.07	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.	To address the school or student group within a local educational agency, or a student group within a school, receives the lowest performance level on one or more state indicators on the 2023 California School Dashboard (Reds) and identified in the metrics appendix, each school listed below will take the following actions: ADDAMS ELEMENTARY: EL - ELA/MATH The English Learner student population is the only group performing at the lowest level in area of English Language Arts (ADS -103.5). With Title I funds Addams plans to support our low performing groups of students	$7,801,931.00	No

Action #	Title	Description	Total Funds	Contributing
		(ELs) as it relates to this action (ELA/Math) by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELA/ELD and Math). They are also utilizing some of the Title I funds to add an additional Home School Liaison to improve service and communication with the parents of our ELs. SWD- Math With Title I funds Addams plans to support English Learners and Students with Disabilities by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELD and Math). All, HM, AA, SED, HI, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the “red” on the dashboard for Addams Elementary “all-student group” in Suspension, Addams will utilize Title I funds to support individual and group counseling focused on building social/emotional competencies and coping strategies to be conducted by a School Social Worker. The social worker will also address student groups for AA, HI, HM, SED, and SWD students at Addams elementary for suspension. The social worker will work with the student group to identify triggers and build social-emotional skills in order to support increasing positive behavior/interactions and decreasing suspensions. If the student groups have specific needs the social worker can support connecting students and families with internal or external services. AHWAHNEE MIDDLE SCHOOL: AA, EL, HI, SED- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the needs of AA, EL, HI, and SED in ELA, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial. All, AA, EL, HI, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the red for math on the dashboard for the 'all student group' and to address the needs of AA, EL, HI, and SED in Math, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial. To address the reds on the CA Dashboard for AA, EL, HI, and SED in Math, Ahwahnee will use Teaching Fellows in the math classroom to support students based on assessment. All, EL- ELPI To address the red for ELPI for the 'all student group' and the needs of EL students for ELPI at Ahwahnee, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial. To address the red on the CA Dashboard for ELPI, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial. AA, AS, EL- Chronic Absenteeism		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the needs of AA and AS students for chronic absenteeism, Ahwahnee will conduct weekly outreach from Grade-level leads to students that are chronically absent, School site team (counselor, VP, Tier 2 Intervention Specialist and teachers) will work with and Instructional Leadership team to learn together using an inclusive, improvement science model. To address the needs of EL students to reduce chronic absenteeism Ahwahnee will ensure that ELL student data is monitored closely during monthly Multi-Tiered System of Support (MTSS) meetings. Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red for suspension on the dashboard and to address the needs of AA, EL, HI, SED, and SWD to decrease suspensions at Ahwahnee, Ahwahnee will conduct weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students. Teachers participate in Culturally Responsive training to establish a culture of learning in their classrooms. MTSS Team to report out during Quarterly Cycles of Review and Equity Audits. School site team (counselor, VP, and teachers) will work with and District Support Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement. For EL to reduce suspensions all English Learners will receive tiered supports. Teachers meet with Instructional Coach or TSA to review EL progress monitoring on a quarterly basis.		

Action #	Title	Description	Total Funds	Contributing
		ANTHONY ELEMENTARY EL - ELA/MATH English Learner student population is performing at the lowest level in areas of ELA and Math. Anthony will support English learner students by providing targeted EL support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Acquisition, ELA and Math. Teachers will utilize best practices in support of academic language acquisition. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Guaranteed and Viable Curriculum (GVC) to provide ELD instruction including appropriate interventions based on specific English language proficiency levels that support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners. All subgroups will have access to instruction in foundational skills, small group reading instruction and Intervention. Quarterly monitoring of RFEP students Teachers will know names and ELD levels of al EL students in their classroom and meet with students for goal setting. Teachers to provide ELD instruction for 30 minutes a day. PL content will include developing capacity in teaching and learning in support of our EL students. Site and Region professional learning on SBAC targets and question stems. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices Use of Math manipulatives, visual support and opportunities for group and partner interaction. AYER ELEMENTARY AA and SED - Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the needs of AA and SED students to decrease suspensions Ayer will develop Tier 2 and Tier 3 Systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention. Establish systems for students to provide feedback and voice about school climate issues. Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry. Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports. Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors. Provide opportunities for student leadership through clubs, peer mediation, and mentors. AYNESWORTH ELEMENTARY All, EL, HI, and SED - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the red on the dashboard in ELA for the 'all student group' and to address the needs of EL, HI, and SED in ELA, Aynesworth will: add Teaching Fellows; support English learner students by focusing on building foundational literacy from Preschool - 1st grade. Aynesworth will add Teaching fellows to support all student groups, EL, HI, and SED with ELA during the regular school day. They will be committed to hiring and training Teaching Fellows to support and expand the current RTI program for all the identified student groups in red as indicated on the dashboard. Aynesworth will further support English learners by providing additional resources in the classroom by the use of Orton Gillingham/Cullinan strategies and online platforms Lexia and Ooka Island.		

Action #	Title	Description	Total Funds	Contributing
		EL - Math To address the red on the dashboard for EL students in math, Aynesworth will focus on building foundational Mathematic skills in K-6th grade. Students scoring below grade level in Math with small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. BAIRD MIDDLE SCHOOL SWD - Chronic Absenteeism To address the red on the dashboard for SWD in Chronic Absenteeism, Baird will conduct small group counseling, social skills classes, parent workshops and family trips for SWD. AA, SED - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red on the dashboard for AA and SED in suspension, Baird will conduct small group counseling and social skills classes for AA and SED students. BAKMAN ELEMENTARY EL, SWD - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SWD in ELA, Bakman will allocate funding for 4+ Teaching Fellows for Reading Lab		

Action #	Title	Description	Total Funds	Contributing
		Teacher. Supplemental Salaries (tutoring, etc.), Technology to support instruction, Online Subscriptions to improve achievement. Funds for substitutes for Student Succes Team (SST) parent/teacher collaborative meetings. SWD - Math To address the reds on the CA Dashboard in Math, Bakman will provide teacher supplemental salaries (after school tutoring and planning days), technology to support instruction online subscriptions to improve achievement. Funds for Substitute SST parent/teacher collaborative meetings. Additionally, Bakman will utilize CAASPP Tools for Teachers (instructional resources, playlist) to identify lessons math skills, activities, tools, and lessons designed to enhance instruction. They will monitor SWD progress specifically on all assessments. Implement use of academic discourse using math vocabulary. AA, AS, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, AS, SWD in Suspension, Bakman will target and encourage SWD, AA, and AS students to engage in different activities to promote student engagement in order to decrease suspension. Encourage these students groups to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit). Regular practice of Classroom Circles as they are a core element of a restorative culture and support Restorative Practices (RP) and help reduce student behavior/discipline issues, therefore reducing suspensions. Consistency implementing Restorative Practices especially with disproportionally suspended students. A Restorative Practices Counselor will support this work at Bakman and will target these student groups to decrease suspensions. Additionally, they will pair students with others to encourage participation in different activities. BALDERAS ELEMENTARY		

Action #	Title	Description	Total Funds	Contributing
		EL - ELA To address the reds on the CA Dashboard for ELA, Balderas will provide professional learning in CCSS, ELD framework, and EL strategies with an Instructional Coach. Teachers will utilize the ELD framework and strategies to support EL students. Teachers will use daily checks for understanding (CFU) and student engagement strategies to monitor student learning. EL students will have access to rigorous instruction: complex text, talk and tasks, Guided Reading instruction, and interventions. Teachers, TSA, and site administrators will monitor RFEP students quarterly using CFAs, IAB, FIAB, iReady, BAS, DIBELS, and Wonders Phonics Survey. Professional Learning, planning, and data analysis time will be allocated for teachers to identify, and progress monitor all EL students in their classroom. BIRNEY ELEMENTARY SWD- Math To address the reds on the CA Dashboard for Math, Special Education Teachers with will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/Special Education teacher support. Special Education Teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals. RSP students will meet in small groups with an RSP teacher or paraprofessional to make progress on grade level standards. Special Education Teachers will attend all whole school trainings. AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA and SWD in Suspension, Birney will utilize Hand in Hand Mentoring to support AA and SWD students. The mentoring providing to students will increase positive behavior, decreasing suspension. BULLARD HIGH SCHOOL EL- CCI To address the reds on the CA Dashboard for CCI, Bullard High School will purchase technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice. These opportunities directed toward EL students will expand their class access, proficiency levels, and language acquisition which will support EL students growth in College and Career. AA- Math To address the reds on the CA Dashboard for Math for AA students, Bullard High School will provide academic intervention through Education and Leadership Foundation (ELF) tutors. All, AA, EL, FY, HI, SED, SWD, WH - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the “red” on the dashboard for Bullard High School “all-student group” in Suspension, Bullard will utilize Title I funds to purchase culturally relevant materials and provide professional development to teachers and staff to support diversity, equity and inclusion. To address the red student groups as indicated on the dashboard (AA, EL, FY, HI, SED, SWD, WH) Bullard will provide professional learning for site leaders and teachers focused on all of the identified student groups. They will also provide additional resources available in a "menu of options" for		

Action #	Title	Description	Total Funds	Contributing
		the site team to access support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions, and outcomes. Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations), and Athletics to ensure traditionally underrepresented student groups are proportional to our enrollment. Bullard will utilize strategic groups on campus such as Black Student Union, A4, SWD case managers, Foster Youth Pivot team, and the Social-Emotional team to mentor and provide emotional support as we work with students who are members of significant student groups (AA, SWD, FY) in support of positive behavior to decrease suspension in these student groups. For EL students, Bullard will purchase updated and culturally relevant instructional materials, including books, digital resources, and language-learning software. This will support EL students to be engaged in school, decreasing behaviors that lead to suspension. BULLARD TALENT K-8 SWD- ELA To address the reds on the CA Dashboard for ELA, Bullard Talent K-8 will offer support to students with disabilities by providing sub release days for SPED staff and General Education teachers to collaborate and plan to align instructional supports for the identified students. AA- Suspension To address the reds on the CA Dashboard for Suspension for AA students, Bullard Talent K-8 will increase engagement opportunities through supplemental contracts for staff to provide positive behavioral interventions and supports. BURROUGHS ELEMENTARY EL, SWD- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SWD in ELA, Burroughs Elementary will hire tutors to support improved reading skills for small group intervention. CALWA ELEMENTARY All, EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Calwa Elementary School "all-student group" in ELA, Calwa will provide instructional supports and interventions based on Common Formative Assessments (CFA), IAB, and FIAB data and progress on grade level standards using re-teaching and small group instruction and intensive instructional supports and Interventions provided for students one year or more below grade level. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Calwa Elementary will provide after school tutorial provided by the classroom teacher specific to reading instruction. SWD- Suspension To address the reds on the CA Dashboard for Suspension, Calwa Elementary will provide a Resource Counseling Assistant (RCA) to work directly with SWD. FARBER SCHOOL OF CREDIT ATTAINMENT (CAMBRIDGE) All, EL - ELPI		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Farber School of Credit Attainment (Cambridge) "all-student group" in ELPI, Farber School of Credit Attainment (Cambridge) plans to support English Learner students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. To address the reds on the CA Dashboard for ELPI, Farber School of Credit Attainment (Cambridge) plans to support English Learner students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. All, EL, HI, SED - Graduation Rate After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase graduation rate. To address the "red" on the dashboard for Cambridge High School "all-student group" in Graduation Rate, Farber School of Credit Attainment (Cambridge) will offer Farber School of Credit Attainment (Cambridge) Night School and other Credit Recovery platforms including winter session, spring session, and weekends designed to expand program opportunities for our students. To address the reds on the CA Dashboard for EL, HI, SED in Graduation Rate, Farber School of Credit Attainment (Cambridge) will offer Night School, Saturday School, and outside periods to support credit attainment. All, EL, HI, SED, SWD - CCI		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above (All, EL, HI, SED, SWD) have common needs to increase CCI. To address the "red" on the dashboard for Farber School of Credit Attainment (Cambridge) "all-student group" in CCI, Farber School of Credit Attainment (Cambridge) will offer On-Line Credit Recovery Attainment curriculum for afterschool, CHS Night school, and/or weekend hybrid instruction. To address the reds on the CA Dashboard for EL, HI, SED, SWD in CCI, Farber School of Credit Attainment (Cambridge) will purchase materials and supplies to support academic success including all CTE programs. CENTENNIAL ELEMENTARY EL- ELA To address the reds on the CA Dashboard for ELA, Centennial Elementary will provide tutoring support from Teaching Fellows, using supplemental materials such as visuals, providing on-line learning materials in English and Spanish, providing classes for parents to learn how to work with their students at home and provide teachers with professional learning to increase strategies and pedagogy for working with English Learners. All, AA, MR, SWD, WH - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Centennial Elementary School "all-student group" in Suspension, Centennial Elementary will provide supplemental contracts for teachers to engage students. This will be for different tutoring, clubs, and other social-emotional support activities to increase positive relationships to increase positive student behavior for the identified student groups (AA, MR, SWD, WH). This will support decreasing suspensions. There will be a focus on the targeted student		

Action #	Title	Description	Total Funds	Contributing
		groups, but overall these engagement strategies will support all students on campus. To address the reds on the CA Dashboard for AA, MR, SWD, WH in Suspension, Centennial will provide support students by using Positivity Project and other supplemental materials to provide support with SEL, conflict resolution, and anger management. COLUMBIA ELEMENTARY All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Columbia Elementary School "all-student group" in ELA, Columbia Elementary will provide tutoring, family engagement events, and optional after school tutoring. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Columbia will identify and analyze data for data chats, intervention supports, and for teacher/teams analysis for CFAs and CSAs. All, EL -ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Columbia Elementary School "all-student group" in ELPI, Columbia Elementary will provide literacy mentors and teacher tutoring beyond the school day. To address the reds on the CA Dashboard (EL students) for ELPI, teachers will use data from CFAs, CSAs, ELPAC, iReady Diagnostics and SBAC to identify students who are falling behind and need immediate		

Action #	Title	Description	Total Funds	Contributing
		intervention through the ELD after school tutoring or RTI time in the classroom during the school day. All, AA, EL, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Columbia Elementary School "all-student group" in Suspension, Columbia Elementary will provide social emotional skill building with the counseling team. All students who needs additional support will work with the counseling team to build behavioral and social skills to help regulate emotions and decrease negative behavior, therefor decreasing suspension. To address the reds on the CA Dashboard for AA, EL, HI SED in Suspension, Columbia will continue to use the weekly behavior huddles to dis-aggregate behavior data and plan for specific supports for students showing severity and frequency of behaviors. The TST team will focus on students who are deemed at risk and meet each Friday to ensure resources are used to support the needs of student socially and emotionally to prevent them from being suspended. COMPUTECH MIDDLE SCHOOL AA- Suspension To address the reds on the CA Dashboard for Suspension, Computech for AA students will provide a Clinical Social Worker to provide social emotional supports to decrease suspensions. They will support by connecting students in need to A4 champions and provide extra support through after school clubs. COOPER MIDDLE SCHOOL WH- Chronic Absenteeism		

Action #	Title	Description	Total Funds	Contributing
		To address the reds (WH students) on the CA Dashboard for Chronic Absenteeism, Cooper Middle School will fund a Social Worker and will provide small group sessions to educate parents about attendance. EL- ELA/Math To address the reds on the CA Dashboard for ELA/Math, Cooper Middle School will provide English Learners with access to the iReady Toolkit for additional support with Literacy. Credentialed teachers will provide support for EL students with Literacy skills. They will provide targeted after school interventions held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress. AA- Suspension To address the reds on the CA Dashboard (AA students) for Suspension, Cooper Middle School will provide support to families regarding the importance of engagement and success in school. Monthly monitoring of AA student engagement data to allow for follow up meetings with struggling students. Materials and resources to increase involvement and participation in engagement activities. DEL MAR ELEMENTARY EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above (EL, HI, SED, SWD) have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Del Mar Elementary will purchase materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI. EL, HI, SED, SWD - Teachers of these students will receive materials and supplies to provide intervention supports in the classroom to increase literacy and ELA proficiency. These will support RTI in the classroom.		

Action #	Title	Description	Total Funds	Contributing
		Tutoring from Teaching fellows will focus on literacy and ELA proficiency for EL, HI, SED, SWD. SWD- Math To address the reds on the CA Dashboard (SWD) for Math, Del Mar Elementary will provide teacher supplemental contracts to support afterschool tutoring and/or PLC planning for instruction. Professional learning will be provided to support Math Lesson Design in grades 3-6. DEWOLF HIGH SCHOOL All, HI, SED- Graduation Rate After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase graduation rate. To address the "red" on the dashboard for Dewolf High School "all-student group" in Graduation Rate, Dewolf will provide one on one Student Success Plan Meetings, Academic Goal Setting Conferences, and parent conferences. To address the reds on the CA Dashboard for HI, SED in Graduation Rate, Dewolf will provide after school tutoring, academic mentoring and coaching, and parent conferences. DUNCAN POLYTECH HIGH SCHOOL EL- ELA To address the reds on the CA Dashboard for ELA, Duncan plans to support English learner and Hispanic students by providing tutorial supports in literacy during and outside of the school day that are designed to increase a student's ability to and understanding content vocabulary, common terms, and language used.		

Action #	Title	Description	Total Funds	Contributing
		All, EL, HI- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard (all students for the entire school) for Duncan Polytech High School "all-student group" in Math, Duncan will offer extra support in mathematics, that include additional tutoring both during the school day within their actual math classes, as well as before or after school. To address the reds on the CA Dashboard for EL and HI in Math, Duncan plans to support English learner and Hispanic students by providing tutorial supports in literacy and math during and outside of the school day that are designed to increase a student's ability to and understanding of mathematical terms and language used. AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and SWD in Suspension, the Principals' student advisory committee will ensure representation of students who are African American and students with disabilities. The Duncan Campus Culture Team will spend time in monthly meetings monitoring level 1, 2 and 3 behaviors and identifying lowest performing groups and individual students that are in need of support. EASTERBY ELEMENTARY SCHOOL EL, SWD- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for MR and SWD in ELA, Easterby will contract out with California Teaching Fellows. Teaching Fellows will offer direct services to students in the area of individualized learning, differentiation, remediation and enrichment, SEL support and building of specific foundational literacy as monitored by highly qualified teachers, identified by district assessments. MR, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for MR and SWD in Suspension, Easterby will review data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Review Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Instructional Manager, General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate. SWD and MR students will receive social-emotional supports, counseling, and engagement strategies to decrease negative interactions leading to suspensions. EATON ELEMENTARY SCHOOL SWD- ELA To address the reds on the CA Dashboard for ELA, Eaton plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special		

Action #	Title	Description	Total Funds	Contributing
		education planning days, and goal setting and reflection with our SWD. Site funded license for Brainpop. EDISON HIGH SCHOOL SWD- CCI To address the reds (SWD) on the CA Dashboard for CCI, Edison will fund materials and supplies, including classroom technology and required software, that will support teacher implementation of CTE standards. Counselors and Resources teachers will utilize data to target SWD students to enroll in A-G courses and elective courses that will increase CCI. Resource teachers will help teaching staff and students with the supports SWD students need to be successful. AA, EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AA, EL, SWD in ELA, site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison. Edgenuity License. Low performing groups of students will be supported strategically through enhanced services through the use of After School Program tutorials for English Learners, SWD, and African American student population. AA, EL- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and EL in Math, Edison will offer support through a Edgenuity License, Credit Recovery		

Action #	Title	Description	Total Funds	Contributing
		opportunities, and Parent Engagement Initiatives. Lunch tutorial contracts for Math support. AA, EL, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, EL, SED, SWD in Suspension, Edison will provide site funded support staff which include a Bilingual Resource Counseling Assistant and a Home School Liaison. Levels of discipline for student behavior and process for referring students for behavioral issues. Discipline meeting by grade level to inform students. Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior. Conflict resolution and restorative circles to facilitate positive student relationships. Opportunity to complete a student survey to provide valuable information about school culture and climate. Mentor support for at risk AA, EL, SED, SWD students. ERICSON ELEMENTARY SCHOOL All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard (all student group) for Ericson Elementary School "all-student group" in Suspension, disproportionate engagement of grade levels and groups will be identified during monthly review of available options for students. This data will inform Climate and Culture team in their planning of structures and supports for all students. Students with disabilities are offered many opportunities to build relationships with their General Education peers through after school		

Action #	Title	Description	Total Funds	Contributing
		sports, Peach Blossom, dance, cheer, art, and other clubs. These inclusion opportunities improve student engagement and reduce absenteeism. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, a Targeted Support Team (TST) will meet monthly to review student referrals and provide supports for students. A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support. SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behaviors. Individualized education plans (IEPs), 504 plans, Interagency Child Empowerment Team (ICET) Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making. FIGARDEN ELEMENTARY SCHOOL AA, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and SWD in ELA/Math, Figarden will purchase individual student workbooks for adopted supplemental curriculum for special education programs (i.e. Wonder Works, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention. Certificated tutor in literacy to provide instruction to students in MTSS. Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazines subscriptions such as Scholastic and/or Time for Kids. They will provide supplemental time for classified staff, the Home School Liaison, and the Instructional coach to plan and implement parent workshops on how to help their students at home with Mathematics. AA, MR, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, MR, SWD in Suspension, students will have opportunities to participate in schoolwide activities to promote social emotional learning, character strengths, and positive school connections. Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture. Materials and supplies to support RCA Check In, Check Out (CICO) and small skills group instruction, Tier 2 Instruction, classroom calming corners, and the Motor Room utilized by SWD. Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan. The TST, families, and AA, MR, SWD students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting. AA, MR, SWD Students will be referred to Tier 3 services based on referrals from the Student Study Team process, the Targeted Support Team, and push in/pull out service. FORT MILLER MIDDLE SCHOOL All, AA, AS, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in ELA, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA, AS, EL, HI, SED in ELA, staff will use i-Ready diagnostic, quarterly CFAs, District Interim Assessments, CAASPP data to inform instructional decisions. Develop instructional strategies for AA, AS, EL, HI, SED to increase literacy across content areas. All, AA, AS, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. Building positive relationships will support students to come to school to learn what they need to increase math proficiency. AA, AS, HI, SED, SWD Students struggling in Math, partnering with the FUSD content managers to increase capacity of Math Teachers and utilize Math Lesson Design (MLD) framework. All, AA, AS, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Suspension, Fort Miller will support low performing student groups by creating mentorships and targeted supports structures. Second Step program to help students build social-emotional skills CHAMPS in all classrooms (Conversation, Help. Activity, Movement, Participation, Success). Use of Ripple Effects for student learning based on misbehaviors.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Suspension, SEL curriculum, peer mediation, and CHAMPs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. Supplemental contracts for mentoring opportunities, intramurals and additional supervision. Restorative Practices to provide ways to prevent and/or constructively address conflict and harmful behavior, build community and maintain healthy relationships. Personnel to support behavioral management and safety. Targeted Support Team (TST) to identify and address student needs through our MTSS framework. FREMONT ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELA, PLCs will participate in Quarterly Planning Days to develop Backwards Maps to include essential standards, common formative and summative assessments and tasks. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Fremont plans to support our English Learners, Socioeconomically Disadvantaged, and Hispanic students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELPI, iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by3 Certificated Tutors. ELPAC goal setting and boot camps will be provided to EL students and New-Comers in support of reaching R-FEP Reclassification. To address the reds on the CA Dashboard for ELPI, additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification. iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by3 Certificated Tutors. ELPAC goal setting and boot camps will be provided to EL students and New-Comers in support of reaching R-FEP Reclassification. All, AA, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in Suspension, Fremont plans to support SED, Hispanic, and African American student groups by purchasing supplies for positive behaviors and following classroom expectations and SOAR guidelines for success. To address the reds on the CA Dashboard for AA, HI, SED in Suspension, Fremont plans to support SED, Hispanic, and African American student groups by purchasing supplies for positive behaviors and following classroom expectations and SOAR guidelines for success. Students will practice SOAR guidelines for success inside and outside of the classroom. Teacher will utilize CHAMPS/MAC during daily lessons. FRESNO HIGH SCHOOL SWD- CCI/Graduation Rate		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for CCI/Graduation Rate, Fresno High plans to monitor students with disabilities enrollment and success in Career Programs. They also plan to support students with disabilities by allocating monies for: FTE for SWD leadership, Supplemental contracts for teachers to tutor students, professional learning and training for Special Education teachers, Teacher on Special Assignment (TSA), and instructional support personnel, professional learning on instructional strategies, supplemental materials and books, materials and supplies to support instruction and the use of technology, materials and supplies to support instruction to support parents. EL, SWD, WH- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, SWD, WH in ELA, Fresno High plans to provide supplemental contracts for teachers to tutor students. Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic. Progress of EL students by working directly with students in Specifically Designed Academic Instruction in English (SDAIE) classrooms throughout the day. Education and Leadership Foundation (ELF) to support student learning by providing tutoring to increase literacy and ELA proficiency for EL, SWD, and WH students. EL, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for EL, SWD in Math, Fresno High plans to provide supplemental contracts for teachers to tutor students. Support staff such as Bilingual Paraprofessionals, Home School Liaison,		

Action #	Title	Description	Total Funds	Contributing
		and Interpreters. Education and Leadership Foundation (ELF) to support student learning to provide tutoring to increase math proficiency. All, AA, EL, HI, MR, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" (all students) on the dashboard for Fresno High School "all-student group" in Suspension, Fresno High plans to provide babysitters and translators to help support during meetings/classes for Parents to increase engagement and positive relationships with families and the community. Building strong connections will support a positive atmosphere on campus in order to increase positive behavior and decrease suspensions. To address the reds on the CA Dashboard for AA, EL, HI, MR, SED, SWD in Suspension, Fresno High plans to provide supplemental contracts for teachers to support students, babysitters and translators to help support during classes and FTE for 1 Home School Liaison to help connect teacher and staff with parents. AA, EL, HI, MR, SED, SWD Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3). Students will receive instruction on school-wide behavioral expectations through a variety of formats (Tier 1). AA, EL, HI, MR, SED, SWD Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3). GASTON MIDDLE SCHOOL All, AA, AS, EL, HI, SED, SWD - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Gaston Middle School "all-student group" in ELA, Gaston will purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction. Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial. To address the reds on the CA Dashboard for AA, AS, EL, HI, SED, SWD in ELA, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to support instruction, to provide designated and integrated ELD instruction. All, AS, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Gaston Middle School "all-student group" in Math, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to support instruction. They will purchase materials and supplies to support instruction and Professional Development specifically for teachers regarding supports for students with disabilities. To address the reds on the CA Dashboard for AS, EL, HI, SED, SWD in Math, Gaston will purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction. Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial. AS, SWD- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AS, SWD in Chronic Absenteeism, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to build relationships with staff on campus and improve attendance. GIBSON ELEMENTARY SCHOOL AA- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Gibson will purchase materials and supplies to support reducing Chronic Absenteeism. An RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in clubs. AA- Suspension To address the reds on the CA Dashboard (AA students) for Suspension, Gibson will purchase materials and supplies to support reducing suspensions. They will provide parent informational meetings. A School Psychologist will be on campus 5 days per week providing the following services: individual counseling, leading social skills groups, observe and collect data on specific students in structured and non-structured activities to provide feedback and assistance to teachers, provide strategies for AA students, staff, and parents for social/emotional supports, communicate and collaborate with families, assist with creating positive behavior support plans if needed (Tier 3). GREENBERG ELEMENTARY SCHOOL AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Greenberg plans to support our African American student group by offering RTI support for those reading below grade level, which will help decrease behaviors and therefore suspensions. HAMILTON K-8		

Action #	Title	Description	Total Funds	Contributing
		All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Hamilton K-8 School "all-student group" in ELPI, Hamilton K-8 will provide CA Teaching Fellows to support Tier 2 small group instruction/RTI. Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction. To address the reds on the CA Dashboard for ELPI, Hamilton K-8 will provide CA Teaching Fellows to support Tier 2 small group instruction/RTI. Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Hamilton K-8 School "all-student group" in Suspension, Hamilton will provide certificated substitutes to release teachers for planning, site walks, and data chats to support identified student groups with high suspension rates. This will support Tier 1 instructional strategies and individual goal setting, as well as building relationships for engagement. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct students in clubs, and other activities, outside the instructional day. This will increase positive student engagement in school and support AA, EL, HI, SED, SWD to build relationships with each other and with staff. The increased positive engagement and interactions will decrease negative behavior and interactions, decreasing suspension.		

Action #	Title	Description	Total Funds	Contributing
		HEATON ELEMENTARY SCHOOL All, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Heaton Elementary School "all-student group" in ELA, with Title I funds Heaton plans to provide teachers with sub release days for planning in ELA instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring. To address the reds on the CA Dashboard for HI and SED in ELA, Heaton will provide teacher supplemental contracts for K-6 grade level planning and materials and supplies to support instruction. They will fund year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons. They will fund an additional 3-hour Instructional Aide to provide small group instruction for ELA in Kindergarten. All, AA, SED, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Heaton Elementary School "all-student group" in Suspension, Heaton will provide materials and supplies to support family engagement in school events and activities such as family workshops. Heaton will increase positive relationships with families and the school community to build a positive and safe environment. This will decrease negative behaviors and suspension. To address the reds on the CA Dashboard for AA, SED, WH in Suspension, Heaton plans on contracting for three Hand-in-Hand Mentors		

Action #	Title	Description	Total Funds	Contributing
		to support with Check-in/check-out and small skills group instruction for social-emotional support. HIDALGO ELEMENTARY SCHOOL AA, HI, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, HI, SWD in Suspension, with Title I funds, Hidalgo plans to support African American, Hispanic and Students with Disabilities student populations by funding 1.0 FTE SEL TSA to deliver social-emotional learning intervention groups to mitigate stress and anxiety. HOLLAND ELEMENTARY SCHOOL EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, SED, SWD in ELA, Holland will provide reading intervention by funding California Teaching Fellows, technology to support instruction, and materials and supplies to support instruction. HOMAN ELEMENTARY SCHOOL EL, SED- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SED in ELA, with Title I funds Homan plans to support low performing student groups by the purchase of materials and supplies that support Tier 1 instruction and RTI, Tiers 2-3 instructional intervention, the purchase of materials and supplies that support Integrated ELD instruction and RTI, and Designated ELD Instruction for English Learners. Homan will fund California Teaching Fellows for reading intervention. EL- Math To address the reds on the CA Dashboard (EL students) for Math, with Title I funds Homan plans to support English learner students by. the purchase of materials and supplies that support Integrated ELD instruction and RTI in Math foundations and math facts, and Designated ELD Instruction. We will fund California Teaching Fellows for math interventions with EL students. AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Homan plans to support African American Students by funding a social worker to work on behaviors leading to suspensions. HOOVER HIGH SCHOOL All, EL, HI, SWD, WH- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Hoover High School "all-student group" in Math, Hoover will provide a Home School Liaison to support with		

Action #	Title	Description	Total Funds	Contributing
		parent outreach and involvement. Co-teaching pairs, instructional aides and support personnel to support instruction. To address the reds on the CA Dashboard for EL, HI, SWD, WH in Math, Hoover will provide materials and supplies to support instruction. Home School Liaison to support with parent outreach and involvement. Online supplemental instruction for credit recovery. Hoover will provide supplemental contracts for teachers to tutor students. They plan to support English learner students by providing extra pay contracts for teachers to provide lunch time and after school tutoring. EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SWD in ELA, with Title I funds Hoover plans to support Students with Disabilities by providing funds for additional classroom technology, books, and digital subscriptions. They will also provide a Home School Liaison to help bridge the gap between parents and case managers to ensure that there is regular communication between the school and families of Students with Disabilities. They plan to support English learner students by providing in class supports and afterschool supports via Education and Leadership Foundation (ELF) tutoring. Funds will also be used for books, additional digital subscriptions, and classroom technology to support EL students and instruction. SWD- CCI To address the reds on the CA Dashboard for CCI, Hoover will provide supplemental contracts for algebra intersession and additional lead teacher contracts, as well as extra technology in the classroom. SWD fall behind in math, which can limit their access and opportunity to take elective courses and advance to higher math classes that will help them get into college. By supporting SWD in algebra it will broaden their course opportunities in the future, increasing CCI.		

Action #	Title	Description	Total Funds	Contributing
		FY- Suspension To address the reds on the CA Dashboard for Suspension, Hoover will provide funds to continue to build Tier 1 structures through Class meetings, explicit SEL instruction along with strengthening the Re-engagement Center (REC) structure and resources. Fill the REC position with funds along with providing an opportunity to get parent/caregiver input about challenges and opportunities for our Foster student population. FARBER SCHOOL OF INDEPENDENT STUDIES (J.E. YOUNG) All, EL, HI, SED, SWD- Graduation Rate After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase graduation rate. To address the "red" on the dashboard for Farber School of Independent Studies (J.E. Young) "all-student group" in Graduation Rate, with Title I funds Farber School of Independent Studies (J.E. Young) plans to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. To address the reds on the CA Dashboard for EL, HI, SED, SWD in Graduation Rate, Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for literacy and math support. This will increase course access for EL, HI, SED, SWD to increase credit recovery to graduate on time. A reading intervention class will be offered to help improve student literacy. Increasing EL, HI, SED, SWD literacy schools will support them in all of their classes, increasing pass rate and increasing the student groups to graduate on time. JEFFERSON ELEMENTARY SCHOOL HI, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for HI and SWD in Suspension, Jefferson will provide materials and supplies to support parent involvement and resources to support reduction of the suspension rate. They will assign staff members focus students to mentor with a goal of increasing attendance and decreasing suspension incidents for Hispanic students and Students with Disabilities. KING ELEMENTARY SCHOOL AS, EL- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AS and EL in ELA, King will provide funds for planned student conversations, planned parent meetings, and teacher professional learning. They plan to support students with direct instruction in small groups. With Title I funds they plan to support students with instructional fellows and certificated tutor. KINGS CANYON MIDDLE SCHOOL AA, EL- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and EL in ELA, Kings Canyon will provide teacher contracts for before and after school tutoring. Utilizing PL from professional consultants. Purchase Dreambox, Academic		

Action #	Title	Description	Total Funds	Contributing
		Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. All, AA, EL, HI, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Kings Canyon Middle School "all-student group" in Math, Kings Canyon will provide teacher contracts for before and after school tutoring. To address the reds on the CA Dashboard for AA, EL, HI, SED in Math, Kings Canyon will purchase Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants. Utilizing PL from professional consultants. All, AA, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Kings Canyon Middle School "all-student group" in Suspension, Kings Canyon's SST Team will use the 5x5 grid to assure all students and their parents are engaged in the importance of engagement. Kings Canyon will focus on family and community engagement. This will help to build positive relationships and a positive atmosphere at school. This will increase positive interactions and it will help the school and families to work together to decrease suspension. To address the reds on the CA Dashboard for AA, SED, SWD in Suspension, Kings Canyon will provide continued development of cultural proficiency and restorative practice training and culturally responsive development of staff teaching pedagogy. Engagement opportunities will be		

Action #	Title	Description	Total Funds	Contributing
		explored quarterly based on data sources and students will be encouraged and mentored by peers and teachers to build connections. AA- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism for AA students, Kings Canyon will provide opportunities for student engagement and a sense of connectivity to one's school is key to creating motivation and student ownership over their education that is seen in a student's attendance rate. Professional development through Solution Tree, Safe and Civil Schools, and Unbound Ed to develop site and teacher's equity lens. KRATT ELEMENTARY SCHOOL All, AA, HI, SED, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Kratt Elementary School "all-student group" in Suspension, with Title I funds Kratt plans to support the low performing student groups by utilizing Positivity Project daily (Tier 1) and having a Mentor that works on targeted supports (Tier 2). To address the reds on the CA Dashboard for AA, HI, SED, SWD, WH in Suspension, Kratt will provide Hand in Hand Mentors as an intervention/ support for identified Tier 2 &3 students to make positive connections with students and families, push-in support to help students transition into class and focus on staying in class to support learning and will participate in structured activities during morning and lunch recesses. LANE ELEMENTARY SCHOOL All, EL, HI, SED, SWD - ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Lane Elementary School "all-student group" in ELA, Lane will provide a paraprofessional to support intervention and English Language Development. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Lane will provide Professional Learning and supports for teachers around ELA and Literacy based on grade level standards for all the identified student groups and will focus on ELD and Designated ELD. Leveled books and literacy materials for kindergarten through sixth grade to support instruction. SWD- Math To address the reds on the CA Dashboard for Math for SWD, Lane will provide additional support for struggling SWD through lunch and after school language groups. Use of manipulatives and tools to support student learning. SWD- Suspension To address the reds on the CA Dashboard for Suspension (SWD), Lane will provide monthly SEL-themed activities will be implemented to promote attendance, positive behavior, and school connectedness, schoolwide engagement activities, and incentive program will be implemented, Tier 2 Intervention Specialist will continue to work to identify SWD and provide appropriate SEL support and intervention, School Psychologist will provide additional SEL support to students needing Tier III intervention. LEAVENWORTH ELEMENTARY SCHOOL SWD- ELA/Math		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for ELA and Math, Leavenworth will provide funding 3 Teaching Fellows to support SWD within in the general education setting. The Teaching Fellows will be trained and monitored by the site-funded TSA. Tutors will focus on literacy and math foundational skills. Providing a supplemental contract for babysitting to provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD. The engagement with families will increase positive relationships which is important to building academic support for SWD. Provide supplemental contracts for Special Education teachers to have an added grade-level PLC meeting for alignment in ELA and Math. Purchasing technology that will support teaching strategies in the classroom for SWD. . SWD- Suspension To address the reds on the CA Dashboard for Suspension (SWD_, Leavenworth staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. Leavenworth will analyze data to support focus on SWD to increase positive interactions and decrease suspensions. The mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities. LINCOLN ELEMENTARY SCHOOL All, EL, SED - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Lincoln Elementary School "all-student group" in ELA, Lincoln will provide technology such as headphones, tablets, and licenses to support proficiency on ELA standards and English Language acquisition.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for EL and SED in ELA, Lincoln will fund a Certificated Reading Tutor and purchase technology such as headphones, tablets, and licenses to support proficiency on the ELA standards and English Language acquisition and materials and supplies to support proficiency on ELA standards and English Language acquisition. EL, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for EL and SWD in Suspension, Lincoln will implement CWAS data collection, home visits, and attendance conferences with parents and students. Culture Climate Team will analyze data on an ongoing basis and problem solve actions to address student needs. Tier II Intervention Specialist will create a plan that includes incentives to support chronically absent students. School Social Worker will provide supports for attendance, behavior, and emotional issues. LOWELL ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Lowell Elementary School "all-student group" in ELA, Lowell will provide funds for teacher substitutes for SST meetings to support low performing students. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Lowell will provide Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment. They will purchase books and reference materials for additional classroom instruction.		

Action #	Title	Description	Total Funds	Contributing
		EL- Math To address the reds on the CA Dashboard for Math for El students, Lowell will provide funds for teacher substitutes for SST meetings to support low performing EL students. Subs will allow teachers to have release time to meet with students on families to discuss different intervention models to best support the students in Math. They will purchase books and reference materials for additional classroom instruction that will directly support EL students with their comprehension to increase math proficiency. AA- Suspension To address the reds on the CA Dashboard for Suspension, Lowell will fund contracts for teachers substitutes for Student Success Team (SST) meetings. With Title I funds they plan to support students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions. MALLOCH ELEMENTARY SCHOOL All, AA, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Malloch Elementary School "all-student group" in Suspension, teachers will use planning time to address the low performing student groups, and how to reduce suspensions. To address the reds on the CA Dashboard for AA, HI, SED, SWD in Suspension, Malloch will provide a wide array of options for students to be engaged at recess; Malloch will provide teacher substitutes to attend SST		

Action #	Title	Description	Total Funds	Contributing
		meetings to support MTSS. Parent involvement will include a discussion on how to reduce suspension rates. MAYFAIR ELEMENTARY SCHOOL EL- ELA To address the reds on the CA Dashboard for ELA, Mayfair will fund Teaching Fellows to provide extra support for our ELs during Intervention Tiers 1 & 2. HI- Suspension To address the reds on the CA Dashboard for Suspension for HI students, Mayfair will fund a Social Worker 2.5 days per week to support increasing HI student engagement with student and family activities. MCARDLE ELEMENTARY SCHOOL SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for SED and SWD in ELA, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD- Math To address the reds on the CA Dashboard for Math, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD will be provided supports/interventions in addition to daily skills and fluency practice aligned		

Action #	Title	Description	Total Funds	Contributing
		to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program. WH- Suspension To address the reds on the CA Dashboard for Suspension, McCardle will provide supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate. MCLANE HIGH SCHOOL All, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for McLane High School "all-student group" in Math, McLane will Implement small-group instruction and tutoring sessions to address individual student needs. Offering professional development opportunities for teachers focused on effective research-based strategies. To address the reds on the CA Dashboard for EL, HI, SED, SWD in Math, Interact/Teaching Fellows to provide small group instruction and remediation/acceleration services. Support PLC+ with professional development, books, and teacher release time. Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics. SWD- CCI/Graduation Rate To address the reds on the CA Dashboard for CCI, McLane will fund Intervention/Tutorial support through extra pay contracts for CTE teachers to support student needs. Pay for substitute teachers for pull-out planning days for pathway and linked learning PLCs.		

Action #	Title	Description	Total Funds	Contributing
		For SWD, to increase graduation rate, McLane will provide enhanced tutoring and academic support services; Ds/Fs rates data chats and data chats to improve instruction. This will support completion of classes in order for students to graduate on time and to increase the CCI. AA, FY, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, FY, SWD, WH in Suspension, McLane will fund teacher supplemental contracts for tutoring, mentorship and social emotional services. Resource Counseling Assistant. Professional Development for members of COST, Teachers, Classified Staff and Social Emotional Support. Hiring additional support staff Implementing small-group instruction and tutoring sessions to address individual student needs. MUIR ELEMENTARY SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model. Teacher subs and additional planning days to plan ELA and Math instruction. EL- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Muir will fund materials and supplies to support student engagement, along with translating communication into Spanish. All, AA, HI, SED, WH- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Muir Elementary School "all-student group" in Suspension, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model. To address the reds on the CA Dashboard for AA, HI, SED, WH in Suspension, students with high suspension rates will be selected to have targeted supports. Students will be placed in groups provided by support staff: mentors, Tier II, School Psych, Instructional Coach, TSA, and administration. Progress Monitoring will take place. NORSEMAN ELEMENTARY SCHOOL AS, EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AS, EL, SED, SWD in ELA, Norseman will fund two 3.5 hour certificated tutors and four 4 hour Inter-Act Fellows and before/after school tutoring will be provided for reading intervention for students. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students. SWD- Math To address the reds on the CA Dashboard for Math, Norseman will fund supplemental contracts for teachers to reflect, analyze data, and plan actions with academic coach, TSA, and support team. Substitute release for teachers and support team to meet with parents to collaborate a plan of action for students not meeting academic needs in math. Purchase		

Action #	Title	Description	Total Funds	Contributing
		supplemental online subscription to provide individualized adaptive learning and resources for teachers and students. AA, EL, HI, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, EL, HI SWD in Suspension, Norseman will provide before/after After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker. PHOENIX ELEMENTARY SCHOOL All, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Phoenix Elementary School "all-student group" in Suspension, Phoenix will fund materials and supplies to support social-emotional supports and extra pay contracts to support engagement and after school tutoring. To address the reds on the CA Dashboard for HI and SED in Suspension, Phoenix Elementary will fund sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of students to comprehensive sites. PHOENIX SECONDARY SCHOOL All, HI, SED- Chronic Absenteeism		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the "red" on the dashboard for Phoenix Secondary School "all-student group" in Chronic Absenteeism, with Title I funds Phoenix plans to support with supplemental curriculum and digital literacy platforms. To address the reds on the CA Dashboard for HI and SED in Chronic Absenteeism, low performing students will be referred to the Targeted Support Team. The TST is a multi-disciplinary team that addresses the needs of students from a holistic perspective and includes participation from the student, parent, administration, school social workers, and teachers. The Truancy Team meets weekly to address chronic absenteeism and intervene with students. All, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Phoenix Secondary School "all-student group" in Suspension, Phoenix Secondary will fund credential/classified supplemental contracts to expand lunchtime activities. To address the reds on the CA Dashboard for HI, SED, SWD in Suspension, Phoenix Secondary will fund credential/classified supplemental contracts to expand lunchtime activities. POWERS-GINSBURG ELEMENTARY SCHOOL WH- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, with Title I funds, Powers-Ginsburg plans to support the White student group by providing materials and supplies to support parent involvement.		

Action #	Title	Description	Total Funds	Contributing
		EL- ELA To address the reds on the CA Dashboard for ELA, with Title I funds, Powers-Ginsburg plans to support English Learner students by funding a paraprofessional to support ELA interventions. WH- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds, Powers-Ginsburg plans to support the White student group by funding a Resource Counseling Assistant and purchase The Positivity Project resources to support social-emotional learning and direct support needs. PYLE ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Pyle Elementary School "all-student group" in ELA, with Title I funds Pyle plans to support low performing student groups by providing supplemental contracts for teachers to carry out after school tutoring and the purchase of materials and supplies that support English Language Development instruction. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Pyle will provide supplemental contracts for teachers to carry out after school tutoring and the purchase of materials and supplies that support English Language Development instruction. All, EL HI, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Pyle Elementary School "all-student group" in Math, Pyle will purchase online applications Reflex and Refrax to support student math facts automaticity development. To address the reds on the CA Dashboard for EL, HI, SWD in Math, Pyle will provide supplemental contracts for teachers to carry out after school tutoring and purchase materials and supplies that support English Language Development instruction in mathematics. All, AA, HI, MR, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Pyle Elementary School "all-student group" in Suspension, Pyle will fund a full time School Social Worker to support social emotional needs and the development of Behavior Support Plans. To address the reds on the CA Dashboard for AA, HI, MR, SED in Suspension, Pyle will fund materials and supplies to support establishment of an African American affinity group to elicit recommendations and concerns. Additionally, Pyle will work utilize materials to continue cultural proficiency training for staff and class circles for AA, HI, MR, SED students to increase positive behavior. Pyle will purchase books for the library and classrooms that support inclusivity and positive relationships. ROEDING ELEMENTARY SCHOOL All, EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Roeding Elementary School "all-student group" in ELA, Roeding will utilize Title I funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. To address the reds on the CA Dashboard for EL, SED, SWD in ELA, Tier 2 and 3 supports will be provided by a TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. SWD- Math To address the reds on the CA Dashboard for Math, Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. AA, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and WH in suspension, with Title I funds Roeding plans to support low performing student groups by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the Instructional Practice Guide (IPG) tool as well as the PLC Rubric. A Resource Counseling Assistant (RCA) to support the SEL of Tier 2 and 3 students. California Teaching fellows to support Tier 3 Reading Intervention. Classroom technology to support student learning. Workbooks to support classroom instruction.		

Action #	Title	Description	Total Funds	Contributing
		ROOSEVELT HIGH SCHOOL All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Roosevelt High School "all-student group" in ELPI, with Title I funds Roosevelt plans to support English learner students by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. To address the reds on the CA Dashboard for ELPI, with Title I funds Roosevelt plans to support English learner students by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. SWD- Graduation Rate and CCI To address the reds on the CA Dashboard for graduation rate and CCI for SWD, Roosevelt will provide additional intervention/enrichment support, with the implementation of specific intervention period during the school day (RST) to support students who have struggled academically. This will support students with disabilities to do better in school, with their grades, and on tests, helping them to graduate on time. Additionally, SWD will receive support from counselors and school staff for class placement in electives that will support engagement in courses that support A-G requirements and job skills to increase the CCI.		

Action #	Title	Description	Total Funds	Contributing
		SWD- ELA To address the reds on the CA Dashboard for ELA, with Title I funds Roosevelt plans to support students with disabilities by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. Providing co-taught classes in ELA and Algebra I, and Geometry. AA, FY- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and FY in Suspension, Roosevelt will provide support from A4 advisor and/or Fresno Street Saints mentors for low-performing students who struggle with school connection or ongoing disciplinary. ROWELL ELEMENTARY SCHOOL SWD- Math To address the reds on the CA Dashboard for Math, Rowell will fund supplemental contracts for Certificated and Classified staff (i.e., Planning, Tutoring). California Teaching Fellows for intervention. SCANDINAVIAN MIDDLE SCHOOL All, AA, EL, HI, SED- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Scandinavian Middle School "all-student group" in ELA, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials, supplies, and equipment; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring; Saturday Academy for intervention/acceleration/enrichment. To address the reds on the CA Dashboard for AA, EL, HI, SED in ELA, Scandinavian will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level. Students will also have the opportunity to participate in Million Word Club. Technology to support instruction in the classroom. Tutoring support from teachers. EL- Math To address the reds on the CA Dashboard for Math, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials and supplies; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring; Saturday Academy for intervention/acceleration/enrichment. With Title 1 funds Scandinavian plans to support English Learners by providing instructional materials, supplies, equipment, and translation services; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring. Saturday Academy for EL intervention/acceleration/enrichment. All, AA, EL, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Scandinavian Middle School "all-student group" in Suspension, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials, supplies, equipment; PLC planning days - supplemental contracts/sub-release days. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan; students and parents will be notified and given access to resources such as tutoring at the school site; African American students will be mentored using A4 mentors. Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College &Career Readiness; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring Saturday Academy for intervention/acceleration/enrichment. SEQUOIA MIDDLE SCHOOL All, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Sequoia Middle School "all-student group" in Math, Sequoia will provide materials and supplies for instruction, supplemental contracts for teachers, parent involvement, Education and Leadership Foundation tutors. To address the reds on the CA Dashboard for EL, HI, SED, SWD in Math, Sequoia will provide low-performing student groups with materials and		

Action #	Title	Description	Total Funds	Contributing
		supplies to support instruction, such as agendas, supplemental contracts for teachers, Education and Leadership Foundations (ELF) tutors to provide individualized instruction. EL, HI, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SWD in ELA, Sequoia will provide low-performing student groups with materials and supplies to support instruction, such as agendas, supplemental contracts for teachers, Education and Leadership Foundations (ELF) tutors to provide individualized instruction. SLATER ELEMENTARY SCHOOL AA, EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AA, EL, SWD in ELA, Slater will provide academic support through the Education Elements (PLI) initiative to support blended learning and materials and supplies to support instruction. SWD- Math To address the reds on the CA Dashboard for Math, Slater will provide academic support through the Education Elements (PLI) initiative to support blended learning and materials and supplies to support instruction. SWD, WH- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for SWD and WH in Suspension, Slater will provide a Resource Counseling Assistant (RCA) to assist students with social skills building, emotion regulation, and structured activities. They will provide support with de-escalation reinforcement. SUNNYSIDE HIGH SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, with Title I funds, Sunnyside plans to build teacher's capacity through professional learning in the content areas (ELA/Math) and by working with the Special Education department to learn strategies that best support SWD. They will strive to train teachers in Advancement Via Individual Determination (AVID) strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, they will provide tutors for ELA and Math available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes. AA, FY, MR, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, FY, MR, SWD, WH in Suspension, with Title I funds, Sunnyside plans to support the White student group, SWD, Foster Youth, and Black/African American, and Mixed Race students through teacher professional learning as a culturally responsive staff. Hiring tutors to provide additional support for students		

Action #	Title	Description	Total Funds	Contributing
		alleviates the feeling of being overwhelmed by students. The students will be provided with a computer to take home, and if they forget to bring it to school, one will be available to borrow in the Math and ELA classes, ensuring learning continues and less time spent roaming the hallways. TATARIAN ELEMENTARY SCHOOL AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Tatarian plans to support the African American student group by utilizing our Resource Counseling Assistant (RCA) to meet with students focusing on social-emotional skills, leadership skills and build on students' engagement at school; teacher release time (subs) to attend COST/SST meetings; Informational Parent Meetings. TEHIPITE MIDDLE SCHOOL All, EL, HI, SED, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA/Math. To address the "red" on the dashboard for Tehipite Middle School "all-student group" in ELA, with Title I funds Tehipite plan to support all historically marginalized student groups as identified in the California Dashboard (Red) by providing parent conferences, training, and RTI supports for students not progressing. Materials and supplies to meet those gaps through RTI as well as for materials to hold parent teacher conferences and meetings about student progress. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, with Title I funds Tehipite plans to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. Mileage for		

Action #	Title	Description	Total Funds	Contributing
		Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line. All, AA, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Tehipite Middle School "all-student group" in Suspension, Tehipite will provide substitutes for teacher planning and collaboration around services to students, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. To address the reds on the CA Dashboard for AA, HI, SED, SWD in Suspension, Tehipite will provide opportunities for parent meetings around plans of actions to meet the assessed needs. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. TENAYA MIDDLE SCHOOL All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Tenaya Middle School "all-student group" in ELPI (all students for ELPI are English learner students), an outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Materials and supplies to support instruction will be purchased. AA, EL, MR- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AA, EL, MR in ELA, Tenaya will contract with an outside vendor to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. Parent workshops will be held each quarter to teach parents best practices in how to best support their student with homework and other academic needs. Materials and supplies to support instruction will be purchased. AA, EL- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and EL in Math, Tenaya will contract with an outside vendor to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will		

Action #	Title	Description	Total Funds	Contributing
		have priority access to intervention groups. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. Parent workshops will be held each quarter to teach parents best practices in how to best support their student with homework and other academic needs. Materials and supplies to support instruction will be purchased. AS, EL, MR- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the reds on the CA Dashboard for AS, EL, MR in Chronic Absenteeism, Tenaya will provide a schoolwide attendance campaign to promote improvement goals and attendance chats. Materials and supplies to support instruction will be purchased. Parenting resources to support mental health and social-emotional needs of students. On-going mental health supports, case management, and home visits as needed. AA, MR, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, MR, SED, SWD in Suspension, Tenaya will fund materials and supplies to support instruction. Parenting resources to support mental health and social-emotional needs of students. On-going mental health supports, case management, and home visits as needed. TERRONEZ MIDDLE SCHOOL All, AA, EL, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Terronez Middle School "all-student group" in Suspension, teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations. EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, with Title I funds Terronez plans to support students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with low-performing student groups. These funds would also be used for student study trips and classroom technology used for student learning. EL- Math To address the reds on the CA Dashboard for Math, with Title I funds Terronez plans to support students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with low-performing student groups. These funds would also be used for student study trips and classroom technology used for student learning.		

Action #	Title	Description	Total Funds	Contributing
		THOMAS ELEMENTARY SCHOOL All, AA, EL, HI, SED, WH- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Thomas Elementary School "all-student group" in ELA, with Title I funds Thomas will provide additional professional learning to Professional Learning Communities, providing additional tier 2 interventions, and parent training. To address the reds on the CA Dashboard for AA, EL, HI, SED, WH in ELA, with Title I funds Thomas plans to support students by providing teachers with additional training on supporting EL standards for EL students and Tier 2 supports for AA, EL, HI, SED, and WH students below standard in ELA. Paraprofessionals and support staff will be utilized to support Tiered levels of support. They plan to purchase online subscriptions such as Starfall, A-Z Reading, Near Pod, and Ooka Island for additional support. EL- Math To address the reds on the CA Dashboard for Math, with Title I funds Thomas plans to fund Paraprofessionals and support staff that will be utilized to support Tiered levels of support. With Title I funds Thomas plans to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Thomas Elementary School "all-student group" in ELPI, with Title I funds Thomas plans to support English Learners by providing additional professional learning to Professional Learning Communities, providing additional tier2 interventions, and parent training. To address the reds on the CA Dashboard for ELPI, professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time. Grade-Level PLCs will monitor ELL student data following CFAs and other benchmark data collection. Teachers will identify ELLs and monitor their progress. WH- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Thomas will provide parent professional learning, materials, and supplies to support families with attendance. AA- Suspension To address the reds on the CA Dashboard for Suspension, Thomas will fund Hand in Hand Mentors will support with Tier 2 and 3 behaviors. TIOGA MIDDLE SCHOOL All, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Tioga Middle School "all-student group" in Suspension, Hand-in-Hand Mentors will work with low-performing and socially disadvantaged students to increase student participation and engagement on and off campus.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for HI, SED, SWD in Suspension, Tioga will purchase materials and supplies to support music, arts, electives, and academics. EL- ELA To address the reds on the CA Dashboard for ELA, Tioga will contract with California Teaching Fellows Foundation to support targeted students for small group instruction in the ELA classrooms. TURNER ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SED in ELA, After-school tutoring opportunities will be offered to select EL, Hispanic, and SED students. The identified EL group that will receive initial and most focused attention will be Turner's 5th- and 6th-grade students identified as Long-Term English Learners (LTELs). Additionally, Turner will commit funds to hire a Certificated Tutor, who will work in tandem with the Resource Teacher to provide intensive reading services to Tier II and III students during RTI. Turner is committed to hiring and training nine Teaching Fellows to support and expand the current RTI program and will provide additional support to the English Learner population. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Turner Elementary School "all-student group" in ELPI, Turner will be focusing on building foundational		

Action #	Title	Description	Total Funds	Contributing
		literacy from TK-2nd grade. A Tutor will be hired to support low-performing student groups such as English Learners for intensive intervention. To address the reds on the CA Dashboard for ELPI for EL students, Title 1 funding will further support English Learners by providing intensive after-school support with an additional Teaching Fellow and an After School Para using a combination of one-to-one tutoring and the online platforms Lexia, Ooka Island, and Scholastic W.O.R.D. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Turner Elementary School "all-student group" in Suspension, with Title I funds, Turner plans to seek greater parent involvement, using the Parent Engagement funding source. To address the reds on the CA Dashboard for AA, AS, EL, HI, SED, SWD in Suspension, the Climate Culture Team and Instructional Lead Teacher Team will meet quarterly to review data on misbehavior, attendance, and suspension rates. Teams will develop goals, action plan(s), and timelines to decrease misbehavior occurrences and increase attendance and suspension rates. TST will identify EL students with chronic absences and misbehaviors. Student site support services meeting goals will be recognized and celebrated, including students meeting identified goals for improvement (attendance/behavior). Additionally, Turner will develop meeting protocols to inform parents about the current interventions offered by Turner and how it can improve student performance outcomes. EL- Math To address the reds on the CA Dashboard for Math, using Title I funds, Turner will purchase licensing rights to the following programs to support differentiated instruction opportunities within designated math instructional time: Reflex Math/Frax, SWUN Math Lesson Design program. Additionally,		

Action #	Title	Description	Total Funds	Contributing
		Turner has committed Title I funds to hire highly qualified Teaching Fellows to support the English Learner student group, who will receive additional after-school support in language acquisition, reading, and writing skills to increase this population's academic vocabulary. VANG PAO ELEMENTARY SCHOOL AA- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, with Title 1 funds, Vang Pao plans to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support students social-emotional success and provide for babysitting to support parent engagement. SWD- ELA To address the reds on the CA Dashboard for ELA, with Title I funds Vang Pao plans to support SWD student population by providing a Certificated Tutor and 6 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block. Additionally, they plan to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success. Title 1 funds will provide material and supplies to support parent communication and engagement. AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and SWD in Suspension, Title 1 funds will provide material and supplies to support parent communication and engagement in school events. Title 1 funds will also provide for babysitting to support parent engagement. Additionally, with Title 1 funds, they plan to support SWD students by increasing parent		

Action #	Title	Description	Total Funds	Contributing
		engagement, having HSLs connect with parents/families, and conducting home visitations. VIKING ELEMENTARY SCHOOL EL- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, with Title I funds Viking plans to support English learner students by purchasing supplemental materials. SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math (SWD), with Title I funds Viking plans to support Students with Disabilities by adding extra support time with the RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time maybe push in our pull out based on the needs of the students in ELA and Math. VINLAND ELEMENTARY SCHOOL HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for HI, SED, SWD in ELA, with Title I funds Vinland plans to support the Hispanic student group with culturally responsive teacher training. Identify literacy strategies to support students' initial literacy instruction. The Hispanic student population supports will be: CFAs that identify how group is doing quarterly. Classroom will goal set with student group. Parent classes to support with ELA strategies for literacy. Literacy nights. With Title I funds Vinland plans to support Students with Disabilities with materials and supplies for class instruction and weekly check ins and support		

Action #	Title	Description	Total Funds	Contributing
		(classified/administrative/certificated). The Socio-Economically Disadvantaged student population is performing at the lowest level in area of ELA in red according to the CA Dashboard. Materials and supplies for small group instruction. Use of teacher planning days to identify CFAs and teacher strategies in the classroom (includes walks and observations of peers). AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and SWD in Suspension, with Title I funds Vinland plans to support African American students with priority access to certificated and classified tutoring and A4 Springboard tutoring, weekly check support (classified/ administrative/ certificated), and materials and supplies for learning. With Title I funds they plan to support Students with Disabilities with materials and supplies for class instruction and weekly check ins and support (classified/administrative/certificated). WAWONA MIDDLE SCHOOL All, EL, HI, SED, WH- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Wawona Middle School "all-student group" in ELA, with Title I funds Wawona plans to support the 'all' student group by: Funding for substitute teachers for PL and Planning days, Materials and supplies to support instruction, Funding for ILT/PLC work, Funding for technology, Lunch or -School Tutorial in Foundational skills in Spanish or ELA, Parent engagement and learning opportunities.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for EL, HI, SED WH in ELA, Wawona will fund release time to plan curricular units, observe on and off-site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff. Summer planning as PLCs, Supplemental contracts for teachers, and PLi implementation. All, EL, HI, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Wawona Middle School "all-student group" in Math, with Title I funds Wawona plans to support the 'all' student group by: Supplemental contracts for teachers, Substitute teachers for PL and Planning days, Substitute teachers for equity and basic 5 walks, PL and conference opportunities for teachers, Summer planning, ILT/PLC work, Lunch and after school tutoring, Materials and supplies, Parent engagement, Technology, Professional Development around culturally responsive strategies, Substitutes provided to support data chats, etc. To address the reds on the CA Dashboard for EL, HI, SED in Math, with Title I funds Wawona plans to support Socio-economically disadvantaged student group by: Supplemental contracts for teachers, Substitute teachers for PL and Planning days, Substitute teachers for equity and basic 5 walks, PL and conference opportunities for teachers, Summer planning, ILT/PLC work, Lunch and after school tutoring, Materials and supplies, Parent engagement, Technology, Professional Development around culturally responsive strategies, Substitutes provided to support data chats, etc. All, AA, EL, HI, SED, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Wawona Middle School "all-student group" in Suspension, with Title I funds Wawona plans to support		

Action #	Title	Description	Total Funds	Contributing
		all student groups by: Funds for substitute teachers for professional learning for teachers, Funds for PL/conferences for teachers and administration, Funds for substitute teachers for PLC planning, data analysis and assessment development, Funds for parent/family engagement, Fund supplemental contracts for teachers to support students and families. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD, WH in Suspension, collaboration with educational consultant how to engage families in a positive way. Conduct equity and Basic 5 walks to monitor progress. Fund support for Ethnic studies curriculum, materials/supplies, and activities. Summer planning with CCT/ILT and PLCs. AA- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Resource Counseling Assistants (RCAs) will support African American students with accessing academics through SEL and attendance support. Materials and supplies will be purchased for classroom support with attendance. WEBSTER ELEMENTARY SCHOOL EL, HI- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and HI in ELA, with Title I funds Webster plans to support the Hispanic students and EL students by providing teaching fellow/CT, TSA, teachers to provide daily reading intervention, materials and supplies, technology apps and supplemental contracts for afterschool tutoring. All, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Webster Elementary School "all-student group" in Suspension, with Title I funds Webster plans to support all low performing student groups by providing teachers and staff with curriculum, instruction strategies to support our students with SEL strategies. To address the reds on the CA Dashboard for HI, SED, SWD in Suspension, Webster will collaborate with Every Neighborhood Partnership (ENP) to address behavioral needs. WILLIAMS ELEMENTARY SCHOOL All, AA, EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Williams Elementary School "all-student group" in ELA, Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. 1 Resource Counseling Assistant, I-Ready Tool Box Program, RazKids, Materials and Supplies to support Literacy instruction. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in ELA, Williams will fund after school tutoring for intervention in ELA. Supplemental Materials and Supplies to support ELA. Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention will be provided by TSA, Academic Coach, Certificated Tutor,		

Action #	Title	Description	Total Funds	Contributing
		Teaching Fellows, and RSP teacher 3-4 (3.5 hours). RCA will also support with Response to Intervention groups in reading. SWD- Math To address the reds on the CA Dashboard for Math, Williams will utilize Title I funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. 1 Resource Counseling Assistant, I-Ready Tool Box Program, RazKids, Materials and Supplies to support Literacy instruction. All, AA, HI, SED, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Williams Elementary School "all-student group" in Suspension, Williams will utilize Title 1 funds to fund 1 Resource Counseling Assistant, 1 FTE teacher on Special Assignment, and Materials and Supplies to support Tier 1-3. To address the reds on the CA Dashboard for AA, HI, SED, SWD, WH in Suspension, a Resource Counseling Assistant will provide social emotional support for Tier III students. WILSON ELEMENTARY SCHOOL All, AA, EL, SED-ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Wilson Elementary School "all-student group" in ELA, Wilson will fund CA Teaching Fellows to support Tier 2 small group instruction/RTI, Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction. To address the reds on the CA Dashboard for AA, EL, SED in ELA, technology will be purchased to support instruction. Para to support foundational ELA instruction in kindergarten. Professional Learning for Teachers. Subs for teacher release time to plan ELA. Para to support foundational ELA instruction in kindergarten. All, AA, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Wilson Elementary School "all-student group" in Math, Wilson will provide teacher subs to plan ELA, Math &ELD Instruction. To address the reds on the CA Dashboard for AA and SED in Math, Wilson will fund teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction. Technology will be purchased to support instruction. CA Teaching Fellows to support Tier 2 small group instruction/RTI. All, AA, SED, SWD, WH-Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Wilson Elementary School "all-student group" in Suspension, Wilson will provide teacher subs to plan SEL Instruction and provide peer observations of best practices.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA, SED, SWD WH in Suspension, SEL team will support teacher training with response to misbehavior and teach corrective alternatives. WISHON ELEMENTARY SCHOOL SWD- Math To address the reds on the CA Dashboard for Math (SWD), with Title I funds Wishon plans to support these SWD by participating in 2nd-6thGrade training on the Teaching Learning Cycle (TLC). The purchase sub agreements for 6 California Teaching Fellows supports and a Certificated Tutor for schoolwide intervention of Foundational Skills. Additionally, the following resources are being funded with Title 1 funds: Teacher planning time (2xper year), Translator contracts and babysitters for parent meetings, and Substitutes for teacher academic planning time. WOLTERS ELEMENTARY SCHOOL SWD- ELA To address the reds on the CA Dashboard for ELA, with Title I funds Wolters plans to support SWD by Graphics: utilize more visuals; Materials and Supplies: graphic organizers; Supplemental contracts: tutoring during lunch or after school; engagement opportunities with clubs, activities and sports. Students with Disabilities, Speech and Language IEPs will be provided intensive reading intervention in small groups with goals targeting their assessed needs. All, AA, AS, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Wolters Elementary School "all-student group" in Suspension, Wolters will fund supplemental contracts:		

Action #	Title	Description	Total Funds	Contributing
		tutoring during lunch or after school; engagement opportunities with clubs, activities and sports; continue both boys and girls mentoring groups. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Suspension, Wolters will fund Site .75 FTE RCA that will provide Tier 2 social skills for identified students throughout the day. Materials to support the social-emotional support program will be purchased. YOKOMI ELEMENTARY SCHOOL All, EL-ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Yokomi Elementary School "all-student group" in ELPI, Teachers will deliver integrated ELD using Frontloading, Academic Language in context, and SDAIE strategies. Site licenses for software and websites to support English language acquisition will be purchased. To address the reds on the CA Dashboard for ELPI, Yokomi will fund supplemental books/materials/technology including awards for continued growth or proficiency; Specific planning time for data review and planning instructional supports for EL students. K-3rd grade English Learners will receive designated ELD instruction during our literacy deployment and through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction. AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Yokomi plans to support African American student group by utilizing our HSL and RCAs to make additional connections with families. YOSEMITE MIDDLE SCHOOL		

Action #	Title	Description	Total Funds	Contributing
		All, EL, HI, SED, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA/Math. To address the "red" on the dashboard for Yosemite Middle School "all-student group" in ELA/Math, with Title I funds Yosemite plans to support Socioeconomically Disadvantaged students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. With Title I funds Yosemite plans to support Hispanic students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA/Math, with Title I funds Yosemite plans to support Students with Disabilities by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, professional learning for co-teachers, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. With Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas. They will provide additional reading materials, substitutes, and professional learning time for teachers. They will also provide computers for in class working areas. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Yosemite Middle School "all-student group" in ELPI, with Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas, as well as classified staff to supplement student learning and communication with parents. To address the reds on the CA Dashboard for ELPI, with Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas, as well as classified staff to supplement student learning and communication with parents. All, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Yosemite Middle School "all-student group" in Suspension, Yosemite will fund additional staff to work with students and parents regarding proactive approaches and behavior interventions. To address the reds on the CA Dashboard for EL HI, SED, SWD in Suspension, all students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist. Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Equity Multiplier: Use of LCFF Equity Multiplier Funds to implement evidence-based services and supports to address the academic, behavioral, and health needs of student groups that received the lowest performance levels on 2024 California School Dashboard indicators at eligible schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier is a new state funding program for eligible schools based on their non-stability rate (rate at which students change schools during the school year), as outlined in the annual California Department of Education (CDE) Stability Rate Data Report, and percentage of Low-income students using the following eligibility criteria:

- Prior year, pupil non-stability rates greater than 25%; and
- Prior year, Low-income pupil rates greater than 70%
- For two consecutive years, the school received the Lowest performance levels on the California School Dashboard ("Dashboard") for all but one of its indicators;
- In both years, the District's performance for all students was at least one performance level higher on all these indicators.

Pursuant to new state legislation, LEAs are mandated or required to include one or more new goals, referred to as the Equity Multiplier Focus Goal(s), with different criteria for schools eligible for Equity Multiplier funding.

For Fresno Unified School District, the following 14 schools have been identified by the state as Equity Multiplier funding eligible schools to use a total $7,725,407 in allocated state funding in 2025/26 due to having a 25% or greater pupil non-stability rate and a 70% or greater Low-income pupil rate in 2023/24:

School Name Non-Stability Rate (2023/24) Low-income Rate (2023/24)
Addams Elementary 26.5% 95.9%
Farber School of Credit Attainment (Cambridge) 64.5% 95.4%
Columbia Elementary 26.9% 97.7%
Deborah A. Williams Elementary 26.1% 97.8%
DeWolf Continuation High 70.5% 91.6%

Fort Miller Middle 31.1% 97.3%
Fulton 68.0% 88.0%
Farber School of Independent Studies (J.E. Young) 45.9% 92.4%
Lincoln Elementary 25.7% 97.9%
Lowell Elementary 26.9% 98.4%
Phoenix Elementary Academy Community Day 76.2% 96.8%
Phoenix Secondary 85.6% 95.6%
Vinland Elementary 28.3% 91.5%
Wolters Elementary 29.2% 94.4%

Key: Please refer to the following key to identify student groups in the table below.
ALL All Students
AA Black/African American
AS Asian
EL English Learner
HI Hispanic
HL Homeless Youth
LI Low-Income
LTEL Long-Term English Learner
MR Multiple Races/Two or More
SWD Students with Disabilities
WH White

Evidence-Based Services:

Each of the 14 Equity Multiplier (EM) funding-eligible schools met and consulted with educational partners (parents, students, and staff) throughout the school year to discuss the lowest-performing student groups as identified on the California School Dashboard. Through the School Site Council, School Plan for Student Achievement (SPSA) process, and other engagement meetings, the eligible EM schools shared information and received feedback on the specific use of evidence-based services and programs to improve outcomes for identified student groups from the California Dashboard indicators at their school sites. Through this process, the school completed a needs assessment that guided the selection of appropriate evidence-based services that support the growth of the lowest-performing student groups at each EM school.

One Equity Multiplier Focus Goal:

Continued feedback from our educational partners on an annual basis is a desire for accessibility, readability, and transparency in the LCAP, along with a less lengthy LCAP. With an LCAP over 400 pages, navigating the document poses challenges for our educational partners. Understanding the requirements for completing the LCAP have increased this year due to state mandates and associated changes in the California Department of Education’s required LCAP template, among additional factors, Fresno Unified remains committed to meeting state guidelines and aims to produce an LCAP that is concise but at the same time effectively communicates District actions and services to support the increased achievement of every student.

In that effort, the District has developed one Equity Multiplier focus goal in meeting the new state requirement that focuses the educational partner on all resources and actions by eligible schools to support identified student groups in increasing performance levels as defined by California School Dashboard indicators. It is important to note that school identification and eligibility for Equity Multiplier funding by the California Department of Education (CDE) occur well into the school year. In 2025, the District’s 14 eligible schools were determined by CDE in late-February 2025. The late identification presents a difficulty for eligible schools to fully engage with their educational partners on possible funding uses given the short timeframe before reporting in the LCAP. Aligning the requirement with the school's current School Site Council and School Plan for Student Achievement process, supports schools to gain feedback from the required groups on the identified student data. Additionally, schools can access other feedback to support this work such as feedback provided for the LCAP and other surveys and educational partner engagement opportunities.

Educational Partner Feedback:

During the 2024/25 school year, each of the 14 Equity Multiplier (EM) funding-eligible schools met and consulted with educational partners (parents, students, and staff) throughout the school year to discuss the lowest-performing student groups as identified on the California School Dashboard. Through the School Site Council, School Plan for Student Achievement (SPSA) process, and other engagement meetings, the eligible EM schools shared information and received feedback that was taken into consideration when completing this Goal and each action within this Goal.

See the Appendix for tracking of all 2023 Dashboard Reds for tracking data from EM sites from the 2024/25 LCAP year.

Student Group Performance:

Considered a separate funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are to be used by the eligible schools to implement evidence-based services and supports for all student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the 2024 California School Dashboard and, if applicable, any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators at Equity Multiplier funding eligible schools. With the eligible schools receiving Equity Multiplier funding due to each school’s pupil non-stability rate and low-income pupil rate, the schools are required to improve performance for student groups receiving the lowest performance level on one or more 2024 Dashboard indicators. A summary of student groups that received the lowest performance level rating on the 2024 Dashboard for one or more indicators within the identified schools:

- Asian: Chronic Absenteeism, College & Career
- Black/African American: Chronic Absenteeism, English Language Arts (ELA), Suspension
- English learner: Chronic Absenteeism, College & Career, English Language Arts (ELA), Graduation Rate, Math
- Hispanic: Chronic Absenteeism, College & Career, English Language Arts (ELA), Graduation Rate, Math, Suspension
- Homeless: Suspension
- Long-Term English learner: Chronic Absenteeism, College & Career, English Language Arts (ELA), Graduation Rate, Math
- Low-Income: Chronic Absenteeism, College & Career, English Language Arts (ELA), Graduation Rate, Math, Suspension

- Mixed Race: Chronic Absenteeism, Suspension
- Students with Disabilities: Chronic Absenteeism, College & Career, English Language Arts (ELA), Graduation Rate, Math, Suspension
- White: Chronic Absenteeism, Math, Suspension

The below table indicates the eligible schools with one or more student groups identified in the Red or Very Low rating for any of the following California School Dashboard indicators: English Language Arts, Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career.

School Name	Student Group Abbreviation	Indicator
Addams Elementary	SWD	ELA
Addams Elementary	AA	Chronic Absenteeism
Addams Elementary	AA	Suspension
Addams Elementary	WH	Suspension
Columbia Elementary	ALL	ELA
Columbia Elementary	HI	ELA
Columbia Elementary	LI	ELA
Columbia Elementary	EL	Math
Columbia Elementary	ALL	Chronic Absenteeism
Columbia Elementary	HI	Chronic Absenteeism
Columbia Elementary	LI	Chronic Absenteeism
Columbia Elementary	SWD	Chronic Absenteeism
Columbia Elementary	AA	Suspension
Columbia Elementary	SWD	Suspension
DeWolf High	AA	Suspension
DeWolf High	ALL	Suspension
DeWolf High	LI	Suspension
DeWolf High	ALL	Grad Rate
DeWolf High	HI	Grad Rate
DeWolf High	LI	Grad Rate
DeWolf High	ALL	College/Career

DeWolf High	HI	College/Career
DeWolf High	LI	College/Career
Farber School of Credit Attainment (Cambridge)	ALL	ELA
Farber School of Credit Attainment (Cambridge)	EL	ELA
Farber School of Credit Attainment (Cambridge)	HI	ELA
Farber School of Credit Attainment (Cambridge)	LI	ELA
Farber School of Credit Attainment (Cambridge)	LTEL	ELA
Farber School of Credit Attainment (Cambridge)	ALL	Math
Farber School of Credit Attainment (Cambridge)	EL	Math
Farber School of Credit Attainment (Cambridge)	HI	Math
Farber School of Credit Attainment (Cambridge)	LI	Math
Farber School of Credit Attainment (Cambridge)	LTEL	Math
Farber School of Credit Attainment (Cambridge)	ALL	Grad Rate
Farber School of Credit Attainment (Cambridge)	EL	Grad Rate
Farber School of Credit Attainment (Cambridge)	HI	Grad Rate
Farber School of Credit Attainment (Cambridge)	LI	Grad Rate
Farber School of Credit Attainment (Cambridge)	LTEL	Grad Rate
Farber School of Credit Attainment (Cambridge)	SWD	Grad Rate
Farber School of Credit Attainment (Cambridge)	ALL	College/Career
Farber School of Credit Attainment (Cambridge)	AS	College/Career
Farber School of Credit Attainment (Cambridge)	EL	College/Career
Farber School of Credit Attainment (Cambridge)	HI	College/Career
Farber School of Credit Attainment (Cambridge)	LI	College/Career
Farber School of Credit Attainment (Cambridge)	LTEL	College/Career
Farber School of Credit Attainment (Cambridge)	SWD	College/Career
Farber School of Independent Studies (J.E. Young)	ALL	ELA
Farber School of Independent Studies (J.E. Young)	EL	ELA
Farber School of Independent Studies (J.E. Young)	HI	ELA
Farber School of Independent Studies (J.E. Young)	LI	ELA
Farber School of Independent Studies (J.E. Young)	LTEL	ELA
Farber School of Independent Studies (J.E. Young)	SWD	ELA
Farber School of Independent Studies (J.E. Young)	ALL	Math
Farber School of Independent Studies (J.E. Young)	EL	Math
Farber School of Independent Studies (J.E. Young)	HI	Math

Farber School of Independent Studies (J.E. Young)	LI	Math
Farber School of Independent Studies (J.E. Young)	LTEL	Math
Farber School of Independent Studies (J.E. Young)	SWD	Math
Farber School of Independent Studies (J.E. Young)	WH	Math
Farber School of Independent Studies (J.E. Young)	EL	ELPI
Farber School of Independent Studies (J.E. Young)	LTEL	ELPI
Farber School of Independent Studies (J.E. Young)	AA	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	ALL	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	EL	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	HI	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	LI	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	LTEL	Chronic Absenteeism
Farber School of Independent Studies (J.E. Young)	WH	Chronic Absenteeism
Fort Miller Middle	AA	ELA
Fort Miller Middle	EL	ELA
Fort Miller Middle	LTEL	ELA
Fort Miller Middle	EL	Math
Fort Miller Middle	LTEL	Math
Fort Miller Middle	EL	ELPI
Fort Miller Middle	LTEL	ELPI
Fort Miller Middle	AA	Chronic Absenteeism
Fort Miller Middle	SWD	Chronic Absenteeism
Fort Miller Middle	AA	Suspension
Fulton School	ALL	Suspension
Lincoln Elementary	SWD	ELA
Lincoln Elementary	SWD	Math
Lincoln Elementary	AA	Chronic Absenteeism
Lincoln Elementary	ALL	Chronic Absenteeism
Lincoln Elementary	LI	Chronic Absenteeism
Lincoln Elementary	SWD	Chronic Absenteeism
Lincoln Elementary	HL	Suspension
Lowell Elementary	EL	ELPI
Phoenix Elementary	ALL	Chronic Absenteeism
Phoenix Elementary	HI	Chronic Absenteeism

Phoenix Elementary	LI	Chronic Absenteeism
Phoenix Elementary	ALL	Suspension
Phoenix Elementary	HI	Suspension
Phoenix Elementary	LI	Suspension
Phoenix Secondary	LI	Chronic Absenteeism
Vinland Elementary	ALL	ELA
Vinland Elementary	EL	ELA
Vinland Elementary	LI	ELA
Vinland Elementary	EL	ELPI
Vinland Elementary	EL	Chronic Absenteeism
Vinland Elementary	ALL	Suspension
Vinland Elementary	HI	Suspension
Vinland Elementary	LI	Suspension
Vinland Elementary	MR	Suspension
Vinland Elementary	SWD	Suspension
Vinland Elementary	WH	Suspension
Williams Elementary	HI	ELA
Williams Elementary	SWD	ELA
Williams Elementary	MR	Chronic Absenteeism
Williams Elementary	WH	Chronic Absenteeism
Williams Elementary	ALL	Suspension
Williams Elementary	HI	Suspension
Williams Elementary	LI	Suspension
Williams Elementary	SWD	Suspension
Williams Elementary	WH	Suspension
Wolters Elementary	AS	Chronic Absenteeism
Wolters Elementary	WH	Suspension

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.01	Distance from Standard on CAASPP – English Language Arts (SBAC)	Addams SWD: -171.7	N/A		Addams SWD: -126.7	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(AA = African American, ALL = All students, EL = English Learners, HI = Hispanic, LI = Low-income, LTEL = Long-term English Learner, SWD = Students with Disabilities)	Columbia ALL: -83.8 HI: -77.5 LI: -84 Farber School of Credit Attainment (Cambridge) ALL: -262.2 EL: -271.6 HI: -260.2 LTEL: -269.3 LI: -261.7 Farber School of Independent Studies (J.E. Young) ALL: -72.3 EL: -101.5 HI: -91.8 LTEL: -129.7 LI: -74.4 SWD: -157.1 Fort Miller AA: -136.8 EL: -142.1 LTEL: -162.1 Lincoln SWD: -161.3 Vinland ALL: -70.6 EL: -87.2 LI: -72.7 Williams			Columbia ALL: -38.8 HI: -32.5 LI: -39 Farber School of Credit Attainment (Cambridge) ALL: -217.2 EL: -226.6 HI: -215.2 LTEL: -224.3 LI: -216.7 Farber School of Independent Studies (J.E. Young) ALL: -27.3 EL: -56.5 HI: -46.8 LTEL: -84.7 LI: -29.4 SWD: -112.1 Fort Miller AA: -91.8 EL: -97.1 LTEL: -117.1 Lincoln SWD: -116.3 Vinland ALL: -25.6 EL: -42.2 LI: -27.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: -84.6 SWD: -154.5 Data Year: 2024/25 Data Source: California School Dashboard			Williams HI: -39.6 SWD: -109.5 Data Year: 2027/28 Data Source: California School Dashboard	
7.02	Distance from Standard on CAASPP – Math (SBAC) (ALL = All students, EL = English Learners, HI = Hispanic, LI = Low-income, LTEL = Long-term English Learner, SWD = Students with Disabilities, WH = White)	Columbia EL: -100.5 Farber School of Credit Attainment (Cambridge) ALL: -297.4 EL: -315.3 HI: -292.2 LI: -297.8 LTEL: -321.8 Farber School of Independent Studies (J.E. Young) ALL: -125.5 EL: -160 HI: -143.1 LI: -126.3 LTEL: -196.1 SWD: -190.3 WH: -109.8 Fort Miller EL: -181.9 LTEL: -207.9	N/A		Columbia EL: -55.5 Farber School of Credit Attainment (Cambridge) ALL: -252.4 EL: -270.3 HI: -247.2 LI: -252.8 LTEL: -276.8 Farber School of Independent Studies (J.E. Young) ALL: -80.5 EL: -115 HI: -98.1 LI: -81.3 LTEL: -151.1 SWD: -145.3 WH: -64.8 Fort Miller	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lincoln SWD: -177.2 Data Year: 2024/25 Data Source: California School Dashboard			EL: -136.9 LTEL: -162.9 Lincoln SWD: -132.2 Data Year: 2027/28 Data Source: California School Dashboard	
7.03	Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level - ELPI (EL = English learners, LTEL = Long-term English Learner)	Farber School of Independent Studies (J.E. Young) EL: 40.5 LTEL: 36.5 Fort Miller EL: 19.3 LTEL: 20.0 Lowell EL: 38.3 Vinland EL: 40 Data Year: 2024/25 Data Source: California School Dashboard	N/A		Farber School of Independent Studies (J.E. Young) EL: 70.5 LTEL: 66.5 Fort Miller EL: 49.3 LTEL: 50.0 Lowell EL: 68.3 Vinland EL: 70 Data Year: 2027/28 Data Source: California School Dashboard	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.04	Student chronic absenteeism rate (AA = African American, ALL = All Students, AS = Asian, EL = English Learners, HI = Hispanic, LI = Low-Income, LTEL = Long-term English Learner, MR = Mixed Race, SWD = Students with Disabilities, WH = White)	Addams Elementary AA: 48.4 Columbia ALL: 35.4 HI: 34.9 LI: 35.2 SWD: 42.3 Farber School of Independent Studies (J.E. Young) AA: 27 ALL: 26.1 EL: 23.1 HI: 28.9 LI: 26.6 LTEL: 23.8 WH: 25.4 Fort Miller AA: 52.7 SWD: 44.8 Lincoln AA: 43.1 ALL: 27.2 LI: 27.4 SWD: 35.2 Phoenix Elem ALL: 25 HI: 25.7 LI: 25.9 Phoenix Sec LI: 78.8	N/A		Addams AA: 39.4 Columbia ALL: 26.4 HI: 25.9 LI: 26.2 SWD: 33.3 Farber School of Independent Studies (J.E. Young) AA: 18 ALL: 17.1 EL: 14.1 HI: 19.9 LI: 17.6 LTEL: 14.8 WH: 16.4 Fort Miller AA: 43.7 SWD: 35.8 Lincoln AA: 34.1 ALL: 18.2 LI: 18.4 SWD: 26.2 Phoenix Elem ALL: 16 HI: 16.7 LI: 16.9	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vinland EL: 34.4 Williams MR: 60.6 WH: 57.8 Wolters AS: 23.1 Data Year: 2024/25 Data Source: California School Dashboard			Phoenix Sec LI: 69.8 Vinland EL: 25.4 Williams MR: 51.6 WH: 48.8 Wolters AS: 14.1 Data Year: 2027/28 Data Source: California School Dashboard	
7.05	Suspension rate (AA = African American, ALL = All Students, HI = Hispanic, LI = Low-Income, MR = Mixed Race, SWD = Students with Disabilities, WH = White)	Addams AA: 9.8 WH: 7.9 Columbia AA: 13.6 SWD: 7.3 DeWolf AA: 25.8 ALL: 7.3 LI: 7.9 Fort Miller AA: 38.5 Fulton ALL: 32	N/A		Addams AA: 3.8 WH: 1.9 Columbia AA: 7.6 SWD: 1.3 DeWolf AA: 19.8 ALL: 1.3 LI: 1.9 Fort Miller AA; 32.5 Fulton ALL: 26	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lincoln HL: 6.7 Phoenix Eleme ALL: 25.4 HI: 21.6 LI: 24.6 Vinland ALL: 7 HI: 5.7 LI: 7.4 MR: 10.9 SWD: 14.3 WH: 10.2 Williams ALL: 8.9 HI: 8.6 LI: 8.8 SWD: 20.2 WH: 12.8 Wolters WH: 9.4 Data Year: 2024/25 Data Source: California School Dashboard			Lincoln HL: 0.7 Phoenix Elem ALL: 19.4 HI: 15.6 LI: 18.6 Vinland ALL: 1 HI: -0.3 LI: 1.4 MR: 4.9 SWD: 8.3 WH: 4.2 Williams ALL: 2.9 HI: 2.6 LI: 2.8 SWD: 14.2 WH: 6.8 Wolters WH: 3.4 Data Year: 2027/28 Data Source: California School Dashboard	
7.06	Graduation rate (ALL = All Students, EL = English Learners, HI =	DeWolf ALL: 66.9 HI: 66 LI: 67.4	N/A		DeWolf ALL: 81.9 HI: 81 LI: 82.4	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic, LI = Low-Income, LTEL = Long-term English Learner, SWD = Students with Disabilities)	Farber School of Credit Attainment (Cambridge) ALL: 49.3 EL: 45.3 HI: 50.5 LI: 49.6 LTEL: 42.7 SWD: 59.6 Data Year: 2024/25 Data Source: California School Dashboard			Farber School of Credit Attainment (Cambridge) ALL: 64.3 EL: 60.3 HI: 65.5 LI: 64.6 LTEL: 57.7 SWD: 74.6 Data Year: 2027/28 Data Source: California School Dashboard	
7.07	Percent of Seniors who are "Prepared" on the College & Career Indicator (ALL = All Students, AS = Asian, EL = English Learners, HI = Hispanic, LI = Low-Income, LTEL = Long-term English Learner, SWD = Students with Disabilities)	DeWolf ALL: 3.9 HI: 4.2 LI: 4 Farber School of Credit Attainment (Cambridge) ALL: 1.9 AS: 0 EL: 1.1 HI: 2.4 LI: 1.9 LTEL: 1.1 SWD: 0 Data Year: 2024/25 Data Source: California School Dashboard	N/A		DeWolf ALL: 30.9 HI: 31.2 LI: 31 Farber School of Credit Attainment (Cambridge) ALL: 28.9 AS: 27 EL: 28.1 HI: 29.4 LI: 28.9 LTEL: 28.1 SWD: 27 Data Year: 2027/28	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: California School Dashboard	

Goal Analysis [2024-25]

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.

All equity multiplier actions were partially implemented by providing supplemental supports for all students who were identified as lowest performing on the CA Dashboard. Successes included hiring and contracting staff such as intervention teachers, paraeducators, tutors, and counselors to provide the identified student groups with the support they need. Additionally, instructional and social-emotional support materials were purchased to enhance the educational and school setting. Schools found it challenging to utilize all of the funding in one school year to make a significant impact on the identified student groups.

Goal 7
Elementary Sites - Addams, Lawless, Lowell, Muir, Turner, Wolters:

All schools implemented a comprehensive intervention plan to support student learning needs with ELA+. Tutors provided targeted support during RTI, focusing on English language development. Teachers were given release time to collaboratively plan high-quality ELA lessons aligned with language development standards. After-school tutoring was offered through supplemental contracts with staff, extending learning opportunities beyond the school day. Staff participated in professional development to strengthen their capacity in instructional strategies and classroom support. Instructional aides provided small-group, pull-out interventions focused on literacy and foundational skills. Additionally, schools invested in digital licenses and instructional materials to enhance instruction and support differentiated learning. Successes include Improved ELA Achievement: Targeted tutoring and small-group interventions led to noticeable gains in reading and writing proficiency. Stronger ELA Instruction: Collaborative planning and professional development enhanced the quality and consistency of ELA instruction across classrooms. Extended ELA Learning Opportunities: After-school programs and additional instructional time provided students with more focused support in developing literacy skills. One challenge was ensuring consistent implementation of ELA interventions, as the Equity Multiplier funds were new.

Secondary Sites - Fort Miller, Fresno High

All schools implemented a comprehensive ELA intervention plan to support diverse students, as identified on the CA Dashboard. A Teacher on Special Assignment (TSA) focused on providing targeted ELA interventions, while also supporting broader ELA needs. Professional learning opportunities were provided to teachers and administrators through conferences and training on Professional Learning Communities (PLC) strategies for teachers to strengthen instructional practices. Small group tutoring during the school day and after school to support struggling learners. Instructional Aides supported students throughout the school day, ensuring consistent language development and academic support. Additionally, schools invested in supplemental contracts for teachers to extend tutoring hours, collaborate in PLCs, and receive professional development to enhance instructional practices. Some successes included improved student outcomes in ELA, particularly among English Learners and struggling readers, through targeted support and extended learning opportunities. Teachers strengthened their instructional practices and collaboration through professional development, PLCs, and increased planning time. A challenge was maintaining sufficient staffing to support small group instruction and extended tutoring.

Goal 8
Elementary Sites - Addams, Lowell, Muir, Turner

All schools implemented a comprehensive intervention plan to support student learning needs with math. Tutors provided targeted support during RTI, focusing on math skill development. Teachers were given release time to collaboratively plan high-quality math lessons aligned with grade-level standards. After-school tutoring was offered through supplemental contracts with staff, extending learning opportunities beyond the school day. Staff participated in professional development to strengthen their capacity in instructional strategies and classroom support. Instructional aides provided small-group, pull-out interventions focused on math and foundational numeracy skills. Additionally, schools invested in digital licenses and instructional materials to enhance instruction and support differentiated learning. These efforts led to improved math achievement, as targeted tutoring and small-group interventions resulted in noticeable gains in math proficiency and problem-solving skills. Collaborative planning and professional development enhanced the quality and consistency of math instruction across classrooms. Furthermore, after-school programs and additional instructional time provided students with more focused support in developing math skills. One challenge experienced was ensuring consistent implementation of math interventions, given that the Equity Multiplier funds were new.

Secondary Sites - Fort Miller, Fresno High

All schools implemented a comprehensive math intervention plan to support diverse students, as identified on the CA Dashboard. Professional learning opportunities were offered to teachers and administrators through conferences and training on Professional Learning Communities (PLC) strategies to strengthen instructional practices in math. Small group tutoring was provided both during the school day and after school to support struggling learners. Instructional aides supported students throughout the school day, ensuring consistent development of math skills and academic support. Additionally, schools invested in supplemental contracts for teachers to extend tutoring hours, collaborate in PLCs, and receive professional development aimed at enhancing math instructional practices. Some successes included improved student outcomes in math, particularly among English Learners and struggling learners, through targeted support and extended learning opportunities. Teachers strengthened their instructional practices and collaboration through professional development, PLCs, and increased planning time. A challenge faced was maintaining sufficient staffing to support small group instruction and extended tutoring.

Goal 9
Elementary Site - Turner

Turner partially implemented this action. Turner Elementary focused its efforts on professional learning through conference trainings and implementing EL-specific cycles of small group tutoring within their After School Program. These sessions emphasized reading, writing, and math supports aligned to ELA and Math standards, with training and guidance provided by instructional specialists focused on English learner support and ELPI growth. Despite these targeted interventions, Turner experienced a decline in ELPI scores, highlighting ongoing challenges in effectively supporting English Learners and the need for continued adjustment of strategies.

Secondary Site - Farber School of Credit Attainment (Cambridge)

Farber School of Credit Attainment (Cambridge) partially implemented a comprehensive plan to support English Learner students' foundational literacy skills, including reading, speaking, and listening. This plan included providing technology and instructional materials to enhance academic literacy, offering professional learning for staff focused on academic literacy and EL reclassification, and creating supplemental opportunities such as night school and Saturday school to support language acquisition goals. Additionally, Farber provided translation and engagement services to involve families of English Learners.

Goal 10
Elementary Sites - Lawless, Muir

These schools partially implemented an intervention plan to support student needs with chronic absenteeism. The addition of a Resource Classroom Assistant enhanced Tier I and Tier II academic supports through targeted small groups, while the Resiliency Center provided character-building and social-emotional learning (SEL) for first graders. Punjabi-speaking Home School Liaisons strengthened family engagement by offering monthly parent hours, home visits, and translation services. SEL interventions were also integrated during the school day to support students' emotional well-being. The Hand-in-Hand Mentoring program was implemented to provide positive role models, along with SEL resources like signage and graphics to foster a supportive environment. Successes include improved targeted academic and social-emotional support and increased SEL awareness, while challenges involve ensuring consistent implementation of SEL practices and measuring their long-term impact.

Secondary Site - Phoenix Secondary

Phoenix secondary partially implemented a comprehensive intervention plan to support student learning needs with chronic absenteeism. A Child Welfare and Attendance Specialist was hired to provide targeted interventions for students experiencing chronic absenteeism. To boost student engagement and foster a sense of belonging, new high-interest clubs were established. Lunchtime tutoring contracts were also put in place to help students stay caught up on assignments, helping to reduce stress and prevent absenteeism. Additionally, coordinators for monthly Cultural Celebrations were contracted to create an inclusive environment where students from all cultures feel welcomed and valued. A key success has been increased student participation and improved attendance through these engagement strategies. One challenge remains sustaining consistent student involvement across all initiatives over time.

Goal 11

Secondary Sites - Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fresno High, Dewolf

To improve graduation rates and college/career readiness, the schools implemented a multi-layered approach that included Career Nexus internships, career fairs, professional learning for teachers, and expanded opportunities for credit recovery through night school, Saturday school, and summer sessions. Additional supports included mentoring, a part-time social worker, academic counseling, after-school tutoring, and increased student engagement through clubs, intramural sports, field trips, and student recognition. A TSA and CWA Specialist supported RTI organization, attendance, and family outreach, while supplemental contracts and an office position helped coordinate the work.

This approach has led to increased student engagement and access to post-secondary opportunities. A key challenge remains sustaining consistent family involvement to support long-term student success.

Goal 12

Elementary - Addams, Lawless, Lowell, Phoenix Elementary, Turner, and Wolters

To decrease student suspensions, schools implemented a comprehensive strategy focused on student supervision, social-emotional learning (SEL), and relationship building. This included hiring additional NTAs and paraprofessionals to improve campus supervision and student support throughout the day, particularly in early grades. Schools also invested in mental health resources, including school social workers, counseling assistants, re-engagement and SEL rooms, and mentoring programs. Restorative practices were strengthened through training, materials, and dedicated staff. Professional learning in trauma-informed practices and PBIS was provided, along with curriculum planning time to build stronger engagement-focused instruction. Student engagement was boosted through clubs, leadership opportunities, field trips, motivational events, and family involvement initiatives that promoted connection and belonging. Two key successes were the increased access to mental health supports leading to better student self-regulation, and stronger staff-student relationships that contributed to a more positive campus climate. A continuing challenge has been building consistent systems and staff capacity across all campuses to ensure fidelity of implementation and sustained impact.

Secondary - Fort Miller, Fresno High, Fulton, Phoenix Secondary

To reduce suspension rates at secondary sites, schools implemented a multi-faceted approach combining professional learning, student supports, and family engagement. Staff participated in training on trauma-informed practices, de-escalation strategies, and behavior intervention planning. Schoolwide planning retreats helped establish consistent behavior expectations, while additional professional learning addressed positive discipline, restorative practices, and social-emotional learning. To foster a supportive climate, schools introduced SEL tools like School Connect, calming corners, therapeutic toys, and bullying prevention programs. Restorative practice materials helped create safe, welcoming classroom environments.

To increase student engagement and attendance, schools offered clubs, lunch activities, field trips, student jobs, and recognition systems. Family engagement strategies included parent education sessions, newsletters, and welcoming procedures for new families. Two notable successes include stronger relationships among students and staff, and increased participation in schoolwide engagement activities. A continuing challenge is ensuring consistent implementation and follow-through across all grade levels and departments.

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.

Goal 7

Sites: Addams, Lawless, Lowell, Muir, Turner, Wolters, Fort Miller, Fresno High

Although planned ELA interventions were initiated, some funds went unspent due to staffing and scheduling challenges, which hindered the implementation of small-group instruction and extended tutoring. As the Equity Multiplier funds were newly introduced, schools faced a learning curve in establishing consistent practices, resulting in some planned expenditures not being realized within the initial timeline. Difficulties in hiring sufficient personnel for after-school tutoring and small-group interventions further limited the use of available resources. While professional development and collaborative planning were prioritized, inconsistent availability and participation also impacted the full utilization of allocated funds.

Goal 8

Sites: Addams, Lowell, Muir, Turner, Fort Miller, Fresno High

Although comprehensive math intervention plans were implemented, staffing shortages limited the consistency of small-group instruction and extended tutoring, leaving some funds unspent. The recent introduction of Equity Multiplier funds also contributed to delays in fully executing planned interventions, resulting in additional unexpended resources. While after-school tutoring and instructional support were made available, challenges with staffing and scheduling hindered the full use of supplemental contracts. Professional development and collaborative planning opportunities were offered but underutilized due to limited teacher availability. Additionally, schools approached spending cautiously in the early stages, opting for a conservative use of funds as they evaluated long-term needs for digital tools and instructional materials.

Goal 9

Sites: Turner, Farber School of Credit Attainment (Cambridge)

Although targeted professional learning and EL-specific interventions were implemented, some funds remained unspent due to the need to reassess and adjust strategies in light of lower-than-expected ELPI outcomes. Components of the intervention plans, such as night school and Saturday programs, saw limited participation, contributing to the underutilization of funds. Challenges in consistently delivering small-group tutoring and engagement activities further impacted the full execution of planned support services. Delays in purchasing materials and offering the full range of professional learning opportunities. Staffing and scheduling constraints, along with the need to refine instructional approaches, also prevented some planned expenditures.

Goal 10

Sites: Lawless, Muir, Phoenix Secondary

While key elements of chronic absenteeism intervention plans were put into action, some funds remained unspent due to the partial rollout and the time needed to scale programs consistently across all schools. Staffing and scheduling challenges of targeted supports such as tutoring and mentoring, resulted in underutilized allocations. Engagement and SEL initiatives, including cultural celebrations and club activities, required mid-course adjustments, which led to delays or reductions in spending. Although various interventions were launched, difficulties in maintaining consistent student participation and evaluating long-term impact prompted a cautious spending approach. Early implementation efforts focused on foundational activities, such as hiring staff and launching pilot programs, leaving some funds for expanded services unspent during this initial phase.

Goal 11

Sites: Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fresno High, DeWolf

Although a comprehensive plan to improve graduation rates and college/career readiness was put into action, some funds remained unspent due to challenges in maintaining consistent family engagement, which affected participation in certain support services. The partial implementation of extended learning opportunities, such as night school and Saturday sessions, resulted in lower-than-expected expenditures in these areas. Staffing limitations and scheduling conflicts also hindered the full execution of planned mentoring, counseling, and tutoring services, leading to underutilized supplemental contracts. Additionally, some planned initiatives, including field trips and student recognition events were delayed, which further contributed to unspent funds. As this was the initial phase of implementation, conservative spending and the time required to coordinate logistics led to some funds not being fully expended within the planned timeline.

Goal 12

Sites: Addams, Lawless, Lowell, Phoenix Elementary, Turner, Wolters, Fort Miller, Fresno High, Fulton, Phoenix Secondary

While schools implemented a variety of strategies to reduce suspensions and enhance student engagement, some funds went unspent due to inconsistent implementation and limited staff capacity across campuses. Challenges in maintaining consistent systems and follow-through across grade levels and departments led to partial execution of planned activities and interventions, leaving some funds unexpended. Staffing shortages and delays in hiring additional support personnel, such as NTAs, paraprofessionals, and counselors, further contributed to the underutilization of allocated resources. Additionally, some professional learning sessions, restorative practices, and engagement activities were postponed, impacting the full use of funds. Although initial efforts resulted in an improved school climate and stronger relationships, the need to build capacity and establish sustainable systems limited the full expenditure of funds during the early stages of implementation.

For school sites that did not expend all the Equity Multiplier funds they received, those funds will roll over to the subsequent school year. As Equity Multiplier funds have a unique SACS code, our EM sites from 24-25 will maintain the spending restrictions year over year. All expenditures will be used for evidence-based services and supports at eligible school sites. Equity Multiplier funds will be expended on evidence-based services and supports for the students who generate the funding each year. Each site will maintain an internal plan for unspent EM funds. The previous Equity Multiplier goals have been consolidated in Goal 7. For schools that are continuing and for the schools that are no longer identified as an Equity Multiplier site, any unused funds (carryover) at these particular sites will continue in Goal 1, Action 1.19, to support these specific schools and the needs identified for low-performing student groups.

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

All equity multiplier actions were somewhat effective. The majority of the actions had positive change for all or some of the identified students groups. Equity multiplier schools were able to experience growth in the areas of ELA, Math, ELPI, Chronic Absenteeism, Suspension, Career and College Readiness, and Graduation rate for the majority of the student groups identified on the 2023 CA Dashboard because of the implementation of additional staff who were able to support one-on-one and small group instruction, before and after school tutoring, and interventions with supplemental curriculum based on student academic or social-emotional needs. Social-emotional and mentoring support staff hired were able to focus on the identified student groups and the individual needs of those students. Also, the ability to purchase materials to enhance hands on and visual aides for the classroom supported student learning and engagement. School staff attended conferences that helped them to unpack standards and learn various ways to support different learners with different abilities. Additionally, supplemental contracts that provided pay for teachers to receive additional professional learning and time to focus on the needs of the identified student groups, which helped them to incorporate differentiated instructional strategies into their lessons.

Goal 7
The actions in this goal were somewhat effective.

English Learners (EL):
English Learners demonstrated overall improvement across several schools. Addams Elementary improved from -103.5 to -93.9, moving from red to orange status. Fresno High also showed progress, improving from -176 to -115.4, shifting from red to orange. Turner Elementary moved from -91.2 to -78.2, maintaining orange status with progress. However, EL students at Fort Miller Middle declined from -123.4 to -142.1, remaining in red and signaling a need for additional support. Lowell Elementary EL students improved from -96.4 to -73.3, moving from red to orange, while Lawless Elementary ELs remained in orange despite a decline.

Hispanic Students (HI):
Hispanic students showed positive gains overall. Fort Miller Middle improved from -108.3 to -99.1, moving from red to orange. Lawless Elementary Hispanic students improved from -40.3 to -26.6, moving from orange to yellow. Turner Elementary’s Hispanic group progressed from -91.7 to -77.4, improving within the red to orange range. Lowell Elementary also showed progress with Hispanic students moving from -71.7 to -52.8, changing from red to yellow.

Socioeconomically Disadvantaged (SED):
Students identified as socioeconomically disadvantaged made gains at multiple schools. Fort Miller Middle’s SED group improved from -112.7 to -102.7, moving from red to orange. Lawless Elementary improved from -48.1 to -38.3, shifting from orange to yellow. Lowell

Elementary showed progress from -76.3 to -57.7 (red to yellow), and Turner Elementary improved from -80.7 to -72.7, maintaining orange status.

Students with Disabilities (SWD):
Students with disabilities continued to face challenges. Fresno High showed some improvement from -218.6 to -158.4 but remained in red. Muir Elementary declined from -90.8 to -99.2, maintaining red status. Wolters Elementary showed improvement from -103.5 to -69.5; however, the group size was too small to assign an official status.

Black/African American Students (AA):
Outcomes for Black/African American students were mixed. Fort Miller Middle saw a decline from -134.9 to -136.8, remaining in red. Conversely, Lawless Elementary declined from orange to red (-67.9 to -73.3), indicating a setback in progress.

Asian Students (AS):
Asian students at Fort Miller Middle demonstrated notable improvement, moving from -86.5 to -68.7, which corresponded with a status shift from red to yellow.

White Students (WH):
White students at Fresno High showed significant growth, improving from -95.2 to 2.8, moving from red to green status, indicating a positive trajectory in ELA achievement.

All Students:
Fort Miller Middle's overall student population improved from -111.9 to -101.8, moving from red to orange. Lawless Elementary moved from orange to yellow (-43.8 to -32.9). Lowell Elementary improved from red to yellow (-75.1 to -55.8), and Turner Elementary moved from red to yellow (-79.6 to -69.9).

The implemented ELA+ strategies—targeted RTI tutoring, after-school support, small-group instruction, and collaborative planning—directly contributed to improved outcomes for English Learners, Hispanic students, and those who are socioeconomically disadvantaged across multiple sites. Professional development and investment in digital tools enhanced instructional quality and allowed for more effective differentiation, supporting literacy growth. However, inconsistent implementation and gaps in support for students with disabilities and African American students indicate a need for more targeted, equitable application of interventions.

Goal 8
The actions in this goal were somewhat effective.

English Learners (EL):
English Learners showed consistent progress across all reported schools. At Addams Elementary, EL students improved from -102.9 to -93.7, moving from red to yellow status. Fresno High's EL students made significant gains, improving from -226.8 to -167.8 and moving from red to orange. Lowell Elementary showed a notable improvement from -100.2 to -61.5, shifting from red to yellow. Turner Elementary's EL students also improved from -106.1 to -95.8, moving from red to orange.

Students with Disabilities (SWD):
Students with Disabilities, while still facing significant challenges, demonstrated improvement at all schools reported. Addams Elementary's SWD group improved from -178.7 to -172.3, moving from red to orange. Fresno High showed improvement from -286.6 to -206.4, also moving from red to orange. Muir Elementary's SWD students improved from -123.9 to -101.7, moving from red to orange. At Fort Miller Middle, SWD students improved from -224 to -210.3, remaining in red but with progress towards orange.

Black/African American Students (AA):
Black/African American students at Fort Miller Middle demonstrated progress by improving from -199 to -180.7, moving from red to orange status, though they still face significant challenges.

Asian Students (AS):
Asian students at Fort Miller Middle improved from -136.1 to -116.9, moving from red to orange status, indicating positive growth in math achievement.

Hispanic Students (HI):
Hispanic students at Fort Miller Middle showed improvement from -161.6 to -141.2, moving from red to orange status, reflecting gains in math performance.

Socioeconomically Disadvantaged Students (SED):
Students identified as socioeconomically disadvantaged at Fort Miller Middle improved from -167.1 to -143.2, moving from red to orange, demonstrating progress in math.

All Students:
Fort Miller Middle's overall student body showed improvement in math, improving from -165.5 to -142.1, moving from red to orange.

The comprehensive math intervention plan—including targeted tutoring during RTI, after-school programs, and small-group instruction by aides—led to notable gains in student math achievement across multiple subgroups. Collaborative planning and professional development improved instructional quality, while digital tools supported differentiated learning. Although implementation consistency was a challenge due to new Equity Multiplier funds, the overall strategies contributed to measurable progress, moving many student groups from Red to Orange or Yellow status.

Goal 9
The actions in this goal were somewhat effective.

At Farber School of Credit Attainment (Cambridge), English Learner students showed improvement in their ELPI scores, increasing from 22.6 to 26.1 and moving from a red to an orange status. This indicates meaningful progress in English learner proficiency at this school.

At Turner Elementary experienced a decline in ELPI scores for English Learner students, dropping from 42.9 to 27.8 and remaining in the red status. This suggests that Turner Elementary continues to face significant challenges in supporting English Learners, underscoring the need for focused intervention strategies at that site.

The comprehensive math intervention plan—including targeted tutoring during RTI, after-school programs, and small-group instruction by aides—led to notable gains in student math achievement across multiple subgroups. Collaborative planning and professional development improved instructional quality, while digital tools supported differentiated learning. Although implementation consistency was a challenge due to new Equity Multiplier funds, the overall strategies contributed to measurable progress, moving many student groups from Red to Orange or Yellow status.

Effective implementation strategies included extended learning opportunities such as night and Saturday school, targeted small-group instruction, and use of digital tools to support differentiated learning. Collaborative planning and professional development focused on EL support and academic literacy also contributed to improved instructional quality and student outcomes. These strategies were particularly impactful at Farber and in math interventions, where they led to measurable gains across student student groups.

Goal 10
The actions in this goal were somewhat effective.

English Learners (EL):
English Learners showed notable improvement in chronic absenteeism rates. At Lawless Elementary, the rate decreased from 21% to 18.4%, moving from orange to yellow status, indicating meaningful progress in reducing absenteeism. EL students at Muir demonstrated an even more significant improvement, with rates dropping from 46.1% to 35.5%, moving from red to orange status.

Black/African American Students (AA):
Black/African American students at Lawless Elementary showed progress in attendance, with chronic absenteeism rates improving from 42.2% to 38.1%, maintaining an orange status but reflecting a positive downward trend.

Multiple Races/Two or More (MR):
Students identified as Multiple Races/Two or More at Lawless Elementary reduced chronic absenteeism from 34.9% to 27.0%, maintaining orange status while showing steady improvement.

Students with Disabilities (SWD):
Students with Disabilities at Lawless Elementary improved their attendance with chronic absenteeism rates declining from 39.4% to 34.7%, continuing to hold orange status with notable progress.

White Students (WH):
White students at Lawless Elementary reduced chronic absenteeism from 41.9% to 31.8%, maintaining orange status and demonstrating clear improvement.

Hispanic Students (HI):
At Phoenix Secondary, Hispanic students showed a slight reduction in chronic absenteeism from 80.4% to 78.0%, moving from red to orange status, indicating a small but positive change.

Socioeconomically Disadvantaged Students (SED):
Students identified as socioeconomically disadvantaged at Phoenix Secondary had a marginal decrease in chronic absenteeism from 79.2% to 78.8%, remaining in red status, signaling ongoing challenges in this group.

All Students:
Overall attendance at Phoenix Secondary improved somewhat, with chronic absenteeism rates decreasing from 80% to 77.9%, moving from red to orange status.

The implemented interventions had a measurable impact on reducing chronic absenteeism, particularly at the elementary level. Strategies such as adding Resource Classroom Assistants and integrating SEL through the Resiliency Center supported academic and emotional needs, contributing to improved attendance among English Learners, Students with Disabilities, and students of Multiple Races. Family engagement efforts, including home visits and language support from Punjabi-speaking liaisons, were especially effective for English Learners. Mentoring programs and SEL signage also fostered a more supportive environment. At the secondary level, a Child Welfare and Attendance Specialist, high-interest clubs, cultural celebrations, and lunchtime tutoring helped increase engagement and slightly improve attendance, though challenges persist for socioeconomically disadvantaged students. Overall, the targeted, relationship-focused strategies were somewhat effective in driving positive attendance trends.

Goal 11
The actions in this goal were somewhat effective.

All Students:
Across schools, graduation rates for all students show mixed progress. Farber School of Credit Attainment (Cambridge) remains in red status with a modest increase from 44.9% to 49.3%. Dewolf High shows improvement with rates rising from 60.8% to 66.9%, though still in red. Farber School of Independent Studies (J.E. Young) demonstrates significant growth, moving from 71.4% to 82.5% and reaching green status, indicating strong overall progress. For career and college readiness, all students at Farber School of Credit Attainment (Cambridge) declined from 3.3% to 1.9%, remaining in very low red status.

English Learners (EL):
English Learners at Farber School of Independent Studies (J.E. Young) experienced remarkable graduation rate improvement, jumping from 54.1% to 84.8%, moving into green status. Conversely, EL graduation rates at Farber School of Credit Attainment (Cambridge) declined from 50.9% to 45.3%, maintaining red status. For career and college readiness, EL students at Farber School of Credit Attainment (Cambridge) remained very low with minimal change (1% to 1.1%), holding red status.

Hispanic Students (HI):
Hispanic students showed growth in graduation rates at Farber School of Credit Attainment (Cambridge) (45% to 50.5%) and Farber School of Independent Studies (J.E. Young) (68.7% to 82.9%), with Farber School of Independent Studies (J.E. Young) moving into green status. Dewolf High's Hispanic students had stable rates around 66%, still in red status. Career and college readiness rates for Hispanic students at Farber School of Credit Attainment (Cambridge) decreased from 3.8% to 2.4%, remaining very low red.

Socioeconomically Disadvantaged Students (SED):

Socioeconomically disadvantaged students had gradual graduation rate improvements at Farber School of Credit Attainment (Cambridge) (45.2% to 49.6%), Dewolf High (60.2% to 67.4%), and Farber School of Independent Studies (J.E. Young) (70.3% to 82.5%, green status). However, career and college readiness at Farber School of Credit Attainment (Cambridge) remained very low, declining slightly from 3.3% to 1.9%, with status still red.

Students with Disabilities (SWD):
Students with Disabilities at Farber School of Independent Studies (J.E. Young) showed a substantial graduation rate increase from 58.1% to 87.5%, though the small sample size limits full status determination. At Fresno High, this group experienced a decrease in graduation rate from 63.3% to 51.4%, remaining in red. For career and college readiness, Fresno High's SWD group improved from 0% to 7.1%, moving into orange status. Farber School of Credit Attainment (Cambridge) SWD group had no change, staying at 0%, very low, and red.

Overall, the most notable progress in graduation rates is observed at Farber School of Independent Studies (J.E. Young) across all student groups, especially English Learners and Students with Disabilities. Dewolf High shows steady improvements, while Farber School of Credit Attainment (Cambridge) struggles with persistently low career and college readiness rates across student groups. Fresno High's Students with Disabilities show some progress in career and college readiness, but face challenges in graduation rates.

The implementation was somewhat effective because it combined multiple strategies addressing both academic and social-emotional needs. By offering career-focused experiences like internships and fairs, expanding credit recovery options, and providing targeted supports such as mentoring, counseling, and a part-time social worker, the schools created more flexible and personalized pathways to graduation. Additionally, increasing student engagement through clubs, sports, and recognition helped motivate students to stay connected to school. Strong coordination of interventions, attendance, and family outreach further supported student success. This comprehensive approach especially benefited Farber School of Independent Studies (J.E. Young) and Dewolf High, leading to significant improvements in graduation rates and post-secondary readiness for many student groups.

Goal 12

The actions in this goal were somewhat effective.

Suspension rates for all students show improvement at several schools. Addams Elementary reduced suspensions from 6.4% to 4.0%, improving from red to yellow status. Fort Miller Middle lowered rates from 23.8% to 18.1%, also shifting to yellow. Fresno High and Phoenix Secondary made progress as well, moving from red to orange or yellow, with Fresno High dropping from 15% to 13.6% and Phoenix Secondary from 59.5% to 37.9%. Conversely, Muir Elementary and Phoenix Elementary saw increases in suspension rates for all students, remaining in red status or worsening. Turner Elementary demonstrated strong improvement with suspension rates falling from 4.9% to 2.9%, achieving green status. Wolters Elementary decreased suspension rates from 10.9% to 6.9%, moving to yellow status.

Black/African American student groups:
Suspension rates for Black/African American students vary widely. Addams Elementary saw a slight increase from 9.3% to 9.8%, remaining red. Fort Miller Middle's rate rose from 36.5% to 38.5%, still in red status. Fresno High and Muir Elementary remain concerning, with rates around 33.5% and 16.1% respectively, both red. At Lawless Elementary and Lowell Elementary, rates improved significantly, with Lawless

dropping from 3.7% to 3.3% (yellow) and Lowell from 9.7% to 5.6% (yellow). Turner Elementary and Wolters Elementary also showed improvement for this student group, with Turner decreasing from 9.5% to 8.0% (orange) and Wolters from 23.2% to 8.5% (orange).

Hispanic student groups:
Hispanic student suspension rates decreased notably in some schools. Addams Elementary improved substantially from 6.1% to 2.9%, reaching green status. Fort Miller Middle's Hispanic group dropped from 22.5% to 16.6% (yellow), while Lawless Elementary's rate increased slightly from 2.7% to 4.0%, remaining orange. Muir Elementary and Phoenix Elementary both experienced increases, with Phoenix's rate rising sharply from 14.6% to 21.6% (red). Phoenix Secondary reduced suspensions for Hispanic students from 57.1% to 38.2%, moving from red to orange status. Turner Elementary saw positive improvement, dropping from 6.2% to 2.5% (green). Wolters Elementary also improved, from 8.8% to 6.0% (yellow).

Socioeconomically Disadvantaged student groups:
Suspension rates for socioeconomically disadvantaged students decreased in many schools but remain a concern. Addams Elementary improved from 6.6% to 4.0% (yellow), Fort Miller Middle dropped from 24.0% to 18.2% (yellow), and Fresno High saw a slight decrease from 15.5% to 14.3% (orange). Lawless Elementary experienced a small increase from 2.2% to 3.3%, remaining orange. Phoenix Elementary increased from 14.7% to 24.6% (red), while Phoenix Secondary saw a notable decrease from 60.4% to 38.3% (yellow). Turner Elementary improved from 4.9% to 3.1% (yellow), and Wolters Elementary from 11.4% to 6.9% (yellow).

Students with Disabilities student groups:
Suspension rates for students with disabilities remain high but show some improvements. Addams Elementary lowered suspensions from 12.9% to 8.1%, moving to orange status. Fort Miller Middle's rate remained high, slightly decreasing from 25.4% to 24.6% (orange). Fresno High and Lawless Elementary have consistent rates in the high teens to low twenties, with Fresno at 19.6% (red) and Lawless at 4.1% (orange). Phoenix Secondary saw a substantial drop from 73.3% to 40.0% (orange). Turner Elementary improved from 10.7% to 4.4% (yellow), and Wolters Elementary reduced rates from 22.1% to 13.6% (orange).

English Learner student groups:
Addams Elementary made progress reducing suspensions from 5.4% to 0.0%, achieving blue status. Fresno High showed a slight decrease from 12.8% to 12.2% (orange). Turner Elementary also improved, reducing suspensions from 5.4% to 0.0% (blue).

Asian student groups:
Fort Miller Middle saw a significant decrease in suspensions for Asian students, dropping from 16.2% to 2.7% and achieving green status. Wolters Elementary similarly improved, reducing suspensions from 6.3% to 2.3%, also green.

The implementation of enhanced supervision, mental health supports, restorative practices, trauma-informed training, and increased student engagement has been somewhat effective in reducing suspension rates across multiple schools. Several campuses, especially elementary schools like Addams, Turner, and Wolters, showed notable declines in suspensions, while secondary schools such as Fort Miller and Fresno High also made progress. Stronger staff-student relationships and consistent behavior management approaches contributed to these improvements. However, challenges with inconsistent implementation and staff capacity remain, leading to continued high suspension rates in some schools like Muir and Phoenix Elementary. Overall, the efforts have led to positive change, but sustained focus on fidelity and targeted interventions is necessary to achieve wider and lasting impact.

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.

The data for the equity multiplier schools and student groups will continue to be monitored in 2023. Please see the Appendix at the end of the LCAP. All Equity Multiplier Goals 7-12 were moved into Goal 7. Each action will represent the identifying metric for each Equity Multiplier site. Equity Multiplier Carryover Funds not spent in the 2024/25 school year have been moved to Goal 1 action 1.19, Base Instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.01	SBAC ELA	Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard English Language Arts Indicator: • Training for literacy mentors and paraprofessionals by a certificated tutor to address targeted early literacy needs and improve instructional practices. • Implementation of independent contracts with Teaching Fellows and Reading Intervention Specialists to provide focused support for students with disabilities during RTI. • Provision of professional development for certificated and classified staff to build capacity in Tier 1 ELA instruction, including conferences like Visible Learning+ and the Standards Institute. • Purchase of research-based literacy intervention materials, including phonics curriculum, goal-setting tools, and instructional supplies for small group instruction.	$2,862,760.00	No

Action #	Title	Description	Total Funds	Contributing

- Supplemental pay and substitute coverage for grade-level planning days, literacy walks, and data chats to support collaborative instructional decision-making.

- Deployment of a Teacher on Special Assignment (TSA) to support instructional resource development, data analysis, and professional learning related to literacy.

- Investment in classroom technology and updated communication tools to support instruction, family engagement, and teacher collaboration around student literacy progress.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., English Language Arts), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the table below for the identified schools and student groups.

School Name	AA	ALL	EL	HI	LI	LTEL	SWD
Addams Elementary							Red
Columbia Elementary		Red		Red	Red		
Farber School of Credit Attainment (Cambridge)		Red	Red	Red	Red	Red	
Farber School of Independent Studies (J.E. Young)		Red	Red	Red	Red	Red	Red
Fort Miller Middle	Red		Red			Red	
Lincoln Elementary							Red
Vinland Elementary		Red	Red		Red		
Williams Elementary				Red			Red

Action #	Title	Description	Total Funds	Contributing
7.02	SBAC Math	Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Math Indicator: • Tutoring during RTI, before, and after school through Independent Contracts with tutors, Teaching Fellows, and Interact Fellows to support foundational math skills and targeted student groups. • Provide professional development for certificated and classified staff to strengthen instructional strategies in math, with a focus on differentiated instruction. • Teacher on Special Assignment (TSA) to support instructional planning, monitor MTSS implementation, and guide data-informed decision-making in math instruction. • Offer sub release time for teachers to attend math-specific training and engage in instructional rounds for peer observation, feedback, and collaborative learning. • Purchase math intervention curricula and instructional supplies, such as Math Stories, whiteboards, notebooks, and chart paper, to enhance classroom and tutoring instruction. • Employ bilingual instructional aides and paraprofessionals to provide day-long academic support, reinforcing math strategies and access for diverse learners. By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Math), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and student groups.	$702,120.00	No

School Name	ALL	EL	HI	LI	LTEL	WH	SWD
Columbia Elementary		Red					

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
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<table>
<tr><td>Farber School of Credit Attainment (Cambridge)</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td></td><td></td></tr>
<tr><td>Farber School of Independent Studies (J.E. Young)</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
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<tr><td>Lincoln Elementary</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Red</td></tr>
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<tr><td>7.03</td><td>English Language Progress Indicator</td><td>
Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard English Language Progress Indicator:

Implement targeted English language development programs through the support of Teaching Fellows, Bilingual Instructional Aides (BIAs), and Interact Fellows to improve student proficiency in reading, writing, listening, and speaking.
Tutoring before, during, and after school through supplemental contracts and teacher stipends focused on reading intervention and academic literacy for English learners and long-term English learners.
Utilize teacher release days and planning time for instructional rounds, lesson design, and collaborative professional learning communities (PLCs) to improve Tier 1 instruction and EL and LTEL outcomes.
Leverage instructional technology and digital tools through the purchase of supplies and academic software to support literacy and language acquisition beyond the classroom.
Support ELPAC testing and EL reclassification efforts by funding assessors and providing teacher substitute coverage during assessment periods.
Engage families of EL and LTEL students through parent outreach materials, and parent representatives to foster home-school partnerships and support reclassification efforts.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in
</td><td>$533,785.00</td><td>No</td></tr>
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Action #	Title	Description	Total Funds	Contributing
		California School Dashboard indicators (e.g., English Language Progress Indicator), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and student groups.		
7.04	Chronic Absenteeism	Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Chronic Absenteeism Rate Indicator: • Provide lunchtime tutoring contracts and supplemental academic support to help students stay on track with assignments and reduce absenteeism caused by academic stress. • Expand mental health services through staffing of Clinical School Social Workers and School Social Workers to support student wellness and improve attendance. • Vice Principal and a Teacher on Special Assignment to monitor attendance data and implement MTSS-based intervention strategies. • Professional learning focused on relationship-building between school staff and families to better address chronic absenteeism. Safe and Civil Schools, PBIS training to train staff in positive discipline and school climate strategies that improve attendance. • Clubs, interscholastic sports, and service-learning projects to build student engagement, belonging, and motivation to attend school regularly.	$1,728,044.00	No

School Name	EL	LTEL
Farber School of Independent Studies (J.E. Young)	Red	Red
Fort Miller Middle	Red	Red
Lowell Elementary	Red	
Vinland Elementary	Red	

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Chronic Absenteeism Rate Indicator), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the below table for the identified schools and student groups.

<table>
<tr><th>School Name</th><th>AA</th><th>ALL</th><th>AS</th><th>EL</th><th>HI</th><th>LI</th><th>LTEL</th><th>MR</th><th>WH</th><th>SWD</th></tr>
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<tr><td>Farber School of Independent Studies (J.E. Young)</td><td>Red</td><td>Red</td><td></td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td></td><td>Red</td><td></td></tr>
<tr><td>Fort Miller Middle</td><td>Red</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Red</td></tr>
<tr><td>Lincoln Elementary</td><td>Red</td><td>Red</td><td></td><td></td><td></td><td>Red</td><td></td><td></td><td></td><td>Red</td></tr>
<tr><td>Phoenix Elementary</td><td></td><td>Red</td><td></td><td></td><td>Red</td><td>Red</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Phoenix Secondary</td><td></td><td></td><td></td><td></td><td></td><td>Red</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Vinland Elementary</td><td></td><td></td><td></td><td>Red</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Williams Elementary</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Red</td><td>Red</td><td></td></tr>
<tr><td>Wolters Elementary</td><td></td><td></td><td>Red</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>7.05</td><td>Suspension</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Suspension Rate Indicator:

• Provide professional development for staff in Positive Discipline, Restorative Practices, Social Emotional Learning (SEL), trauma-informed practices, and responding to misbehavior, including attendance at relevant conferences.</td><td>$1,296,753.00</td><td>No</td></tr>
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<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
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Implement and support schoolwide SEL programs such as School Connect, community-building circles, and bullying prevention, with integration into advisory classes and curriculum.
School Social Workers, Clinical Social Workers, and Counseling Assistants to deliver mental health services, small group/individual counseling, and coordinate student support teams (TST/SST).
PBIS-aligned initiatives through behavior management training, restorative practices materials, and student engagement systems like student jobs and leadership roles.
Facilitate access to community support services by hosting motivational speakers, mental health workshops for parents, and building partnerships with local mental health agencies.
Expand family engagement via parent education sessions, and supplemental pay for staff to organize community-building activities.
Increase supervision and structured engagement opportunities through additional NTA staffing, clubs, and service-learning projects to build student connectedness and improve attendance.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Suspension Rate Indicator), to inform decisions on how to best improve student outcomes at the school site.
Please refer to the below table for the identified schools and student groups.
<table>
<tr><th>School Name</th><th>AA</th><th>ALL</th><th>HI</th><th>HL</th><th>LI</th><th>MR</th><th>WH</th><th>SWD</th></tr>
<tr><td>Addams Elementary</td><td>Red</td><td></td><td></td><td></td><td></td><td></td><td>Red</td><td></td></tr>
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Action #	Title	Description	Total Funds	Contributing

Columbia Elementary	Red							Red
DeWolf High	Red	Red			Red			
Fort Miller Middle	Red							
Fulton School		Red						
Lincoln Elementary				Red		Red		
Phoenix Elementary		Red	Red		Red			
Vinland Elementary		Red	Red		Red		Red	Red
Williams Elementary		Red	Red		Red		Red	Red
Wolters Elementary							Red	

Action #	Title	Description	Total Funds	Contributing
7.06	Graduation Rate	Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Graduation Rate Indicator: • Substitutes and supplemental pay to provide teacher and counselor release time for student and parent workshops on college applications, financial aid, and graduation requirements. • Implementation of career exploration initiatives, including Career Nexus student internships and career fairs with guest speakers, to introduce students to postsecondary pathways. • Support for credit recovery and acceleration opportunities through extended summer sessions, Saturday school, night school, and intervention classes to ensure students remain on track for graduation. • Professional development and independent contracts for educators to enhance delivery of college and career readiness content, including A-G aligned instruction and CTE pathways. • Supplemental contracts and materials to support increased student engagement and participation in targeted activities.	$470,945.00	No

Action #	Title	Description	Total Funds	Contributing
		• Student participation in civic engagement opportunities and enrichment activities to promote real-world connections and reinforce the importance of high school graduation. • Supplemental staff pay and substitutes to increase capacity for implementing student support programs and monitoring A-G course completion, including counselor aides and PSA counselors. By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Graduation Rate Indicator), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and student groups.		
7.07	College & Career	Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School College & Career Indicator: • Provide substitutes and supplemental pay to allow teachers and counselors release time for college and career readiness workshops, including support for financial aid, A-G completion, and graduation planning.	$131,000.00	No

School Name	ALL	EL	HI	LI	LTEL	SWD
DeWolf High	Red		Red	Red		
Farber School of Credit Attainment (Cambridge)	Red	Red	Red	Red	Red	Red

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>

Implement career exploration initiatives such as Career Nexus student internships, career fairs, and guest speaker events to expose students to diverse postsecondary and workforce pathways.
Expand credit recovery and acceleration programs through night school, Saturday school, Saturday PE, and extended summer sessions to help students stay on track or graduate early.
Professional development and independent contracts to strengthen educator capacity in delivering high-quality instruction in A-G courses, CTE pathways, and STEM-aligned curricula.
Support supplemental contracts and provide materials to increase participation in student engagement, enrichment, and civic engagement activities that foster real-world connections and motivation to graduate.
Supplemental staff pay and substitutes to expand capacity for targeted interventions and student support services, including counselor aides.
Enhance opportunities for dual enrollment and intervention classes by partnering with local colleges and offering tutoring services to improve academic achievement and postsecondary readiness.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024/25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., College & Career Indicator), to inform decisions on how to best improve student outcomes at the school site.
Please refer to the below table for the identified schools and student groups.
<table>
<tr><th>School Name</th><th>ALL</th><th>AS</th><th>EL</th><th>HI</th><th>LI</th><th>LTEL</th><th>SWD</th></tr>
<tr><td>DeWolf High</td><td>Red</td><td></td><td></td><td>Red</td><td>Red</td><td></td><td></td></tr>
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Action #	Title	Description	Total Funds	Contributing
		Farber School of Credit Attainment (Cambridge) Red Red Red Red Red Red Red		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$277,494,666	$35,250,039

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.461%	0.000%	$0.00	38.461%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.02	**Action:** Additional Teacher Supply Funds **Need:** According to the metrics, low-income students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.	Supplemental supplies directly benefit low-income students by providing them with the resources they need to be success to learn in the classroom. These materials are pivotal in making sure LI students are able to come to school every day prepared to learn without the additional stress of not having the items they need to learn. These materials are purchased based on the individual needs of the classroom and the student. Teachers	For the identified student group Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A local needs assessment, in collaboration with educational partners, indicates that many of our low-income students need supplemental instructional supplies to support learning to be successful in the classroom but acquiring additional supplies can be challenging for low-income families. **Scope:** LEA-wide	of LI students require this additional support for in classroom and at home learning. Access to supplemental supplies gives low-income students greater access to grade level content by allowing teachers to differentiate teaching strategies. To strengthen this approach a menu of options will be shared with teachers to better meet the needs that align to the identified student groups. This action is designed to meet the needs of low-income; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.03	**Action:** Middle & High School Redesign **Need:** Based on state (SBAC) ELA and Math and local (iReady) ELA and Math assessment and A-G Completion results, English learners, low-income, and foster youth students scored lower than the all student group. A local needs assessment involving educational partners indicated EL, LI and FY students would greatly benefit from access to smaller A-G class sizes in order to increase academic achievement and A-G course completion. LCAP input gathered from families and students ranked the need for improved academics as the number one priority.	All middle schools and high schools are provided with a combined total of 63 additional teachers and 10 additional academic counselors at the high schools based on need and enrollment to support class size reduction and to support students with identifying the A-G classes that will best fit their needs. Smaller class sizes enable teachers to provide more differentiated, scaffolded, and focus on the unique learning needs of EL, FY and LI students. Furthermore, additional counselors will provide the identified students with increased access to academic and related guidance; increase the frequency of monitoring and working with the identified students and allow students more opportunities to take courses that they find interesting while meeting A-G requirements.	For the identified student groups: Increased rates in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and A-G Completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	To strengthen this approach, the action will be adjusted to increase support including, but is not limited to, more frequent student meetings regarding class schedules, grades, pathways to support student wants and educational needs, and an additional adult support system to collaborate with teachers to organize class schedules to best meet the needs of students. As a result of providing these additional resources, directed toward meeting the needs of English learner, low-income, and foster youth students, the identified student groups will benefit, however, because it is expected all students will benefit, this action is being provided on a district-wide basis.	
1.04	**Action:** Eliminate Elementary Combination Classes **Need:** Students identified as English learner, foster youth and low-income scored lower in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments than the all student group. A local needs assessment, in collaboration with educational partner feedback, identify the EL, FY and LI students would benefit from classrooms with fewer distractions and more focus on grade level skills and concept development. Teachers have expressed that combination classes make it difficult to provide students	All schools receive equitable teaching staff by grade level based on the number of students enrolled. The design of this action is to add teachers at schools that would otherwise need to create grade level combination classes Eliminating combination classes is designed to provide English learner, foster youth and low-income students more time and attention from teachers who can focus on the identified students' needs with the same grade level standards. By creating grade specific classes teachers will be able to focus on differentiated instructions, scaffolds, manipulatives, and other instructional supports designed specifically for identified students based off of one grade level. Furthermore, this design will allow more time for individual attention to these students and their specific learning needs.	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with the grade level individualized instruction they need for academic growth. **Scope:** LEA-wide	While the identified student groups are not showing growth in all the aligned metrics, educational partners, specifically, teachers and educational leaders, have indicated that eliminating combination classes is academically and social-emotionally what is best for the identified student groups. The elimination of combination classes is intended to address the academic needs of English learner, foster youth and low-income students, however, because all students will benefit, this action is provided on a district-wide basis.	
1.05	**Action:** Instructional Supports and Instructional Coaches **Need:** Fresno Unified School District's English learners, foster youth and low-income students perform lower on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates that the identified student groups need an optimal learning environment that supports effective, standards aligned instructional practices. This includes evidence based instructional practices that utilize student data to differentiate and support the unique needs of the identified student group.	The identified student groups (LI, EL, FY) will receive optimal learning environment that supports effective, standards aligned instructional practice because Instructional coaches support teachers by delivering professional learning, side-by side coaching, co-teaching, and data analysis of student work and results for low-income, English learner, and foster youth students. Each coaching cycle has three high leverage practices used to support this population (LI, EL, FY) of students: • Analysis of student work • Planning aligned, effective instruction • Observation and Feedback The identified student groups (LI, EL, FY) will receive evidence based instructional practices that utilize student data to differentiate and support the unique needs of the identified student group because the instructional coaching cycle focuses on the identified student groups, so teachers can address their needs. This includes data analysis	For the identified student groups: Increase state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback from parent's states that the district needs better teachers and that more needs to be done to support teachers. **Scope:** Schoolwide	and reflection where the Instructional Coaches support teachers to examine their practices with low-income, English learner, and foster youth students by sharing instructional strategies that support learner variability for the identified student groups, which includes modeling, strategic grouping, sequenced questioning, timely feedback, and guided practice opportunities. To strengthen the work of the instructional coaches, TSA support teachers during their Professional Learning Communities (PLC). The identified student groups (LI, EL, FY) will receive an optimal learning environment that supports effective, standards aligned instructional practices because TSA's will work with teachers during their Professional Learning Communities, to focus on supporting collaboration and a shared vision of effective, standards aligned instruction. This includes reviewing identified student group data, lesson design focusing on the specific needs of the identified student groups and incorporating common tools and practices that will best help the LI, EL, and FY students such as small group instruction, grade level alignment, and utilizing strategies to access the text. To strengthen the approaches each high leverage practice listed above is captured in a tool that is used for monitoring and providing evidence to the California Commission on Teacher Credentialing. 70% of all high leverage tools include planning and analyzing student learning. High leverage tools examine the needs of special populations and learner variability based on student groups that include English Learners, Low Income, and Foster	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Youth. Tools are used as evidence that is monitored in a portfolio, read by the department, and must meet criteria based on a rubric measuring the California Standards for the Teaching Profession. This action is designed to meet the needs of the identified student groups; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.06	**Action:** Additional Teachers Above Base Staffing **Need:** Fresno Unified School District's low-income, foster youth, and English learner students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with Educational Partners, indicates that students need organized and well-developed lessons that meet their unique needs. This includes getting personalized attention from the teacher. In our experience, smaller class sizes allow for increased individual student-teacher interaction. Educational partner feedback from teachers indicates that they need smaller class sizes to meet the needs of the identified student groups.	Providing additional teachers to lower class sizes increases opportunities for differentiated and individualized instruction in response to the unique needs of the identified student groups. Smaller class sizes allow for more personalized attention to each student, which is designed to support the development of foundational skills like reading, writing, math, and social skills. Teachers will have more time to provide individualized instruction to the identified student groups, support struggling identified students, and tailor their teaching methods to meet the needs of these learners. Schools receive this additional support based on the population of identified student groups at their site. Additionally, having these additional teachers provided the district with the ability to hire early, meaning that Fresno Unified can hire the best and most qualified teachers to meet the needs of the identified students' groups. A strengthened approach is to update interview practices within human resources to help identify	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	teachers with the greatest strengths and potential to support the identify student groups. This action is designed to meet the needs of the identified student groups; however, this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.07	**Action:** Additional School Site Administration above Base **Need:** Students identified as low-income and foster youth perform lower on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments compared to the all student group. Additionally, these identified student groups have higher rates of suspensions and expulsions when compared to the all student group. A local needs assessment, in collaboration with Educational Partners, indicates that the identifies students need high quality instruction and a safe school and learning environment. The identified students need to have their specific areas of concerns and growth addressed by teachers and adults outside of the classroom. **Scope:** Schoolwide	The additional vice principals will be tasked with the following to support low-income and foster youth students: Assist the principal in providing and leading the school site vision and mission with a focus on ensuring equity for low-income and foster youth students Fostering a culture of data-driven instructional decision making focused on supporting low-income students and foster youth students and addressing learning gaps. Support site efforts to build positive school climate and culture and maintain collaborative relationships with families of low-income students and foster youth students. Support site efforts to provide social emotional learning supports for low-income students and foster youth students. Address the identify needs of low-income and foster youth students by conducting more classroom observations and teacher coaching chats that focus on the identified students instructional and social-emotional needs.	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and lower suspensions and expulsions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This increased staffing will assist the school principal to form a stronger leadership team designed to improve academic outcomes, decrease suspensions, and ensure the needs of low-income students are being met. Foster youth are being suspended at a very high rate. To strengthen this approach, the additional vice principals will work with the social worker and Project Access to provide more direct supports to foster students. This will better support their needs in and out of the classroom. This action is designed to meet the needs of the identified students; however, we believe this action will benefit the all student group, therefore this action will be provided on a school-wide basis.	
1.08	**Action:** Historically Underserved Student Groups **Need:** Low-income students consistently underperform on both state (SBAC) and local (iReady) ELA and Math assessments compared to the overall student population, and they experience higher suspension and chronic absenteeism rates. Educational partners have indicated that, within the low-income group, students identified as Historically Underperforming Student Group (HUSG) require additional academic and behavioral support. This highlights the necessity of targeted interventions for low-income students to close achievement gaps	The district uses a collection of programs and initiatives to address the needs of low-income students that are in need of equitable support. Through these strengthened interventions we will increase academic performance, decrease chronic absenteeism, and reduce suspensions for low-income students. To focus on math interventions 5th and 6th grades are targeted to increase math proficiency, prior to the LI students entering Middle School. Local data indicates that low-income students demonstrate stronger math skills when engaged in activities like robotics or other STEM subjects. The engaging activities promote a sense of student self-efficacy while learning math helping students to decrease	For the identified student groups: Increase on state (SBAC) ELA and Math local (iReady) ELA and Math assessments, and lower suspension and chronic absenteeism rates. Educational Partners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and reduce behavioral disproportionality. To best support low-income students, we will continue to monitor their progress and bridge the gap for all low-income students. A local needs assessment, in collaboration with Educational Partners, indicates that the low-income students need equitable support. They need strengthened interventions that are tailored to their specific needs as it relates to them specifically and their community. They need intensive reading interventions. The needs assessment uncovered that they need programs designed for them to help close the gap in ELA and Math. This includes providing a safe space for them and programs that exist or are created to fit their unique needs. Additionally, the needs assessment identified that there needs to be including: engagement, relationship building, mentorship, and leadership opportunities to support positive student interactions and behaviors in order to engage students to increase attendance (decreasing absenteeism) and increasing positive behaviors (decreasing suspensions). Also, in our experience, it is important that parents are involved in the learning and behavioral support. **Scope:** LEA-wide	absenteeism and suspensions. This occurs both during the school day and after school. To strengthen literacy skills of low-income students will be provided interventions tailored to their needs. Additional school site based certificated teachers are utilized to provide explicit instructional reading interventions for students. They also build relationships with families to support student reading at home. Through the summer literacy program LI students are provided literacy supports through a reading program over summer in grades k-4. This program is implemented during three weeks over the summer for five hours per day. It has a heavy emphasis on reading strategies and parent involvement. The literacy program focuses on closing the reading achievement gap for low-income students. The afterschool literacy program provides targeted literacy instruction and supports to meet the needs of our low-income students in grades K-4. This program is expanding to reach 30 elementary sites in both the Fall and the Spring. This program uses additional administrative support to provide coaching and data accountability for certificated teachers. They also facilitate PLC's for data led outcomes of students while within program. The goal of this expansion is to serve up to 1,300 low-income students. Low-income students need mentorship to increase engagement and relationships, which will help to decrease absenteeism and suspension. Site mentors who will discuss attendance, grades, and behavior in a secure location on the campus and	

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		create a plan for growth for the identified student group. The advisor will also keep a strong line of communication with the students' parents and teachers. 30 advisors (tutors/mentors) support all middle schools and high schools. Advisors are a mixture of teachers, additional paraprofessionals, noontime assistants, tutors are provided supplemental contracts during the school year to support and mentor students in the advisor program. CSA's (Campus Safety Assistants) are provided supplemental contracts to support the advisors by helping to locate, contact, and escort students to the areas that are designated to the advisors for confidentiality. Sites are assigned staff based on their needs of LI students. Advisors meet with identified LI students based on need, at minimum, once a week and they connect with parents/family by phone, text, email or in person, at minimum once a month. The advisors are "mentors" who help students map out plans to bring up low grades (they aren't tutors, they help identify missed assignments or set up make up tests with teachers for example), give strategies to curb behavior issues that they may be experiencing, and are an additional accountability measure regarding attendance (they will call to see why the child is out or constantly late). Most advisors work closely with the counselors. The goal of the advisor program is to help develop the full student. Ideally grades and attendance will rise but we also give weekly surveys to measure student satisfaction and the sense of belonging that the student feels with the advisor. To decrease absenteeism and suspensions it is important for students to feel engaged and be	

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		exposed to leadership opportunities. Low-income students will hold labs (meeting forums) that allow the low-income students to identify problems and construct student led solutions as well as collaborate in the creation of FUSD (Fresno Unified School District) professional learning opportunities that are also designed by the students. The labs allow the identified students to speak their mind and work through addressing the problems they face at school that lead to their, and students like them, absenteeism and suspension. These labs will empower and support the identified students with their needs. This action is designed to meet the needs of the low-income students including the HUSG low-income students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.10	**Action:** Additional Supports for Libraries **Need:** Fresno Unified, English learner students have a performance gap compared to the all student group on state (SBAC) ELA and Math local (iReady) ELA and Math assessments. A local needs assessment shows that English learners need access to reading resources, and increased opportunities to read text they can relate to. EL students need more access to reading to increase and improve their reading and literacy skills and language acquisition.	Additional hours to create full time (8 hour) library staff provide students with a place to go to access books and technology that support reading. Library staff are available to support students with accessing the text. Purchasing additional books (print and digital) will provide EL students with a variety of book offerings and topics that they can relate to. Books will be purchased in a variety of languages and diverse topics based on educational partner input. To strengthen the approach of this action, we will increase the methods of communication when conducting outreach with educational partners to ensure that partners are asked more specific	For the identified student group: Increase on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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	Teacher feedback is that students have increased opportunities to read. Students have expressed wanting to be able to read books they like and can relate to.that are also in their primary language. **Scope:** LEA-wide	questions on their needs. This will support schools to purchase more specific book titles and authors that students, teachers, and parents are requesting. Additionally, the Department of Instructional Services will analyze and monitor English learner student data, in conjunction with the Department of English Learner Services, to support the specific needs of literacy skills that need to be supported. English learner services can provide additional support through professional learning and lesson design to further support EL students. To strengthen the at-home library approach, the district will utilize a feedback method to gather data on the specific books that educational partners want. Student can check books out or access books at home by using the SORA application on their school assigned computer or on their own devices. Additionally, books will be sent home with students during extended breaks from school. Increasing access to reading materials will meet the needs most associated with English learners. However, because Fresno Unified expects that all students, and particularly English learners, will benefit, this action is being provided on a district-wide basis.	
1.12	**Action:** GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	To increase access and exposure of gate instruction to low-income, English learner, and foster youth students, these student groups are identified and targeted to receive gate instruction strategies at the elementary level and identified to	For the identified student groups: Increased state (SBAC) ELA and Math and local

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	Need: District data indicates that English learners, foster youth, and low-income students score lower on the state (SBAC) ELA and Math assessments and the local (iReady) ELA and Math assessments than the all student group. Additionally, low-income students have lower AP exam pass rates than the all student group. After completing a needs assessment, in collaboration with educational partners, indicates that LI, EL, and FY students need to be provided with a more rigorous setting. It was determined through a root cause analysis that the low-performing identified student groups need to be provided grade-level content and best first teaching practices to promote academic growth. Additionally, the needs assessment identified that LI, EL, and FY students and their parents are not aware of the benefits of gate or advanced course work, including AP classes in regard to how these course support learning. The needs assessment indicated that low-income students participate less in AP classes or taking the AP exam due to the perceived financial burden of testing cost. Feedback from LI, EL, and FY students indicates that they do not see themselves as Gate students or that Gate or AP classes are for them. This feedback indicates that the district needs to increase the awareness, access, and opportunity of Gate and AP to the identified student groups.	be placed in Gate and advanced course work classes at the secondary level. Once enrolled in classes the identified student groups receive grade level instruction with strategies and project-based learning that supports literacy skills, math foundations, and critical thinking. K-8 Manager, Secondary Manager, and Clerical Staff: To make sure that LI, EL, and FY students are identified and enrolled in Gate and Advanced coursework the staff funded in the action will work with students, schools and families. Students will gain access to the strategies and rigorous lessons of gate and advanced work course due to the work of the K-8 manager, secondary manager, and clerical staff. Eight Advanced Coursework Coordinators at eight high schools: These coordinators implement and monitor advance course work at the eight high schools, supporting increased student enrollment in advanced coursework. Additionally, they work with teachers to ensure the targeted student groups are getting the differentiated instruction they need in these classes. Teacher on Special Assignment (TSA): Supports the implementation of Gate course work across the district at the elementary level. The TSA ensure teachers have the tools and resources they need to support the targeted student groups. All staff mentioned above funded in this action:	(iReady) ELA and Math assessments and increase AP exams pass rates.

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	Scope: LEA-wide	By increasing the access to these provides the targeted identified student's groups to receive standards-based, grade level content with the purpose to enhance their listening, reading, writing, and critical thinking skills to increase ELA and Math skills. This includes providing the students and families communication regarding why these classes are important, how the classes will benefit them, what to expect, and the additional supports that are provided such as tutoring and other scaffolded materials. Additionally, LI, EL, and FY students will be provided scaffolds, small group instruction, peer support, and differentiated instruction as a result of Gate and Advanced coursework teachers receiving professional learning on how to deliver accelerated instruction to LI, EL, FY students. Materials and Supplies: LI, EL, and FY students who struggle with the accelerated content are provided additional materials and software to support them with organizing and managing the Gate and Advanced Coursework of these classes. The purpose of these materials is to help the identified students access the accelerated information at their pace and provide graphic organizers, images, videos, and additional context for the material. Professional Learning: To strengthen this approach, professional development and planning documents will be provided to support teachers to serve the identified students groups. Additionally, site meetings and PLCs will focus on this data to support students	

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		with the strategies listed above. Supplemental pay contracts are provided to teachers attending this professional learning. AP Summer Institute Training is provided for teachers to enhance their skills in the content area. Teachers use this training to further differentiate instruction for the targeted student groups. Student Fees AP Exams: Low-income students in AP classes can take the AP Exam at no cost to them due to the possible financial barrier. This action will address the academic (ELA/Math) needs of English learner, foster youth and low-income students, however, because all students will benefit, this action is provided on a district-wide basis.	
1.13	**Action:** Expand Alternative Education **Need:** According to the data in the metrics section, English learners, foster youth, and low-income students have lower rates of graduation than the all student group. A local needs assessment, in collaboration with educational partners, it was found that the identified student groups struggle in comprehensive settings. Students need small setting with targeted support to be successful with attending school and obtaining credits needed to graduate high school.	EL, LI, and FY students who are struggling to attend school and obtain the credits in larger comprehensive sites are offered alternative education setting with smaller classes and multiple options to complete high school credits during the regular school day, in the evening, or on weekends. Alternative school staff and counselors work with comprehensive school counselors to identify EL, LI, and FY students who would benefit from alternative settings. Additionally, they work with families to support student transition to these settings. The Alternative Education staff, additional hours for teachers to offer credit recovery, and online tools for students to access classes and support help EL, LI, and FY students to attend school and	For the identified student groups: Higher graduation rates.

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	Scope: LEA-wide	graduate high school. These courses occur in evening or over the weekends. Many of the courses utilize an online platform to support teachers with supplemental lesson planning and students to complete credits. EL, LI, and FY student data is tracked and utilized become eligible for credit recovery support with alternative education. Students become eligible when they start showing signs of failing grades and the inability to complete courses needed to graduate. The EL, LI, and FY students are provided the opportunity to enroll in the additional credit recovery classes or into alternative schools with the support of their counselor and teachers. To strengthen this approach, FUSD is rebranding alternative education in the system in order to serve students and families by getting them the best supports and helping student placement in the most successful setting for their diverse needs. This work includes communications with school counselors, administrators, teachers, students and families about the rebranding process to support the strategy. This action is designed to support the identified student groups, however, this action benefits all so it will be provided on a districtwide basis.	
1.14	**Action:** Maintain Additional Services for Phoenix Community Day School **Need:** According to the data in the metrics section, low-income students have higher rates of	The identified at risk low-income students receive additional academic counseling to address their specific need in each class. Focusing on the needs within the classroom consists of identifying academic supports, but it also includes mentoring and SEL supports that identifies the behavioral needs of students to decrease suspensions and	For the identified student group: Lower rates of suspension and expulsion.

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	suspension and expulsion than the all student group. A local needs assessment, in collaboration with educational partners, indicates that low-income students that are identified as high-risk need targeted academic counseling and intense targeted supports. This need assessment identified at risk low-income students experience crisis and trauma that they lead to behaviors increasing suspension and expulsion rates of the identified group. **Scope:** Schoolwide	expulsions. Additional staff used for crisis intervention work with students on an 'as needed basis' when there is a precipitating event with one or more students who are exhibiting negative behavior. Additional staff support the LI students experiencing crisis. The staff can support identifying triggers and points a trauma to support minimizing and mitigating negative reactions and behaviors to decrease suspensions and expulsions. This could include meeting with the student(s), teacher, other staff involved, and parents/family. The meeting includes determining future supports that can help the student(s) be successful in class and at school. Counselors and support staff utilize SEL supports and other materials to address LI student needs. This includes 1x1 student meetings, group meetings, and counseling/mentoring services such as checking in on students in class or during breaks. The design of this action addresses the need of LI students, however, because all students can benefit from these services it will be implemented schoolwide.	
1.15	**Action:** All teachers are teachers of English learner (EL) students **Need:** English learner (EL) students, including Long Term English Learner students (LTELs)	Teachers on Special Assignment for EL and LTEL students will provide additional supplemental supports to every school for EL students by: • Working directly with teachers and admin on their EL plan (plan on how they will directly support EL students including LTEL and newcomer students	For the identified student groups Increase English Learner Progress Indicator and increase state (SBAC) ELA and Math and local

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	perform lower than the all student groups on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Long Term English Learner (LTEL) students are performing lower in comparison to English Learner students and the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Additionally, the district will utilize English Learner Progress Indicator (ELPI) to monitor EL and LTEL progress. A local needs assessment indicates that EL and LTEL students need intervention and that teachers need professional learning to support lesson planning and incorporating interventions for EL and LTEL students. EL intervention needs include monitoring and feedback practices, tutoring, language comprehension in the context of Math, parent involvement in academics and progress monitoring, home language support for families LTEL intervention needs include tutoring support, small group or 1x1 instruction support, Language comprehension in the context of Math, parent involvement in academics and progress monitoring, data and progress chats related to ELPAC, and individualized student planning to support academic progress in ELA and Math. EL Teachers indicated that 26% of their EL, including LTEL students need intervention on	• Work directly with teachers, students and families to discuss and understand the standards needed to meet ELPI targets. • Provide professional learning on how to leverage key ELD standards and activities to support the standards, such as but not limited to visual aids, listening strategies, speaking support, and writing scaffolds to support literacy and math. TSA LTEL support: • Develop and implement individualized plans for LTEL students to support teachers, classroom instruction, and site planning for LTEL students to meet ELPI targets • To strengthen the approach the TSA will increase monitoring practices to track and monitor interventions and support. This includes, but is not limited to aligning data, support analysis, and provided best practices for implementation based on the findings • Work with site reps to identify LTEL students who need integrated or after school tutoring The TSA support professional learning provided by the Department of Multi Lingual and Multi Cultural Services. This is provided to teachers and English Learner site representatives, the PL includes: • Staff attend multiple professional learning sessions (roughly 1-2 per quarter) to learn more about how to support EL	(iReady) ELA and Math assessments.

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	the EL progress monitoring forms they submitted. **Scope:** LEA-wide	students including LTEL and newcomer students • Meet regularly (schedule based on specific site needs) with their site leadership team to discuss EL plan, EL data, EL monitoring, EL progress, EL lesson design, EL parent support, and other items related to EL services at the site to incorporate best practices learned from PL at each school site • Work with school counselors (as needed) to ensure EL students, including LTEL and newcomer students are getting the classes they need to be successful. This is based on the individual need of each student. Specific focus on LTEL students. • To strengthen this approach, we will cross referencing student literacy performance data with math data and completing quarterly work with Instructional Services math team to incorporate EL strategies into their math PL and EL Rep for LTEL Students: • Works with teachers in Professional Learning Communities (PLC) and the Instructional Leadership Team (ILT) roughly once a month to incorporate LTEL data into the progress monitoring conversation, lesson design, family/parent outreach and other strategies to support the needs LTEL students The district contracts with tutors to work with EL students, including LTEL and newcomer students.	

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		Elementary schools with the highest population of LTEL students receive tutoring after school designed to support the needs of each student. Additional Period for Secondary Teachers: Secondary sites receive tutoring during the school's day, times vary by school site to support the content specific needs of newcomer English Learner students. Tutors collaborate and work alongside teachers to integrate ELD standards, researched based pedagogy, and other intervention supports to meet the literacy and math needs of EL students. Site licensing - Summit K12 is a computer adaptive supplemental English language development curriculum and ELPAC test readiness program which is aligned to ELPAC. Students complete three (3) benchmark assessments throughout the year on the computer program. After the completion of each benchmark assessment, a Personalized Learning Plan is generated based off of the benchmark results. The students then work through the program 90 minutes or more per week which consists of reading, writing, listening, and speaking work aligned to ELPAC task types. This is for students to use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels. Students use this software at school to develop and advance their reading, listening, and speaking skills. This action is designed to meet the needs of English learner students and Long-Term English	

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		learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.18	**Action:** Expansion of Dual Language Immersion Programs **Need:** English learner students, including Long Term English Learner (LTEL) students perform lower than the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. A local needs assessment indicates that EL students, include Long Term English Learner (LTEL) students need dual language immersion (DLI) content and supports to improve academic outcomes. Additionally, teachers need staff support and professional development to create lessons and sufficiently plan for dual language programs that incorporate strategies for EL and LTEL students. Parents have requested to continue and expand dual immersion programs. **Scope:** LEA-wide	1. Maintain support positions in the English Learner Services Department • DLI Managers and Teachers on Special Assignment (TSA) to support DLI program students, their families, teachers, and leaders with program specific needs: • Provide job-embedded professional learning for DLI teachers to develop and/or support implementation of curriculum guides and curricular resources, assessment tools, instructional and engagement strategies, DLI best practices, language and literacy strategies, digital education tools, and other teacher-generated topics focused on State standards • Provide DLI Academy and Onboarding PLs for new or beginning DLI teachers to enhance their understanding of the DLI program model, curricula, and assessments • Facilitate Professional learning communities (PLCs), for DLI teachers, to support with common learning, data analysis, goal setting, curriculum implementation, development of common formative assessments, and other teacher-driven topics • Develop or revise curricular resources and assessment materials, such as grade	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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		level curriculum guides/scope and sequences, decodable texts, foundational skills lessons and activities, and benchmark assessments • Provide differentiated coaching support to DLI /Heritage (Hmong Studies) teachers on language and literacy development strategies and tasks, student goal setting, and data analysis and through co-planning, co-teaching/modeling, and reflection • Hold regular DLI classroom walks and chats with site leaders to align program across sites, calibrate, provide feedback on instruction, program implementation, expansion, to address needs, concerns, and provide site specific support • Collaborate with cross-district Hmong DLI educators and language to develop a culturally relevant middle school curriculum guide and a common PK-12 Hmong language and literacy assessment 2. Provide supplemental instructional and assessment materials as well as supplemental resources and develop cross-cultural opportunities to actualize all three goals of dual language immersion education. • Provide DLI teachers with culturally responsive texts, lessons, and instructional strategies • Support DLI sites with school-wide cross-cultural experiences	

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		• Collaborate with other departments to support the district's goals around cultural proficiency • Expand and enhance Dual Language Immersion Programs • Add respective grade levels to current DLI programs at Balderas, Birney, Herrera, Hidalgo, and Winchell as students move up the grade levels • To strengthen the approach, Improve DLI PK-12 Articulation Plan and expand DLI pathways from elementary through high school in additional regions (Wawona in Bullard region and Sequoia in Roosevelt region) Fresno Unified School District expects that the design and implementation methods of this action will continue to demonstrate positive outcomes for English learner students, including LTEL students, however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.23	**Action:** High Quality School Site Health Services **Need:** Based on district metrics outlined in the LCAP, low-income students have a higher rate of chronic absenteeism compared to the all student population. A local needs assessment, in collaboration with educational partners, indicated the need	Registered nurses at every site are trained on processes, procedures, and medical skills needed to support low-income student with their health needs. These nurses have formed a professional learning community (PLC) to discuss, plan, and work through best practices in order to support LI students. Having a nurse at each sites supports each nurse to build relationships and trust with families to support students attending school. Nine additional nurses were added.	For the identified student group: Educational partner feedback, lower rates of chronic absenteeism.

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	for students physical health to be cared for and attended to at school due to the lack of access or ability to get those health needs met causes unnecessary absences. Staff feedback on the LCAP survey has shown a desire that Fresno Unified schools be safe places where students and staff feel safe. **Scope:** LEA-wide	Professional learning is established and provided by the district to onboard nurses and provided the supports that staff need to be successful at their jobs in order to support LI students. New staff spend time at an existing school site with a nurse practicing real time student procedures before going to their own site. All nursing staff have the opportunity to observe and learn from each other. To strengthen this support our low-income student population, we added more school nurses in the 2024-25 school year. With additional health staff on sites to support student health, increased professional learning and onboarding for nurses, and access for low-income students to school-based health clinics, we anticipate further decreases in chronic absenteeism. Fresno Unified expects that all students will benefit from this action so it's being provided district-wide.	
1.24	**Action:** Upgrading Access to Technology **Need:** Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math as seen on the SBAC and iReady. In addition, experience has shown that low-income students, students in foster care, and English learners are more likely to lack access to technology at home and at school. To provide higher quality teaching and decrease digital divide teachers need updated technology to support student learning for low-	The identified students groups need high-quality, modern learning experiences that can personalize and accelerate learning. District research shows such learning experiences improve students' language arts and math performance while also better preparing graduate-ready students. Such modern learning experiences are critical for the growth of foster youth, English learners, low-income, and students requiring supportive services. This action supports the ongoing laptop refresh program for teachers and the district's ongoing network refresh for schools and classrooms. These technology investments enable modern teaching practices and personalized, adaptive	For the identified student group: SBAC ELA/Math, iReady ELA/Math

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	income, foster youth, and English learner students. **Scope:** LEA-wide	learning that accelerate these students' growth and graduate-readiness. While this goal will impact all students, it will specifically support the technology needs of low-income, foster youth, and English learner students in order to enhance their learning and differentiated needs. Fresno Unified School District will ensure low-income students, foster youth, and English learners have access to teaching and learning in the digital age. By providing a connected device to teachers' classroom environments will be enhanced for the low income, foster youth, and English learner students, along with all students. The identified student groups will have more opportunities to be engaged in learning through technology. This action will be measured with ELA/math iReady and SBAC growth. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home. Fresno Unified expects that all students will benefit from this action so it's being provided district-wide.	
1.25	**Action:** Student Technology Access and Annual Refresh **Need:** Fresno Unified's metrics indicate that low-income students underperform the district in	Student laptops, hotspots, and additional support technicians are available to all students with an unmet need for a learning device. Student laptops are ruggedized, are touchscreen enabled, and have educational software installed prior to distribution.	For the identified student groups: Increase SBAC ELA/Math, A-G course completion and percent passing A/P exams

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	English language arts and math. This student group also lags the district in A-G completion and passing the Advanced Placement (AP) exams. In addition, experience has shown that low-income students are more likely to lack connected devices for remote or off-campus learning and homework. This expands the digital divide and increases the homework gap between students having access to connected devices, and students lacking access **Scope:** Schoolwide	• Hotspots and internet access for all students with an unmet need for connectivity off-campus. Hotspots work in conjunction with our private LTE network to provide students with no-cost home internet. Hotspots with unlimited data plans are also available to students that are outside the range of our private LTE network. • Staff and tools for six Family Learning and Technology Support (FLATS) Centers. FLATS provides technology support, training, and device repairs/replacements to students and parents. Assistance is provided for walk-up visitors, phone support, and email requests. Centers have staff that are fluent in English, Spanish, and Hmong • Software to help ensure student digital and physical safety and security. Devices are content filtered, to ensure safe internet browsing. Indicators of bullying and potential harmful actions are identified, and student supports are provided • Staff and equipment to manage the fleet of student laptops and hotspots. When laptops and hotspots are received, all devices are catalogued, imaged, recorded when checked out to a student, and refreshed based on age.	

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		• Software to remotely manage student devices. Ensuring security patches are pushed out to devices, installing new digital curriculum, and remotely locking stolen devices ensures our students have secure devices for digital instruction. • Site-based technology support staff. Additional support technicians are being added to provide troubleshooting support to students and staff on campuses. Fresno Unified School District will ensure students who are low-income have access to teaching and learning in the digital age. By providing a connected device to each student for both on-campus and off-campus learning, we create district-level responsibility for student technology to be available wherever and whenever students participate in learning. This action also ensures low-income students and families have the necessary supports for safe and secure connected devices and apps. Connected devices and their support structures are designed to meet the needs most associated with low-income students. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis. Providing secure connected devices will also support low-income students with improved English language arts and math scores and supports low-income students with A-G completion and higher passing rates on AP exams.	

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		To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home.	
1.26	**Action:** Regional Instructional Managers **Need:** According to metrics, English learner, low-income, and foster youth students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with educational partner feedback, indicated that the identified student groups need teachers and site leaders who provide structures and instructional systems to meet the academic needs of the student groups. Teachers and site leaders need better coordination of resources and collaboration to support LI, EL, and FY student. **Scope:** Schoolwide	The presence of RIMs at all school sites is crucial for improving ELA and Math CAASPP performance for low-income, English learner, and foster youth students for several reasons: 1. Targeted Support: RIMs can provide targeted support and resources tailored to meet the specific needs of these student populations, such as language support for English learners or additional academic support for low-income and foster youth students. 2. Data Analysis: RIMs can help schools analyze CAASPP data to identify trends, pinpoint areas for improvement, and develop data-informed strategies to enhance student achievement in ELA and Math. 3. Professional Development: By offering individualized coaching and mentorship opportunities to teachers and staff, RIMs can help improve instructional practices, introduce best practices, and support ongoing professional development. 4. Collaboration: RIMs can facilitate collaboration among educators, schools, and the district to share successful strategies, resources, and ideas	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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		for improving ELA and Math instruction for diverse student populations. RIMs play a vital role in providing on-the-ground support, guidance, and expertise to help schools effectively address the unique challenges and needs of low-income, English learner, and foster youth students to improve their performance on ELA and Math CAASPP assessments. To strengthen this approach RIMs will increase their collaboration with site administration to target the specific areas that are being called out for the identified students groups. RIMs and Admin will review suspension data in depth to understand causes and develop supports, to decrease time the identified student groups spend out of the classroom. Additionally, RIMs will strengthen their collaborative efforts with both sites and the Department of Prevention and Intervention (DPI) to help schools and families focus on social-emotional needs in order to increase academic achievement. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.27	**Action:** Early Interventions **Need:** As outlined in the LCAP metrics section, English learners, foster youth, and low-income	During the school day intervention teachers play a vital role in enhancing the graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of English learners, foster youth, and low-income students by:	For the identified student groups: Increase graduation rates and increased state (SBAC) ELA and Math

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	students have lower graduation rates and lower state (SBAC) ELA and Math and local (iReady) assessment scores than the all student group. A local needs assessment, in collaboration with educational partners, determined that a student's ability to graduate high school isn't solely determined by their senior year performance. The identified student groups need appropriate intervention teachers and curriculum before students reach their senior year to significantly enhance the graduation rates of the identified student groups. This starts with interventions for students in elementary and middle school. Students need instruction from teacher that's that allows them to focus and decode text. Additionally, from the needs assessment it was found that students need setting that's provide grade level content with scaffolding and collaboration on their learning gaps. It was found that the identified students and families are not always aware of their needs, so they need support from the school to help them identify what will help them. **Scope:** LEA-wide	• Early detection of learning gaps and the provision of additional support to help students hone the skills required to bridge these gaps • Offering personalized assistance, developing fundamental skills, and ensuring continuous monitoring and evaluation. • Individualized support involves tailoring interventions to address each student's unique requirements, fostering personalized approaches to tackle academic gaps and challenges In elementary schools, the supplemental curriculum focuses on building essential literacy, and numeracy students can establish a robust foundation for academic success and eventual graduation. To strengthen this approach teachers will receive professional development that will support skill development in the classroom. Additionally, teachers will work within their PLCs to discuss student data and create lesson plans with their teaching team in order support students. Intervention teachers and supplemental curriculum will increase graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of the identified student groups, however, because we believe this action will benefit all students, this action will be provided on a district-	and local (iReady) assessment scores.

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		wide basis.	
1.28	**Action:** Supports for Foster Youth / Project Access - Direct Technical Assistance **Need:** Foster youth students are graduating at lower rates than the all student group. Additionally, foster youth students are suspended at higher rates than the all student group. A local needs assessment, in collaboration with educational partners, indicated that foster youth do not feel connected to school or, in some cases, anywhere. This lack of connection affects their engagement level which does not support learning or positive behavior. This leads to increased suspensions for foster youth and a decrease in grad rate. Additionally, the needs assessment indicated the FY have trauma, but do not have the coping skills they need to address their trauma. **Scope:** LEA-wide	The investment of Clinical School Social Workers will provide mental health support and case management services to assist with addressing the whole child through intentional collaboration with school staff, care providers and community partners. Also, equipping foster youth to identify stressors such as transitioning from various homes, being separated from their families and additional emotional stressors that foster youth face. Students are identified through the student information system and assigned according to grade level and regional Clinical School Social Worker assignments. Assigned Clinical School Social Workers carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison between various Departments of Social Services agencies and Fresno Unified. The investment of Academic Counselors will continue to provide targeted academic intervention/support, academic workshops, post-secondary plans, transcript analysis and waiver support according to educational laws outlined for students in foster care. These services will provide more intensive and individualized support for students identified as foster youth. This action is designed to meet the needs of foster youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	For the identified student group: Higher rates of graduation and lower rates of suspension.

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1.29	**Action:** Supports for Homeless Youth **Need:** Homeless students in Fresno Unified have lower graduate rates and higher suspension rates compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that students experiencing homelessness face greater challenges within the educational system that contribute to the disproportionate rate of completing high school graduation compared to all students. They experience lack of stability and connection to the school or home which can cause trauma induced issues for HM students. The needs assessment also found that students are not getting their basic needs met and do not have the coping skills to manage those needs. **Scope:** LEA-wide	The investment of Clinical School Social Workers will provide mental health supports and case management services for students identified as experiencing homelessness to identify stressors and areas of trauma such as, not living in a stable home, lack of food/resources and the impact of financial hardship. Academic Counselors will provide supplemental targeted academic intervention/support, academic workshops, post-secondary plans, transcript analysis and waiver support. Specifically designed to provide supplemental supports to students experiencing homelessness. Community Liaisons will ensure students experiencing homelessness are prioritized during enrollment and assist with internal confidential communication at the site to provide supports, knowledge, and awareness for every adult interacting with the students. Students are identified through the student information system and assigned according to grade level to a regional Clinical School Social Worker (CSSW). Assigned Clinical School Social Workers will carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison services between various community partners and Fresno Unified. These services will provide more intensive and individualized support for students and families identified as experiencing homelessness. These services from the CSSWs, coinciding with the work of the counselors and	For the identified student group: Increased graduation rates and lower suspension rates.

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		community liaisons, specifically focusing on behavioral issues to mitigate suspensions of homeless students. The CSSWs focus on the mental health supports of homeless students which provides them individual and group activities to learn how to work through and balance emotions that can lead to negative interactions between other students and staff. This work specifically supports with decreasing suspension. Furthermore, provide additional support to students marginalized within the educational system to improve educational outcomes through linkages to resources and social emotional support. To strengthen this approach, our team will continue to work with the community to build relationships and increase the resources that will be offered to the identified student group. We will schedule more events and opportunities for the community to connect with the district, our schools, and our students. We will continue to hold a Symposium. The goal of this symposium is to provide tools that help address equity gaps in education for the identified student group. This action is designed to meet the needs of homeless youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
2.01	**Action:** Linked Learning, ROP, and CTE Pathway Development	LI, EL and FY students have increased access to CTE courses and additional teachers are funded to support the CTE classes and pathways for these students. This way, high school LI, EL and FY	For the identified student groups: Increase rate graduation rates and rates of

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	Need: For Fresno Unified, Low-income, English learner and foster youth students have lower graduation rates and lower rates of graduates who completed a CTE capstone sequence than the all student group. A local needs assessment, in collaboration with educational partner feedback, indicates that LI, EL and FY students feel like that don't have access or don't see themselves in CTE classes. The needs assessment also indicated that LI, EL and FY do not have expansive knowledge or understanding of CTE and how it relates to the career or college readiness outside of school. Also, LI, EL and FY students don't always feel engaged in their core classes and would like classes that they can relate to. In addition, feedback from the LCAP survey revealed the desire to have more secondary classes that are focused on trades and job skills. **Scope:** LEA-wide	students have multiple options for CTE to be able to pick a class or pathway that is engaging to them. Teachers are provided supplemental pay contracts to support the additional work they do with LI, EL and FY students outside of the general school day. This enhances the engagement opportunities in CTE courses and helps LI, EL and FY students to understand how the coursework applies outside of the classroom. Some courses call teachers to take students on educational work trips to further LI, EL and FY students understanding of how the CTE coursework applies outside of the classroom. Substitute teachers are needed to support this. Substitute teachers are also used if teachers need to attend CTE professional development to continue to provide engaging lessons to LI, EL and FY students. To increase access and opportunity for CTE courses to LI, EL and FY students CTE admin and CTE office staff spend time recruiting LI, EL, and FY students into CTE classes. Office staff are needed to support the increased services that are provided to LI, EL, and FY students who are enrolled in CTE courses. This includes recruitment material, class placement based on the need of the EL, LI, or FY student, collaboration with the school site, and collaboration with families. With the additional teachers, support and use of recruitment supplies and plan CTE events specifically geared toward recruitment of the identified groups to get more students involved in CTE. LI students would not have the opportunity to	graduates who completed a CTE capstone sequence.

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		access some of these CTE resources if they had to fund them on their own. That is why it is pivotal for this action to fund the materials and supplies needed, such as but not limited to, construction tools, medical devices, work materials, technology, and machinery. Teachers on Special Assignment (TSAs) provide new CTE teachers additional support and coaching to ensure that the identified students are getting differentiated instruction and scaffolding to be successful in the CTE course. Additionally, they conduct professional learning and coaching for all CTE teachers to help the CTE programs thrive and function for the identified student groups. This includes, but is not limited to use of data to support the success of the identified students, college and career planning, pathway instruction, work experience programs, and elementary experiences, so that the identified students groups experience CTE prior to entering secondary course. Additionally, to support LI, EL, and FY students with the job connection of CTE related to career outside of school, the district conducts a five-work internship program over the summer that support the identified students receiving high school credit. Recruitment of the identified students into this program is important to increase access and opportunity. To strengthen this approach, we will use resources within the Instructional Division to provide more direct support students in completing a-g requirements and onboarding protocols with	

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		Counseling and Guidance to enroll students in CTE pathways. We will meet with the English Learner department to gain further access to the scaffolds and interventions they teach to support the identified students in CTE pathways. This action is designed to meet the needs of the identified student group; however, we believe all students will benefit so this action will be districtwide.	
2.02	**Action:** CTE STEM PK-6 Kids Invent! **Need:** In Fresno Unified, low-income, English learner, and foster youth students score lower than all students on state and local assessments in ELA and Math (SBAC and iReady). A local needs assessment, in collaboration with educational partners, indicated that FUSD low-income, foster youth, and English learner students do not have access to real-world learning experiences or career pathway exposure. English learners, foster youth, and low-income students face unique math and science education challenges and would benefit from additional scaffolds to help them succeed in science and math. Improved Access to STEM Education: According two class enrollment data, the identified students are underrepresented in the fields of science in, technology, engineering,	Differentiated Instruction during Math and Science instruction: Flexible Grouping: Organizing students into small groups based on their skill levels or language proficiency can allow for more targeted instruction. Linking Classroom Learning to Real-Life Job Skills: Parents, students, community members, and the Board of Education have expressed a desire to connect classroom learning with practical, real-world job skills to prepare students for future careers. Students will have access to hands on curriculum and materials, working with heavy machinery or devices used on the job connected to the CTE pathway that they are enrolled in. The identified student groups will have access to Lego Education, Innovation Day, field trips and work in the field in different areas such as, but not limited to the medical, technology, agriculture, teaching, construction, and other industries related to CTE pathways. This action is designed to meet the needs of the identified student groups; however, we believe this	For the identified student groups: SBAC ELA, SBAC Math and iReady ELA, and iReady Math

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	and mathematics (STEM). Low-income and foster youth students and families lack the resources for access to quality STEM educational opportunities, and there is a need to expose them to STEM at an earlier age to encourage continued participation beyond elementary school and in higher education. In addition, feedback from parents, students, the community, and the Board of Education indicates the desire to link classroom learning to real life job skills. Fresno Unified has also identified the need for STEM experiences to expand beyond its current focus of K-6 for English learner, foster youth, and low-income students in grades PK, TK STEM, and Kindergarten and expand student-centered and real-world learning experiences throughout PK-6 to better meet their learning needs. **Scope:** LEA-wide	action will benefit all students, therefore this action will be provided on a district wide basis.	
2.03	**Action:** Men's and Women's Alliance **Need:** According to data available in the district's Local Control and Accountability Plan, Fresno Unified's foster youth and low-income students are chronically absent and suspended at a higher rate than the all student group.	The Men's and Women's Alliance Program is an elective course offered at all comprehensive high schools and select specialty schools including Duncan. This action is designed specifically to meet the needs of low-income and foster youth in these ways: • An additional certificated teacher provides social-emotional learning and leadership development instruction focused on	For the identified student groups: Lower chronic absenteeism and suspension rates.

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	A local needs assessment, in collaboration with educational partners, indicated that the identified student groups need support with attendance, behavior, and school engagement. It was determined that students need social emotional learning, leadership skills, and opportunities to feel connected to school. Additionally, the needs assessment indicated if students have more academic support and feel more confident in their core classes, they will be less likely to be absent or suspended. **Scope:** LEA-wide	leadership skills such as developing personal responsibility, self-management, social skills, organizational skills, learning strategies, and resiliency. • The Alliance program provides academic support to the identified students during after-school tutoring, community mentors, service-learning opportunities and foster youth and low-income student experiences such as college visits and retreats. • To promote school engagement and connectedness, in high school the identified student groups enrolled in Alliance participate in the Alliance Career Readiness Program which provides specialized job readiness training and paid work experience, supporting in school connectedness and help them develop the essential skills needed to access instruction and improve their academic achievement. A strengthened approach will be to increase the focus of student's school connectedness, by incorporating men's and women's alliance students into more leadership and climate and culture opportunities at the school site, and professional learning for teachers. This includes volunteering and providing support at school events and activities. This action is designed to meet the needs of low-income and foster youth students; however, we believe this action will benefit English learner and all students, therefore this action will be provided	

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		on a district-wide basis.	
2.04	**Action:** School Counselors & Resource Counseling Assistants **Need:** Students identified as English learners, low-income and foster youth experience lower rates of A-G completion, attendance, and graduation rates as compared to all students. A local needs assessment, in collaboration with educational partners, indicated that LI, EL, and FY students who were below grade level in elementary school, fall further behind in middle school which effects their ability to compete A-G course and graduate. The needs assessment found that the LI, EL, and FY students who are falling further behind academically lose interest in school causing their attendance rate to drop and lag behind the all student group. The needs assessment indicated that these identified students need additional support and planning outside of the classroom to support them. **Scope:** Schoolwide	To meet the needs of English learners, foster youth, and low-income students academic counselors work with teachers, administrators, and the identified students to make sure they are enrolled in the classes they need to help close the academic gaps of LI, EL, and FY students as they enter middle school. Academic counselors will provide additional support to identify the LI, EL, and FY students who have low test scores, grades, teacher feedback, or other determining factors that will trigger the academic counselor to work with students one on one or in small groups to review grade, missing assignment, set goal, access tutoring, or other services that will help the student increase their learning. Additional focus is made to support the identified student groups by utilizing disaggregated data and work with site administration and teachers to support the LI, EL, and FY students. To further support LI, EL, and FY students academic counselors work with resource counseling assistants (RCAs) to run the small groups or work with student one on one. RCA's work with students during the day by pulling them into sessions to provide additional support or RCA's go in identified LI, EL, and FY students classes to observe their needs. There is a heavy academic component to this work of counselors and RCAs that helps with grad rate and A-G completion rate. Such as reviewing grade, test score, and other academic data for the LI, FY, and EL students. Classroom observation,	For the identified student groups: Increased rates of A-G completion, attendance, and graduation.

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		teacher meetings, and other student work reviews are completed to support the student groups (LI, EL, FY). They also work on relationship building with this work. LI, EL, and FY students are working with adults who are showing them that they care and helping to build the confidence of LI, EL, and FY students by conducting individual and small group meetings, providing social emotional learning, and advisory or class circle lessons. This has direct effect on their attendance. The more the LI, EL, and FY students attend school the more chances they have to increase their A-G completion and graduation rates. LI, EL, and FY students have help bridging the gap outside of the classroom by the connections the RCA makes with the students' families. The RCA works with families to inform them of the work the LI, EL, and FY students are working on and provide them skills to support their students at home. As a result of providing these services, more English learner, foster youth and low-income students will increase rates of A-G completion, attendance, and graduation. However, because we expect that all students will benefit, this action is provided on a school-wide basis.	
3.01	**Action:** Increase School Allocations for Athletics **Need:** In Fresno Unified School District low-income students have lower rates of participation in at	Student body participation at athletic events for LI students are funded. Transportation is provided to allow the LI students to participate in athletics to address the barrier for families who cannot provide transportation for students.	For the identified student groups: Educational partner feedback, increased rates of participation in at least one arts, activities, or athletics event.

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	least one arts, activities, or athletics event as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that identified student groups need financial support to be involved in extra-curricular activities, like athletics. Educational partners such as parents and students have expressed the importance of students having access to extra-curriculars, such as sports (athletics) at schools. **Scope:** LEA-wide	Uniforms, athletic sports equipment and protective gear (supporting safety) are provided to LI students at all schools. Having these items at all sites for the identified student group creates the opportunity for students to participate and be engaged in athletics without the additional financial burden. This action is designed to meet the needs of low-income students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
3.02	**Action:** District-Funded Educational Enrichment Trips **Need:** Low-Income, English Learner and Foster Youth students have lower rates of students who have participated in at least one extracurricular arts, activities, or athletics events as compared to the all student group. A local district needs assessment, in collaboration with educational partners, identified that factors limiting participation, which included the costs associated with transportation, entrance fees, and the lack of personal effects appropriate for sixth grade camp.	The design of this action focuses on the activities element of the metric. The enrichment trip program for elementary students was developed to provide Low-Income, English Learner and Foster Youth students with equal opportunity to experience new and creative learning by eliminating the financial burden and the transportation to attend and providing the necessary materials for the experience. Enrichment trips are provided for all identified students in elementary school. Sixth grade students will experience 6th grade overnight camp. To further meet the needs of identified students, the Educational Enrichment Trip Guide was created for teachers to use to choose and provide grade level enrichment trip options that align with	For the identified student groups: Educational partner feedback, increase participation rates of students attending at least one activity annually as measured by arts, activities, or athletics student engagement metric.

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	Scope: LEA-wide	classroom content. The number of destinations available to each grade level are at least three and are updated/reviewed each year to ensure destinations are culturally relevant and provide a wide array of experiences appropriate to each grade level. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
3.03	**Action:** District Arts Collaborative Project **Need:** In Fresno Unified School District, English learner, low-income, and foster youth students have lower rates of students who have participated in at least one arts, activities, or athletics events and lower assessment scores in state (SBAC) ELA and local (iReady) ELA assessments as compared to the all student groups. A local needs assessment, in collaboration with Educational Partners, identified that students need a well-developed program with properly trained teachers to increase the engagement opportunities for the identified student groups in the arts. Additionally, students need the opportunity to be creative and expressive while also working on skills such as writing and speaking (literacy skills).	The District REAL Collaborative is for all schools, grades TK-High School. The collaborative occurs throughout the school year at all levels, Elementary and Secondary. This program is designed to meet the needs of the identified student groups by developing their literacy skills and school participation through an engaging arts program in the specific ways described below. The thematic topics are taught utilizing texts and poetry that focus on the learning and application of ELA writing and speaking skills that will support the identified students groups with their literacy needs. To be specific, the differentiating focus for the identified groups include: • Including culturally relevant and multilingual arts projects, with appropriate materials and supplies, that each unduplicated student can optimally engage in	For the identified student groups: Educational partner feedback, increase in percent of students who have participated in at least one arts, activities, or athletics events and increase in state (SBAC) ELA and local (iReady) ELA assessments.

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	Feedback from teachers and students who have participated in the Relevant Engagement thought Art and Literacy (REAL) Collaborative have said that students are more engaged in the learning when they are working creatively and enjoyed their experience in creating art based on themes they have read about in literature. The REAL project also requires writing. **Scope:** LEA-wide	• All teachers differentiating literacy instruction to focus on the English learner individual language needs • Providing clear choices for arts projects that connect to each student’s lived experience (i.e. foster youth experience) designed to assist with connecting and communicating with others in meaningful ways English learner, low-income, and foster youth students will put the writing and speaking skills they learn into the creation of powerful writing and artwork for the Art Hop exhibit. Seven Art Hops are held throughout the year to showcase student work. The identified students, specifically EL students are able to build English fluency by publicly presenting their art, answering questions of audience members at Art Hop and most importantly receive public praise for their artwork, allowing the identified students to apply their ELA skills in an exciting and engaging real-world experience. The structure of this program varies by school level and the needs of the site. Elementary students receive this as part of their arts integration or as a school extra-curricular. Secondary sites meet with their students daily during the school day. Program implementation will have a unique focus at each site depending on the needs of the participating identified students. For example, if a particular school has a high foster youth enrollment, teachers at that school meet and communicate regularly with their foster youth liaison to ensure they’ve collaborating to	

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		meet these students' needs. Additionally, social workers who work closely with foster youth meet regularly with foster youth to ensure this program is meaningfully meeting their needs. Participating in the process aligns with California Art Standards and provides inclusivity, accessibility, and cultural relevance for the low-income, English learner, and foster youth students. During the process, students use their artwork to express their creativity and emotions and improve their communication skills. Teachers receive professional learning to learn more about the collaborative and best practices to help the identified students with their art, including writing and speaking. The training provides the teachers with information regarding the CA Arts Standards and strategies on how to best support the identified student groups. Teachers receive roughly 12-15 hours of training a year. To strengthen this approach, we will enhance our methods of communication for the identified student groups to participate. This will be done through the district's main communication platform, ParentSquare to staff and families. Additionally, information will be provided in a communication platform called District Update. This will increase awareness with the hope to increase overall participation in the work. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a	

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		district-wide basis.	
3.04	**Action:** Increased Funding for Music **Need:** According to Fresno Unified data, low-income and foster youth students have lower rates of percent of students who have participated in at least one arts, activities, or athletic events as compared to the all student group. A local needs assessment, in collaboration with Educational Partners, identified that these two groups of students need a well-developed program with properly trained teachers to increase the engagement opportunities for the identified student groups with the art and music. Additionally, there is a need for the identified student groups to have access to the music education that they would not otherwise receive due to cost and access. Community input from the LCAP survey revealed the desire to have funding for programs to encourage students to engage in school and in programs such as music and art. **Scope:** LEA-wide	Additional music teachers will provide access to the identified student groups to music education. To engage the identified student groups in music that they would not otherwise receive, teachers meet with students once a week for 30 minutes during the school day for grades K-4. Ensemble music in grades 5 and 6 meet for 45 minutes twice per week. Music class occurs during the school day. Students have access to music lessons that align to standards and the district's scope and sequence (planning tool aligned to state standards). The identified student groups are provided with the materials and instruments needed for the music lessons that they would not be able to afford or have access to. Additionally, there are supplemental music materials that students can complete and access for their learning at home. A strengthened approach includes music teachers utilizing core curriculum to align music lessons to what students are learning in class to support student learning and make connections. This action is designed to meet the needs of low-income, and foster youth students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	For the identified student groups: Educational partner feedback, increased in percent of students who have participated in at least one arts, activities, or athletics events.
3.05	**Action:** Student Peer Mentor Program	To meet these needs, FUSD will continue with the Peer Mentoring Program where high school	For the identified student groups:

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	Need: According to available data in the district's Local Control and Accountability Plan, Fresno Unified's English learner, foster youth, and low-income students score lower on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments than the all student group. Also, Educational Partners shared that families do not always feel connected to their children's school (School Connectedness). A local needs assessment, in collaboration with educational partner feedback, identified that the identified student groups could improve their academic performance by increasing their feelings of connectedness. Additionally, in many cases the identified student groups need academic support from the people they feel connected with, including but not limited to, their student peers. Moreover, is the needs assessment identified a significant need for foster youth students to have increased connection and support with their peers. **Scope:** Schoolwide	student mentors are matched with middle school student mentees based on needs and commonalities, including being part of the identified student groups (LI, EL, FY). The mentor targets the student's academic needs such as study skills or organization skills, models social-emotional skills, and builds a positive relationship with the mentee. Peer Mentoring serves 7 high schools and 7 middle schools providing services weekly to over 600 students through over 18 programs after school. A mentor staff team at each site coordinates and facilitates the program to ensure that LI, EL, and FY students are identified for support and that student progress is monitored closely. Mentors meet with mentees 1-3 times a week during after school program. Mentors and mentees who attend the same high school are encouraged to meet on their own to provide additional academic support. Enrichment fieldtrips are provided to Fresno State and other local businesses to provide opportunity and experience for the low-income and foster youth to have experiences that they would not have due to financial burden or the instability of homelife. On going training, 1-2 times a week, is provided for mentors by Mentor Office staff on mentoring approaches, relationship stages and development, conflict management and communication. Peer Mentoring provides opportunities for students to participate in service-learning projects throughout the year. The training focuses on how to build	Increase on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments, and higher rates connectedness based on the climate and culture survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		relationships with mentees to increase school connectedness. Mentors provide information to the identified students on district resources that will support the mentees and their families with studying skills, managing classes, and skills needed beyond high school. All mentors have training by the District's Mentor Office at the start of the school year and another full day of training in December. Training topics include, Communications skills, strategies to connect to the mentee, social-emotional learning tools, and how to identify student needs. Many of the mentors fall into the identified student groups (LI, EL, FY), so they have a personal understanding of the needs of the mentees who are also part of those groups. This is in addition to the training they receive at the school site. To strengthen the professional learning for mentors approach written above, a third day of training will be provided. To strengthen this approach, this action will continue to enhance its partnership with Fresno Unified English Learner Services, we connect EL students and EL newcomer students with well performing EL students. The same criteria above are followed to match students. Student mentor and mentees can connect on similar experiences. Mentors can support students with academics, with an emphasis on the skills needed to support the language acquisition component of an English learner student.	

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		Additionally, to strengthen this approach this work will align with the district's literacy initiative toward meeting the needs of our EL, FY, and LI learners. In collaboration with internal and external partners and former foster youth who have graduated from Fresno Unified, we will increase the number of FY participating in peer mentoring. In addition to the support and training described above for mentors and mentees, FY will receive additional support that will focus on essential life skills to help them successfully transition into adulthood. Based on the above-mentioned data, EL, FY, and LI students would benefit from a deliberate support group. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a school-wide basis.	
3.06	**Action:** School Climate and Culture Expansion **Need:** As outlined in the metric section, Fresno Unified School District's low-income and foster youth students have higher rates of suspension and chronic absenteeism than the all student group. A local needs assessment, in collaboration with educational partners, indicates that low-income students and foster youth students are more likely to experience exclusionary discipline practices which can be detrimental to students learning and their perception of	To address these identified needs of LI and FY the district will engage in work of reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions designed to decrease behaviors that lead to suspensions. To do this, Climate and Culture Specialists will provide implementation support of: Tier I climate and culture practices at sites with high-student foster youth and low-income student populations by providing classroom supports such as positive structures, creating classroom conditions to support learning, responding to student behavior and attendance needs,	For the identified student groups: Decrease suspension and chronic absenteeism rates.

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	school. The needs assessment identified that low-income students and foster-youth experience more trauma and mental health issues that increase negative behaviors and a disconnection from school. **Scope:** Schoolwide	community building, and social-emotional learning instruction. At Tier 1 Climate and Culture Specialist will be assigned regionally targeting sites with highest suspension rates and chronic absenteeism rates, as well as those with the highest student populations within our identified subgroups. Tier II Intervention Specialists will provide short-term interventions and support that focus on building social-emotional learning skills and will monitor progress by comparing pre- and post-student discipline, behavior, and attendance data. At Tier II a menu of interventions will be utilized to match student needs to appropriate intervention, and the continued development and revision of the systems and structures. At Tier III will allow a greater focus on the identification of students and appropriate interventions to match their intensive needs. Supports include more intense interventions for students who have been suspended one or more times or who are having heightened behavioral issues that are affecting multiple areas for the student. To support staff with the needs of LI and FY students, the Guidance Learning Advisor provides professional learning, staff consultation, implementation support, collaboration with community organizations, and work with other Tier II/III staff who provide intensive services for the identified students and families. Prioritizing low-income and foster youth and through the Interagency Student Empowerment	

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		Team (ISET) process the Behavior Support Advisor will focus on the supervision and development of the 4 Behavior Intervention Specialists, Tier III systems and structures development, and supporting the most intensive student cases. The Behavior Intervention Specialists combined with the Registered Behavior Technicians, will collaborate with site-based staff and parents to implement the identified intervention, and provide coaching and modeling of strategies and techniques based on student needs. Behavior Intervention Specialists and 14 Behavior Support advisors continue working on the continuum of services to 8th grade and meet the growing needs of our middle school low income and foster youth students. To empower LI and FY students in order to address trauma and mental health issues a district-level multi-disciplinary team known as ISET will continue to provide an additional layer of support for kindergarten-6th grade, and an additional ISET will be developed to support 7th and 8th grade students. Also, the district will continue to fund a contract with a local agency to obtain a team of Registered Behavior Technicians to support students with intensive behavior needs for LI and FY students. To better serve foster youth and low-income student populations, a Tier II menu of social-emotional, behavioral, and academic interventions will be developed. Targeted Support Teams will utilize the menu of interventions to match student needs to the appropriate intervention, utilize progress monitoring tools, behavior rating scales,	

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		and the social-emotional universal screener to measure effectiveness and student outcomes. The strengthen approach include professional learning with the use of data to target supports toward the identified student groups, the students with the greatest needs. The climate and culture specialists will provide professional learning, coaching and implementation supports to teachers, leaders, Climate and Culture teams, and classified staff throughout the district to reduce negative outcomes for all students, including foster youth and low-income students. The design of this action will meet the needs of the identified student groups, however, because we believe it will meet the needs of all students this action will be provided on a school-wide basis.	
3.07	**Action:** Restorative Practices / Relationship Centered Schools **Need:** As identified in the LCAP metrics section, low-income and foster youth students have higher rates of chronic absenteeism and higher rates of suspension as compared to the all student group. A local needs assessment, in collaboration with Educational Partner feedback, indicates that the identified students have a ‘readiness gap’, meaning that there is a gap in skills or feelings of support, safety, age-appropriate social-emotional and conversational skills.	A team of 25 Restorative Practices School Counselors provide services at 24 elementary sites and 13 secondary sites in either full or part-time capacity, focus on supporting low-income and foster students with needs that contribute to absenteeism and suspension. The unique design of their work includes, but isn’t limited to the following design: Restorative conferences/circles, conflict mediation, re-entry circles of support (post-suspension), social emotional counseling that addresses underlying ‘readiness gap’. These supports are designed to provide these students with the skills to fill the existing need and to support building, affirming, and repairing	For the identified student groups: Lower rates of chronic absenteeism and suspension.

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	There is a need to build these skills and create conditions that support student physical and emotional well-being. **Scope:** Schoolwide	relationships and understanding restorative acts and equitable discipline. These practices are taught and implemented during the school day, built into the class circle based on the needs of the site. When there is conflict, Restorative Practices could be implemented before and after school as well. To strengthen our restorative practices approach, we will be offering voluntary specialized professional learning to site leaders with a focus on using restorative discipline and a menu of restorative options so as to increase safety and accountability while decreasing suspensions. We also plan to partner with Tier 1 managers to strengthen the implementation of Tier 1 restorative practices and social emotional learning which will help to reduce the behaviors that lead to suspension and increase students' sense of belonging. This action is designed to meet the identified needs of low-income and foster youth, however, because we believe it will meet the needs of all students this action will be offered on a school-wide basis.	
3.09	**Action:** Campus Climate and Culture Teachers **Need:** As indicated in the LCAP metrics, low-income, English leaner, and foster youth students have lower rates of students who have participated in at least one arts, activities, or athletic events as compared to the all student group. This	The climate and culture teachers will focus their efforts on increasing participation and feelings of connectedness for students identified as Low-Income, Foster Youth, and English learners by implementing a range of activities: • Co-facilitate site climate and culture team while strengthening their approach to	For the identified student groups: Increased in percent of students who have participated in at least one arts, activities, or athletics events and higher rates connectedness based on

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	signals these students have lower school engagement rates as compared to all students. Also, Educational Partners shared that families do not always feel connected to their children's school (School Connectedness). A needs assessment, in collaboration with educational partners, indicates there is need to provide systems and events designed to increase student engagement and connectedness to school. Additionally, parents and students provided feedback that indicates that they want welcoming campuses that feel positive with various activities to engage students and help students feel connected. **Scope:** Schoolwide	encourage participation of Low-Income, Foster Youth, and English Learners. • Campus Climate and Culture Teams meet regularly to review student data, plan events, and organize school activities to promote student engagement and address any current areas of need • Design and implement positive reinforcing systems schoolwide to reinforce academic and social emotional success. • Progress monitor site campus and culture data (climate and culture survey) with a focus on disaggregating data to create supports specific to English Learners and foster youth, and students identified as ow-income. • Organize highly engaging and interesting school-wide events related to social emotional and academic achievement to encourage students to become more active in extra and co-curricular activities and increase school connectedness. The design and implementation of this action is designed to strengthen our approach to meeting the specific identified needs of of low-income, English learner, and foster youth students, however because all students will benefit from this action it will be offered on a school-wide basis.	the climate and culture survey.
3.10	**Action:** Family Engagement Hour Training **Need:** In Fresno Unified School District, English learner, low-income, and foster youth students	To address the engagement needs of EL, LI, and FY students, Parent University will work closely with targeted school sites to creates engagement opportunities for the identified students by engaging their families in different aspects of what each school and the district have to offer. Parent	For the identified student groups: Educational partner feedback, increase rates of student engagement in

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	have lower rates of student engagement in at least one arts, activities, or athletics events compared to the all student group. A local needs assessment, in collaboration with educational partner feedback, indicates that the identified students (EL, LI, FY) would be more encouraged to participate and be engaged in at least one arts, activities, or athletics events if they (the EL, LI, and FY) students and their families receive consistent and clear communication from schools and the district. The needs assessment indicated the EL, LI, and FY students who feel more connected are more inclined to be engaged and that if their families feel connected, so do the students. Student and parent feedback indicate that they want more staff who can communicate in the home language of families. **Scope:** Schoolwide	university provides various topics to target schools to implement during their family engagement hours, and they work with home school liaisons at each targeted school to engage families and students on topics relevant to their sites for EL, LI, and FY students. During these family engagement hours, families are encouraged to share barriers they face that prevent them and their students to be engaged in school. These family engagement hours are held at different times of day (morning, afternoon, evening) to support families busy schedules. The HSLs are an integral part of the work because they are the staff building the closest relationships with students and families at the school sites. LI, EL, and FY students and their families can build necessary relationships and connections to the schools through the HSL staff and the engagement hours and other connection services of the HSL to increase identified student engagement. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered school-wide.	at least one arts, activities, or athletics events.
3.11	**Action:** Mental Health Supports **Need:** According to the current district metrics, foster youth and low-income students in Fresno Unified School District persistently have higher rates of suspension as compared to the all student group.	Low-income and foster youth students get their mental health and crisis intervention needs met by these additional school psychologists. School psychologists play a vital role in supporting the academic, social, and emotional well-being of foster youth and low-income students. They act as leaders in crisis prevention and provide essential support for the social-emotional and mental health needs of their students. Utilizing the Gaggle software, they assess students' mental health	For the identified student groups: Educational partner feedback, lower rates of suspension

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	A local needs assessment, in collaboration with Educational Partners, indicates the transition to distance learning three years ago has underscored the critical requirement for mental health support among students, leading to an increase in referrals for crisis intervention services. The needs assessment identified that foster youth and low-income students suffer from mental health issues and traumas that need regular and, at times, crisis support. The Educational Partner feedback from the LCAP showed that Mental and Physical Health was the second highest rated theme of importance and areas that need to be addressed by the district. **Scope:** Schoolwide	needs and facilitate connections and mitigate suspensions. The primary student groups identified as most vulnerable are foster youth and low-income students. Fresno Unified school psychologists work with the LI and FY students to support positive behavior. To provide the supports they need, the school psychologists refer the LI or FY students to work with vendors to enlist licensed therapists who can assist students requiring mental health supports beyond what they are able to provide at the school site. The additional school psychologists supporting the student groups many LI or FY help to get them the additional mental health services they need. In addition, the Office Assistants support school psychologists by managing administrative tasks, scheduling appointments, and organizing student records, allowing psychologists to focus more on their direct work with students. To strengthen this approach, school psychologists will work with directly with the schools site leadership team to review and analyze student data in order to provide the best supports to the identified students groups. Data analysis will support them to target the students with the greatest need and it will support the monitoring progress of students growth, so that shifts can be made to better support the services students are receiving. The design of this action meets the needs of the identified students groups, however, because we	

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		believe this will meet the needs of all students, it is offered school-wide.	
3.12	**Action:** Transportation Services **Need:** Fresno Unified School District's data indicates that low-income students have lower attendance rates and greater chronic absenteeism as compared to all students. A local needs assessment, in collaboration with educational partners, indicates that the identified student groups need safe and reliable transportation. LI students have so many other points of stress in their life, so it is really important for LI students need to have the structure to start the day off on time and ready to learn. Transportation staff received feedback from Site Staff and Parents about students missing valuable instruction time and or not having enough time to eat breakfast when buses run late. Additionally, parents shared frustration about buses not running on time. **Scope:** LEA-wide	The Transportation Department establishes a team of bus drivers and strategic bus routes to ensure that the identified students groups have access to transportation to school. This increases low-income students' ability to get to school safely and on time. Additional bus routes are added for areas with a high concentration of low-income students to decrease the time spent on the bus and to make the bus a reliable option for the identified student group. This includes having more bus stops in areas that are closer to student's homes that are accessible to LI students. To best support low-income Secondary students who do not have a bus route to their school will receive a monthly public transit bus pass. Students are required to check in with school leadership on a monthly basis to discuss their attendance and their experience using the bus. At that time students can check out another bus pass for the following month. Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement a tracking software on buses. This will allow the department to track buses to create better bus routes with the purpose of getting more students to school on time. Additionally, parents will be able to track school buses. Parents will be able to see when their students arrive to school on time and what time they will be home. This software will allow parents who do not have the means to	For the identified student groups: Lower rates of chronic absenteeism and higher attendance rates.

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		provide transportation will have a better idea of their child's location when being transported by the school district. The district will utilize this data to improve their routes to support LI students to decrease the time spent on the bus and make bus transportation a more reliable option. This action is designed to meet the needs of low-income students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
3.14	**Action:** Campus Safety Assistants **Need:** According to the data in the metrics section, low-income and foster youth students have higher rates of suspension and lower rates of attendance than the all student group. Additionally, the district wants to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with educational partners, indicated that LI and FY students need more positive adult relationships at school. Additionally, students want to feel safer at school. LI and FY students expressed that they have certain emotions and feelings that some adults might view as a behavior problem. When this occurs LI and FY want to feel safe to express their feelings without being punished or looked at negatively. The needs assessment indicates that the trauma that LI and FY students experience cause heightened aggression and	The campus safety assistants address the needs of foster youth and low-income students starting with our youngest population at the elementary level. By providing a campus safety assistant we're providing more opportunities to engage with a caring adult while creating a safe school environment. To support low-income and foster youth students who experience trauma and other external factors that lead them to have heightened sense of aggression, reactive behavior, and feelings of lack of safety, Fresno Unified has added additional campus safety assistants (CSA's) to sites. The CSA's act as additional adults who can supervise students with a focus on ensuring a safe environment, but they spend much of their time engaging with LI and FY students and building relationships with them. They leverage these relationships to positively influence student behavior through increased communication built on trust and mutual respect. CSAs are trained in restorative practices (RP), which empower them to support LI and FY students in need and deal with	For the identified student groups: Lower rates of suspension, and higher rates of attendance and higher rates of sense of safety based on the climate and culture survey.

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	reactions to confrontations, including internal and external conflict. **Scope:** Schoolwide	interactions or potential negative behaviors before they heighten. When negative behaviors do occur for LI or FY students the RP training supports the CSAs to navigate the issues. With added training for CSA around conflict resolution, de-escalation, trauma informed practices, campus safety assistants will be more equipped to support our low income and foster students, reducing suspensions and further increasing daily attendance. To strengthen this approach, Campus safety assistants will attend a half day of training before school starts with the school staff that they will be serving to connect with their team and to hear the messages and learning that is being providing to the school staff that they will be working with for the school year. This is important to build professional development and increase trust for the safety assistants to support the students and the schools. By having Campus Safety Assistants at all schools, Fresno Unified will be able to provide a wider net of support, allowing a more comprehensive follow-up plan for foster students and their families in support of safety and further increasing attendance. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered school-wide.	
3.15	**Action:** Diversity, Equity, and Inclusion	To meet the needs of LI students, to decrease suspensions and chronic absenteeism by	For the identified student groups:

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	Need: According to the metrics section, low-income students have higher rates of chronic absenteeism and suspension than the all student group. Additionally, the district wants to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with Educational Partners, indicated that students are being suspended at high rates for behaviors related to exclusivity issues. Additionally, student to student, student to adult, and adult to adult interactions increase LI students' absenteeism due to similar issues that cause LI students to not feel safe and not come to school. Students and the community have expressed the unique need for increased Diversity, Equity, and Inclusion (DEI) learning and knowledge for staff at the school and district level to help create inclusive and equitable teaching and learning environments for our students and staff. **Scope:** LEA-wide	increasing the feeling of safety and decreasing the number of negative interactions that occur on campuses or knowing how to better deal with those negative interactions by providing Cultural Proficiency training across the district for staff and working with staff on how to deliver and introduce this information to LI students. The Department of Diversity, Equity, and Inclusion (DEI) will support knowledge of Cultural Proficiency throughout the district by delivering: • Variations of Cultural Proficiency (CP) training and materials for staff and students. All new staff will receive a CP training. There will be optional trainings for staff and students throughout the school year. Components of CP will be integrated into other staff work and training through principal, co-admin, and staff meetings. CP will also be a component of student advisory and class circle lessons for students. • Presentations at School Sites to encourage healthy behavior. Schools have the option to present this information to students or ask the DEI team to support with the presentation process. These are optional presentations that occur throughout the school year. • Response work to address unhealthy behavior at school sites. When issues and concerns arise at schools, the DEI team will support the school site to	Lower rates of chronic absenteeism and suspension, and increased sense of safety based on the climate and culture survey.

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		provide mandatory trainings and additional interventions to support the need of the school for LI students. This action is designed to support low-income students by creating equitable and culturally proficiency environments for students to feel included in a culturally healthy environment. This action will be delivered directly to LI students at the school site and indirectly to staff to support the creation of Culturally Proficiency classrooms and school sites, that encourage low-income students to want to attend school and feel safe at school. This action is designed to support the identified student group; however, we believe this will support all students so this action will be carried out districtwide.	
5.01	**Action:** Parent Engagement Investments **Need:** EL students perform lower on state (SBAC ELA/Math) and local (iReady ELA/Math) assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates language is a barrier for EL students and their families. EL students do not feel as connected with school because of their own language barriers and the language barriers of their parents. This language barrier and lack of connection affects EL student's ability to learn causing low	To ensure that language is not a barrier for English learner students and their families, we offer family learning and family leadership opportunities, services, and materials in multiple languages. This allows families to engage more fully and receive the information they need to support their children's education. Lack of childcare can be a significant issue for EL families, many who are also low-income who want to participate in their student's education. Offering free childcare can help families overcome this barrier. Providing families with information about their children's progress and key milestones can	SBAC ELA/Math, iReady ELA/Math

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	performance on SBAC and iReady for ELA and Math. Students have indicated that something that would help them do better in school is to have to worry about how their parents are getting information or having to help their parents with school or district communications. **Scope:** LEA-wide	encourage them to seek early interventions when needed. Our family engagement services offer valuable support to English learners and their families by teaching them how to read and analyze their students' iReady reports. We provide a range of tips, tools, materials, and resources to help parents and families to support their children's learning at home. By holding monthly family engagement hours at school sites, we improve accessibility to both internal and external resources and materials, while also fostering positive relationships between families and staff from the school site and Parent University. The renowned Parent University has introduced a comprehensive five-week family leadership program that combines both online and in-person training to empower parents and families to become proactive decision-makers and powerful advocates for their children's education. The program is available in multiple languages. Also, it offers families an opportunity to voice their opinions through district focus groups and work on projects to enhance student outcomes. To better support the district’s newly adopted goals and guardrails, Parent University will transition all family engagement efforts to targeted school sites starting in the 2025/2026 school year. Initiatives will be tailored based on feedback from each targeted school site. This action is designed to meet the needs of the English learner student group; however, we	

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		believe this will support all students so this action will be implemented districtwide.	
5.02	**Action:** Expanded Student, Parent and Community Communication **Need:** According to data found in the District's Local Control and Accountability Plan (LCAP), parents of English learner students and their families do not always feel connected to their children's school (School Connectedness) compared to the all student group. In addition, higher rates for English learners on the English Language Progress Indicator. A local needs assessment, in collaboration with Educational Partners, indicates that our multilingual students and families need multiple modes of communication in multiple languages. Also, more positive information needs to be highlighted and shared with families to increase school connectedness. The needs assessment indicates that EL students and families who are more informed and connected to the school do better academically, including language acquisition. EL students and their families need to be better informed to support ELPI progress. In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children's school and to better support language acquisition and	Fresno Unified will invest in contracts for Spanish and English television programing as an effective mode for families of English learner students to receive information about important educational opportunities for their children. News outlets are used on an as needed basis by the district based on the different events, activities, and other important information that needs to be shared with students and families. The more information that is received increases access for student and parents to be engaged and involved, to build positive school connectedness. The Translation Department provides supplemental translation in Spanish and Hmong district wide on an as needed basis. This work provides translation services beyond what is required to ensure students and families are getting the information they need to be engaged and involved in their school and their child's education. The increased access to information through translation services will support the increase of school connectedness by highlighting positive and helpful information. The ability to easily connect with their children's teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare and Finalsite, will also ensure families of English learners feel heard, understood. While these investments were specifically designed to support English learners, the district	For the identified groups: Higher rates of connectedness based on the climate and culture survey, and higher rates on the English Language Progress Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning. In addition, feedback from families in the LCAP survey revealed the desire to have good communication with staff and parents to be aware and involved in their child's school and education. **Scope:** LEA-wide	believes that all students and families will benefit from a more intentional and effective communication strategy. This action is designed to meet the needs of English learner students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
6.01	**Action:** School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students **Need:** Based on a needs assessment and educational partner feedback, each school needs to be provided individualized supplemental resources and interventions for EL, FY LI students. The needs assessment shows that tailoring resources to specific student needs at each school sties is essential in helping students meet their educational goals. Our educational partners agree that giving each school the flexibility and resources to provide this additional academic support is critical for helping the identified students thrive. With the release of every Dashboard, each school (and the district) reviews dashboard data to identify all performance gaps that exist between the low-income, foster and/or English learner students and all students at the site.	To meet the needs of EL, LI, and FY students the district offers the school of menu of options to choose supplemental resources that best fit the needs of their EL, LI, and FY students based on the completed needs assessment. Student academic needs are recorded in the Goal 1 of the SPSA. Academic investments can be found in this section of the SPSA. School clearly identify the services and materials that will be provide to students to address the gap that EL, LI, and FY students have on SBAC and iReady ELA and Math. This includes but is not limited to, push-in, pull-out, or afterschool tutoring and other intervention supports that focus on the specific students' groups (LI, FY, EL). Goal 2 of the SPSA focuses on the needs of students for A-G completions and graduation rate. Students receive additional support with credit recovery during class or after school to support their needs. Goal 3 of the SPSA focuses on chronic absenteeism and suspension by providing staffing, mentoring, or materials that specifically support	During each Annual Update, the district reviews the effectiveness of the use of these funds and ensures adjustments are made, as needed based on the current dashboard and all compliance requirements. For the identified student groups: Increase state (SBAC) ELA and Math, local (iReady) ELA and Math, A-G Completion, and Graduation, and lower rates of absenteeism and suspensions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Each school site completes a needs assessment, in collaboration with educational partners to determine which unduplicated group's students need instructional interventions, tutoring, social-emotional, supports, mental health services, and other targeted strategies to address the learning outcomes and well-roundedness of student outcomes. Additionally, schools site-based educational partners identified the need for funding to be allocated to schools to enable sites to make decisions based on the unique needs of their unduplicated students, alongside their educational partners. **Scope:** LEA-wide	student social-emotional skills and mental health needs. This includes professional development for staff to help teachers and school staff interact with students on various levels to provide them the SEL supports they need in and outside of class. Link to SPSA's https://www.fresnounified.org/departments/state-and-federal-programs/school-plan-for-student-achievement-spsa To strengthen this approach schools that have been identified for low performance of EL, FY, and/or LI students on the CA School Dashboard in red will have student group data recorded in the Needs Assessment. Schools will analyze the data, complete a detailed needs assessment, which includes community input, and create actions that call out the specific supports that will be provided to one or more of the identified groups. Site leaders will work closely with the district to ensure that all resources are used in the best way possible based on identified students' unique needs. This teamwork ensures everyone is responsible for making a positive difference and creating fair opportunities. All spending decisions are based on each school's needs assessments, which are included in a broad menu of best practices to support EL, FY, and LI students. Site leaders work with School Site Councils to inform educational partners of goals and targets and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for low-income,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		foster youth, and English learner students. Again, to strengthen the approach, specific metrics for each group will be called out in the site plans, in order identify the unique needs at each site. Each School Site Plan (School Plan for Student Achievement- SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for low-income, foster youth, and English learner students. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not Applicable

Additional Concentration Grant Funding

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

School districts such as Fresno Unified that have a high concentration of students who are English learners, foster youth and/or low-income will receive 15% increase in funding from the Local Control Funding Formula concentration grant. For Fresno Unified, this results in an additional $35,250,039.00 million. These additional funds will be used to hire certificated and/or classified staff at school sites that have an enrollment of students who are low-income, English learners, and/or foster youth greater than 55%. For Fresno Unified, this would be every school site except Baird, Bullard Talent, Tatarian, and Malloch. To determine which positions to add, the district engaged with parents, students, staff, school sites, as well as community-based organizations. The engagement was a two-step process. The first objective was to gather general ideas, thoughts, and themes. The second objective was to do a deeper dive with the same groups and school sites on the feedback provided considering each individual school sites academic performance and student needs. The positions listed are outlined in actions throughout the LCAP (Actions 1.05, 1.07, 1.25, 1.26, 2.04, 3.06, 3.09, 3.10, 3.11, and 3.14).

1. Social Emotional

Action 3.11 Mental Health Supports
School Psychologist (Total FTE Added: 27.0)
Elementary: 1 per site
Middle: 1 per site
High: 1 per site

Action 3.06 School Climate and Culture Expansion
Behavioral Intervention Specialist (Total FTE Added: 1.0)
Specialty Schools: 1

Action 2.04 School Counselors & Resource Counseling Assistants
Resource Counseling Assistant (Total FTE Added: 10.0)
High: 1 per site
Specialty Schools: 3

2. Special Education

Action 1.26 Regional Instructional Managers
Regional Instructional Manager (Total FTE Added: 15.0)
Middle: 0.5 per site
High: 1 per site
Specialty Schools: 1

3. Academic Support & School Climate

Action 1.05 Instructional Supports and Instructional Coaches
Instructional Coach (Total FTE Added: 65.0)
Elementary: 1 per site
Specialty Schools: 1

Action 2.04 School Counselors & Resource Counseling Assistants
Counselor (Total FTE Added: 15.0)
Middle: 1 per site

Action 3.09 Campus Climate and Culture Teachers
Teacher, Campus Climate and Culture (Total FTE Added: 9.6)
Middle: 1 per site

Action 1.07 Additional School Site Administration above Base
Vice Principal or GLA (Total FTE Added: 11.0)
High: 1 per site
Specialty Schools: 4

Action 1.25 Student Technology Access and Annual Refresh
Supporting FLATS Centers Personnel (Total FTE Added: 18.0)
Manager I: 1
Customer Service Specialists: 6
Technician Support Specialists I: 9
Technician Support Specialists II: 1
Technician Support Specialists III: 1

4. Attendance Support & Family Engagement

Action 3.06 School Climate and Culture Expansion
Child Welfare Attendance Officer (Total FTE Added: 47.0)
Elementary: 0.5 to 1 per site
Middle: 1 per site
Specialty Schools: 2

Action 3.10 Family Engagement Hour Training
Home School Liaison (Total FTE Added: 77.0)
Elementary: 1 per site

Middle: 1 per site

5. Safety

Action 3.14 Campus Safety Assistants
Campus Safety Assistant (Total FTE Added: 23.0)
Middle: 1 per site
High: 1 per site

Grand Total FTE Added: 318.6 FTE

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	• Elementary = 1:28.0 • Middle = 1:39.3 • High = N/A	• Elementary = 1:22.3 • Middle = 1:28.8 • High = 1:31.4
Staff-to-student ratio of certificated staff providing direct services to students	• Elementary = 1:16.7 • Middle = 1:15.0 • High = N/A	• Elementary = 1:14.6 • Middle = 1:14.1 • High = 1:16.0

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	721,496,896	277,494,666	38.461%	0.000%	38.461%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,155,669,288.00	$383,648,715.00	$31,696,130.00	$128,566,762.00	$1,699,580,895.00	$1,066,361,312.00	$633,219,583.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.01	Learning Recovery Emergency Block Grant – Literacy Initiative	All	No			All Schools	Ongoing	$12,209,376.00	$17,346,005.00		$29,555,381.00			$29,555,381.00	
1	1.02	Additional Teacher Supply Funds	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,214,920.00	$4,214,920.00				$4,214,920.00	
1	1.03	Middle & High School Redesign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,089,854.00	$95,355.00	$18,185,209.00				$18,185,209.00	
1	1.04	Eliminate Elementary Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,644,347.00	$0.00	$10,644,347.00				$10,644,347.00	
1	1.05	Instructional Supports and Instructional Coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners,	Ongoing	$29,714,477.00	$0.00	$6,774,733.00	$8,772,852.00		$14,166,892.00	$29,714,477.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							and/or foster youth less than 55%.									
1	1.06	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$33,394,678.00	$0.00	$33,394,678.00				$33,394,678.00	
1	1.07	Additional School Site Administration above Base	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$10,055,625.00	$3,528,366.00	$6,351,440.00	$7,232,551.00			$13,583,991.00	
1	1.08	Historically Underserved Student Groups	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,484,990.00	$1,781,891.00	$5,241,881.00		$25,000.00		$5,266,881.00	
1	1.09	Historically Underserved Student Group - Targeted Support Services	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.10	Additional Supports for Libraries	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1,286,750.00	$1,286,750.00				$1,286,750.00	
1	1.11	BASE: Analysis, Measurement, and Accountability	All	No			All Schools	Ongoing	$3,222,183.00	$2,148,122.00	$4,026,765.00	$300,000.00		$1,043,540.00	$5,370,305.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.12**	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,785,614.00	$1,421,767.00	$6,207,381.00				$6,207,381.00	
1	**1.13**	Expand Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,322,601.00	$32,900.00	$2,355,501.00				$2,355,501.00	
1	**1.14**	Maintain Additional Services for Phoenix Community Day School	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	$6,084,368.00	$74,737.00	$6,159,105.00				$6,159,105.00	
1	**1.15**	All teachers are teachers of English learner (EL) students	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$15,218,293.00	$4,770,028.00	$13,952,874.00	$489,360.00		$5,546,087.00	$19,988,321.00	
1	**1.16**	Base: After School Tutoring	All	No			All Schools	Ongoing	$46,576,511.00	$31,051,008.00		$76,355,019.00		$1,272,500.00	$77,627,519.00	
1	**1.17**	Base: Extended Summer Learning	All	No			All Schools	Ongoing	$19,453,261.00	$11,439,638.00	$3,582,759.00	$27,310,140.00			$30,892,899.00	
1	**1.18**	Expansion of Dual Language Immersion Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,202,874.00	$205,596.00	$1,408,470.00				$1,408,470.00	
1	**1.19**	BASE: Instruction	All	No			All Schools	Ongoing	$305,821,392.00	$203,880,927.00	$465,285,566.00	$29,511,148.00	$3,269,208.00	$11,636,397.00	$509,702,319.00	
1	**1.20**	BASE: Professional Learning	All	No			All Schools	Ongoing	$29,231,314.00	$21,218,714.00	$4,985,001.00	$9,229,883.00	$2,127,321.00	$34,107,823.00	$50,450,028.00	
1	**1.21**	BASE: Technology Access and Support	All	No			All Schools	Ongoing	$14,803,619.00	$9,869,079.00	$21,795,632.00		$2,877,066.00		$24,672,698.00	
1	**1.22**	BASE: Early Learning	All	No			All Schools	Ongoing	$679,219.00	$150,166.00			$829,385.00		$829,385.00	
1	**1.23**	High Quality School Site Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$17,888,927.00	$2,893,872.00	$13,728,779.00		$7,054,020.00		$20,782,799.00	
1	**1.24**	Upgrading Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,275,111.00	$4,275,111.00				$4,275,111.00	
1	**1.25**	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent,	Ongoing	$4,231,156.00	$11,213,845.00	$15,445,001.00				$15,445,001.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
1	**1.26**	Regional Instructional Managers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$2,848,786.00	$0.00	$2,848,786.00				$2,848,786.00	
1	**1.27**	Early Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,585,930.00	$0.00	$3,585,930.00				$3,585,930.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.28**	Supports for Foster Youth / Project Access - Direct Technical Assistance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$2,244,982.00	$79,472.00	$46,000.00			$2,278,454.00	$2,324,454.00	
1	**1.29**	Supports for Homeless Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$2,225,653.00	$312,060.00	$2,458,653.00			$79,060.00	$2,537,713.00	
1	**1.30**	BASE: Special Education	All	No			All Schools	Ongoing	$152,107,826.00	$101,405,219.00	$150,058,369.00	$77,207,454.00	$6,435,648.00	$19,811,574.00	$253,513,045.00	
2	**2.01**	Linked Learning, ROP, and CTE Pathway Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,672,398.00	$8,273,837.00	$12,228,532.00	$13,945,012.00	$321,264.00	$1,451,427.00	$27,946,235.00	
2	**2.02**	CTE STEM PK-6 Kids Invent!	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,372,047.00	$1,372,047.00				$1,372,047.00	
2	**2.03**	Men's and Women's Alliance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$1,240,002.00	$296,957.00	$1,148,662.00			$388,297.00	$1,536,959.00	
2	**2.04**	School Counselors & Resource Counseling Assistants	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$16,400,285.00	$1,876,501.00	$18,146,786.00	$130,000.00			$18,276,786.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.01**	Increase School Allocations for Athletics	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$13,288,319.00	$2,854,703.00	$13,187,712.00	$2,955,310.00			$16,143,022.00	
3	**3.02**	District-Funded Educational Enrichment Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,146,511.00	$3,432,361.00	$4,578,872.00				$4,578,872.00	
3	**3.03**	District Arts Collaborative Project	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,033,473.00	$33,037.00	$1,066,510.00				$1,066,510.00	
3	**3.04**	Increased Funding for Music	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$12,673,781.00	$18,753,929.00	$2,155,298.00	$29,272,412.00			$31,427,710.00	
3	**3.05**	Student Peer Mentor Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools: Dewolf, Bullard, Fresno, Hoover, Roosevelt, Sunnyside, Edison, McLane, and Design Science; Middle Schools: Fort Miller, Hamilton, Kings Canyon, Seqouia, Tehipite, Tenaya, Wawona, and Yosemite	Ongoing	$538,698.00	$142,943.00	$681,641.00				$681,641.00	
3	**3.06**	School Climate and Culture Expansion	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird,	Ongoing	$8,783,326.00	$494,346.00	$9,277,672.00				$9,277,672.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
3	3.07	Restorative Practices / Relationship Centered Schools	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Addams Elem, Ayer Elem, Aynesworth Elem, Bakman Elem, Birney Elem, Burroughs Elem, Columbia Elem, Easterby Elem, Ericson Elem, Ewing Elem, Greenberg Elem, Heaton Elem, Hidalgo Elem, King Elem, Kirk Elem, Leavenworth Elem,	Ongoing	$3,928,299.00	$56,898.00	$285,154.00			$3,700,043.00	$3,985,197.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Mayfair Elem, Norseman Elem, Olmos Elem, Rowell Elem, Storey Elem, Turner Elem, Williams Elem, Wishon Elem, Bullard High, Cooper Middle, Edison High, Fresno High, Fort Miller Middle, Gaston Middle, Hoover High, Kings Canyon Middle, McLane High, Roosevelt High, Sunnyside High, Terronez Middle, Tioga Middle									
3	**3.08**	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	All	No			All Schools	Ongoing	$19,109,484.00	$15,448,632.00	$17,963,508.00	$2,049,818.00	$841,303.00	$13,703,487.00	$34,558,116.00	
3	**3.09**	Campus Climate and Culture Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird,	Ongoing	$1,518,321.00	$0.00	$1,518,321.00				$1,518,321.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
3	3.10	Family Engagement Hour Training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$5,929,180.00	$0.00	$5,929,180.00				$5,929,180.00	
3	3.11	Mental Health Supports	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno	Ongoing	$12,790,937.00	$7,784.00	$9,324,321.00			$3,474,400.00	$12,798,721.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
3	3.12	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$346,796.00	$2,173,550.00	$820,346.00			$1,700,000.00	$2,520,346.00	
3	3.13	Decrease Suspension Rate to Increase Attendance and Academic Success	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.14	Campus Safety Assistants	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income,	Ongoing	$7,724,262.00	$0.00	$7,724,262.00				$7,724,262.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							English learners, and/or foster youth less than 55%.									
3	3.15	Diversity, Equity, and Inclusion	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,092,819.00	$761,539.00	$2,854,358.00				$2,854,358.00	
4	4.01	BASE: Recruitment, Selection, and Retention of Human Capital	All	No			All Schools	Ongoing	$14,675,991.00	$793,503.00	$15,034,667.00		$112,000.00	$322,827.00	$15,469,494.00	
5	5.01	Parent Engagement Investments	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,987,014.00	$1,124,800.00	$1,849,110.00			$2,262,704.00	$4,111,814.00	
5	5.02	Expanded Student, Parent and Community Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,876,262.00	$664,703.00	$2,540,965.00				$2,540,965.00	
6	6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,280,213.00	$11,419,121.00	$22,253,112.00			$2,446,222.00	$24,699,334.00	
6	6.02	BASE: Central Office Administration	All	No			All Schools	Ongoing	$6,748,492.00	$1,350,363.00	$7,537,985.00	$560,870.00			$8,098,855.00	
6	6.03	BASE: Business and Financial Services	All	No			All Schools	Ongoing	$14,045,164.00	$4,326,082.00	$16,998,149.00			$1,373,097.00	$18,371,246.00	
6	6.04	BASE: Operational Services	All	No			All Schools	Ongoing	$114,565,336.00	$76,376,891.00	$170,892,477.00	$12,245,835.00	$7,803,915.00		$190,942,227.00	
6	6.05	BASE: Other Expenses	All	No			All Schools	Ongoing	$11,061,688.00	$0.00		$11,061,688.00			$11,061,688.00	
6	6.06	One-time Recovery Resources	All	No			All Schools	Ongoing	$0.00	$37,738,575.00		$37,738,575.00			$37,738,575.00	
6	6.07	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.	All, African American, Asian, English learner, Foster youth, Hispanic, Homeless, Mixed-race, Socio-economically disadvantages, Students with Disabilities, White	No			Specific Schools: Addams, Ahwahnee, Anthony, Ayer, Aynesworth, Baird, Bakman, Balderas, Birney, Bullard, Bullard	Ongoing	$4,080,910.00	$3,721,021.00				$7,801,931.00	$7,801,931.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Talent, Burroughs, Calwa, Cambridge, Centennial, Columbia, Computech, Cooper, Del Mar, Dewolf, Duncan, Easterby, Eaton, Edison, Ericson, Figarden, Fort Miller, Fremont, Fresno High, Gaston, Gibson, Greenburg, Hamilton, Heaton, Hidalgo, Hoover, Holland, Homan, Farber School of Independent Studies (J.E. Young), Jefferson, King, Kings Canyon, Kratt, Lane, Leavenworth, Lincoln, Lowell, Malloch, Mayfair, McCardle, McLane, Muir,									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Norseman, Phoenix Elementary, Phoenix Secondary, Power-Ginsburg, Pyle, Roeding, Roosevelt, Rowell, Scandinavian, Sequoia, Slater, Sunnyside, Tatarian, Tehipite, Tenaya, Terronez, Thomas, Tioga, Turner, Vang Pao, Viking, Vinland, Wawona, Webster, Williams, Wilson, Wishon, Wolters, Yokomi, and Yosemite. For more information, see the appendix. TK-12									
7	**7.01**	SBAC ELA	All Students with Disabilities Students with Disabilities, All Students, Hispanic, Low-Income, English Learner, Long-Term English Learner, Black/African	No			Specific Schools: Addams, Columbia, Farber School of Credit Attainment (Cambridge),		$626,696.00	$2,236,064.00		$2,862,760.00			$2,862,760.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			American				Farber School of Independ ent Studies (J.E. Young), Fort Miller, Lincoln, Vinland, Williams									
7	7.02	SBAC Math	All Students with Disabilities English Learner, All Students, Hispanic, Low-Income, Long-Term English Learner, Students with Disabilities, White	No			Specific Schools: Columbia , Farber School of Credit Attainme nt (Cambrid ge), Farber School of Independ ent Studies (J.E. Young), Fort Miller, Lincoln		$50,700.00	$651,420.00		$702,120.00			$702,120 .00	
7	7.03	English Language Progress Indicator	English Learner	No			Specific Schools: Farber School of Independ ent Studies (J.E. Young), Fort Miller, Lowell, Vinland		$359,324.0 0	$174,461.00		$533,785.00			$533,785 .00	
7	7.04	Chronic Absenteeism	All Students with Disabilities Black/African American, All Students, Hispanic, Low-Income, Students with Disabilities, English	No			Specific Schools: Addams, Columbia , Farber School of Independ ent Studies		$314,997.0 0	$1,413,047.00		$1,728,044.00			$1,728,0 44.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Learner, Long-Term English Learner, White, Multiple Races/Two or More, Asian				(J.E. Young), Fort Miller, Lincoln, Phoenix Elem, Phoenix Sec, Vinland, Williams, Wolters									
7	7.05	Suspension	All Students with Disabilities Black/African American, White, Students with Disabilities, All Students, Low-Income, Homeless, Hispanic, Multiple Races/Two or More, White	No			Specific Schools: Addams, Columbia, DeWolf, Fort Miller, Fulton School, Lincoln, Phoenix Elem, Vinland, Williams, Wolters		$982,611.00	$314,142.00		$1,296,753.00			$1,296,753.00	
7	7.06	Graduation Rate	All Students with Disabilities All Students, Hispanic, Low-Income, English Learner, Long-Term English Learner, Students with Disabilities	No			Specific Schools: DeWolf, Farber School of Credit Attainment (Cambridge)		$282,567.00	$188,378.00		$470,945.00			$470,945.00	
7	7.07	College & Career	All Students with Disabilities All Students, Hispanic, Low-Income, Asian, English Learner, Long-Term English Learner, Students with Disabilities	No			Specific Schools: DeWolf, Farber School of Credit Attainment (Cambridge)		$78,600.00	$52,400.00		$131,000.00			$131,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
721,496,896	277,494,666	38.461%	0.000%	38.461%	$277,508,410.00	0.000%	38.463 %	**Total:**	$277,508,410.00
								LEA-wide Total:	$187,042,008.00
								Limited Total:	$0.00
								Schoolwide Total:	$90,466,402.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.02**	Additional Teacher Supply Funds	Yes	LEA-wide	Low Income	All Schools	$4,214,920.00	
1	**1.03**	Middle & High School Redesign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,185,209.00	
1	**1.04**	Eliminate Elementary Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,644,347.00	
1	**1.05**	Instructional Supports and Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners,	$6,774,733.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						and/or foster youth less than 55%.		
1	1.06	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,394,678.00	
1	1.07	Additional School Site Administration above Base	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$6,351,440.00	
1	1.08	Historically Underserved Student Groups	Yes	LEA-wide	Low Income	All Schools	$5,241,881.00	
1	1.10	Additional Supports for Libraries	Yes	LEA-wide	English Learners	All Schools	$1,286,750.00	
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,207,381.00	
1	1.13	Expand Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,355,501.00	
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	Schoolwide	Low Income	All Schools	$6,159,105.00	
1	1.15	All teachers are teachers of English learner (EL) students	Yes	LEA-wide	English Learners	All Schools	$13,952,874.00	
1	1.18	Expansion of Dual Language Immersion Programs	Yes	LEA-wide	English Learners	All Schools	$1,408,470.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.23	High Quality School Site Health Services	Yes	LEA-wide	Low Income	All Schools	$13,728,779.00	
1	1.24	Upgrading Access to Technology	Yes	LEA-wide	Low Income	All Schools	$4,275,111.00	
1	1.25	Student Technology Access and Annual Refresh	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$15,445,001.00	
1	1.26	Regional Instructional Managers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$2,848,786.00	
1	1.27	Early Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,585,930.00	
1	1.28	Supports for Foster Youth / Project Access - Direct Technical Assistance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$46,000.00	
1	1.29	Supports for Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	$2,458,653.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.01**	Linked Learning, ROP, and CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,228,532.00	
2	**2.02**	CTE STEM PK-6 Kids Invent!	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,372,047.00	
2	**2.03**	Men's and Women's Alliance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,148,662.00	
2	**2.04**	School Counselors & Resource Counseling Assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$18,146,786.00	
3	**3.01**	Increase School Allocations for Athletics	Yes	LEA-wide	Low Income	All Schools	$13,187,712.00	
3	**3.02**	District-Funded Educational Enrichment Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,578,872.00	
3	**3.03**	District Arts Collaborative Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,066,510.00	
3	**3.04**	Increased Funding for Music	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,155,298.00	
3	**3.05**	Student Peer Mentor Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools: Dewolf, Bullard, Fresno, Hoover, Roosevelt, Sunnyside, Edison, McLane, and Design	$681,641.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Science; Middle Schools: Fort Miller, Hamilton, Kings Canyon, Seqouia, Tehipite, Tenaya, Wawona, and Yosemite		
3	3.06	School Climate and Culture Expansion	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$9,277,672.00	
3	3.07	Restorative Practices / Relationship Centered Schools	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Addams Elem, Ayer Elem, Aynesworth Elem, Bakman Elem, Birney Elem, Burroughs Elem, Columbia Elem, Easterby Elem, Ericson Elem, Ewing Elem, Greenberg Elem, Heaton Elem, Hidalgo Elem, King Elem, Kirk Elem, Leavenworth Elem, Mayfair Elem, Norseman Elem, Olmos Elem, Rowell	$285,154.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elem, Storey Elem, Turner Elem, Williams Elem, Wishon Elem, Bullard High, Cooper Middle, Edison High, Fresno High, Fort Miller Middle, Gaston Middle, Hoover High, Kings Canyon Middle, McLane High, Roosevelt High, Sunnyside High, Terronez Middle, Tioga Middle		
3	**3.09**	Campus Climate and Culture Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$1,518,321.00	
3	**3.10**	Family Engagement Hour Training	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are	$5,929,180.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						low-income, English learners, and/or foster youth less than 55%.		
3	3.11	Mental Health Supports	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$9,324,321.00	
3	3.12	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$820,346.00	
3	3.14	Campus Safety Assistants	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, and Malloch, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$7,724,262.00	
3	3.15	Diversity, Equity, and Inclusion	Yes	LEA-wide	Low Income	All Schools	$2,854,358.00	
5	5.01	Parent Engagement Investments	Yes	LEA-wide	English Learners	All Schools	$1,849,110.00	
5	5.02	Expanded Student, Parent and Community Communication	Yes	LEA-wide	English Learners	All Schools	$2,540,965.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	**6.01**	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,253,112.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,668,034,153.00	$1,665,518,873.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.01**	Designated School Investment	Yes	$27,542,708.00	27,375,788
1	**1.02**	Additional Teacher Supply Funds	Yes	$2,048,497.00	2,140,964
1	**1.03**	Middle & High School Redesign	Yes	$20,616,498.00	19,376,039
1	**1.04**	Eliminate Elementary Combination Classes	Yes	$11,707,221.00	7,109,341
1	**1.05**	Instructional Supports and Instructional Coaches	Yes	$33,279,058.00	28,358,265
1	**1.06**	Additional Teachers Above Base Staffing	Yes	$29,369,048.00	33,789,464
1	**1.07**	Additional School Site Administration above Base	Yes	$10,495,406.00	10,131,708
1	**1.08**	African American Academic Acceleration	Yes	$6,085,633.00	5,202,664
1	**1.09**	Early Childhood Education Developmental and Educational Supports	No	$18,978,160.00	18,091,155
1	**1.10**	Additional Supports for Libraries	Yes	$1,276,250.00	1,261,833

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	BASE: Analysis, Measurement, and Accountability	No	$5,487,160.00	4,516,715
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	$5,888,004.00	5,818,869
1	1.13	Expand Alternative Education	Yes	$2,591,402.00	2,522,137
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	$5,741,452.00	5,777,715
1	1.15	All teachers are teachers of English learner (EL) students	Yes	$21,435,039.00	19,402,928
1	1.16	Base: After School Tutoring	No	$71,114,707.00	73,496,151
1	1.17	Base: Extended Summer Learning	No	$42,021,858.00	32,501,844
1	1.18	Expansion of Dual Language Immersion Programs	Yes	$2,953,064.00	2,993,822
1	1.19	BASE: Instruction	No	$445,017,530.00	452,842,764
1	1.20	BASE: Professional Learning	No	$47,787,374.00	43,732,101
1	1.21	BASE: Technology Access and Support	No	$23,415,485.00	22,690,718
1	1.22	BASE: Early Learning	No	$1,435,304.00	941,783
1	1.23	High Quality School Site Health Services	Yes	$17,746,792.00	19,770,739
1	1.24	Upgrading Access to Technology	Yes	$3,175,111.00	4,137,036

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.25**	Student Technology Access and Annual Refresh	Yes	$16,596,651.00	15,284,561
1	**1.26**	Regional Instructional Managers	Yes	$2,918,313.00	2,677,506
1	**1.27**	Early Interventions	Yes	$4,041,900.00	3,537,045
1	**1.28**	Supports for Foster Youth / Project Access - Differentiated Assistance	Yes	$2,226,103.00	2,240,836
1	**1.29**	Supports for Homeless Youth	Yes	$2,458,641.00	2,448,068
1	**1.30**	BASE: Special Education	No	$231,145,758.00	239,981,058
2	**2.01**	Linked Learning, ROP, and CTE Pathway Development	Yes	$29,815,623.00	22,768,448
2	**2.02**	CTE STEM PK-6 Kids Invent!	Yes	$1,372,047.00	1,327,373
2	**2.03**	Men's and Women's Alliance	Yes	$1,769,793.00	1,413,464
2	**2.04**	School Counselors & Resource Counseling Assistants	Yes	$19,858,006.00	19,457,135
3	**3.01**	Increase School Allocations for Athletics	Yes	$15,987,858.00	16,342,028
3	**3.02**	District-Funded Educational Enrichment Trips	Yes	$4,534,465.00	4,494,305
3	**3.03**	District Arts Collaborative Project	Yes	$66,389.00	62,633

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.04	Increased Funding for Music	Yes	$25,644,748.00	8,618,412
3	3.05	Student Peer Mentor Program	Yes	$680,990.00	653,367
3	3.06	Social Emotional Supports	Yes	$901,763.00	825,373
3	3.07	School Climate and Culture Expansion	Yes	$8,464,642.00	8,788,178
3	3.08	Restorative Practices / Relationship Centered Schools	Yes	$3,794,868.00	3,809,964
3	3.09	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	No	$18,421,155.00	17,281,223
3	3.10	Campus Climate and Culture Teachers	Yes	$1,340,985.00	1,306,172
3	3.11	Home School Liaisons	Yes	$5,914,761.00	5,801,398
3	3.12	Mental Health Supports	Yes	$11,287,536.00	11,441,486
3	3.13	Transportation Services	Yes	$2,508,439.00	2,396,128
3	3.14	Decrease Suspension Rate to Increase Attendance and Academic Success	No		
3	3.15	Campus Safety Assistants	Yes	$7,570,024.00	7,568,240
3	3.16	Diversity, Equity, and Inclusion	Yes	$3,066,410.00	2,430,513
4	4.01	BASE: Recruitment, Selection, and Retention of Human Capital	No	$13,838,430.00	13,866,050

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.01**	Parent Engagement Investments	Yes	$4,288,678.00	4,049,690
5	**5.02**	Expanded Student, Parent and Community Communication	Yes	$1,781,129.00	2,093,553
6	**6.01**	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	$25,065,636.00	23,493,699
6	**6.02**	BASE: Central Office Administration	No	$8,554,465.00	7,795,020
6	**6.03**	BASE: Business and Financial Services	No	$19,778,736.00	19,126,060
6	**6.04**	BASE: Operational Services	No	$204,053,902.00	225,546,301
6	**6.05**	BASE: Other Expenses	No	$27,764,095.00	29,531,734
6	**6.06**	One-time Recovery Resources	No	$64,224,385.00	82,124,099
6	**6.07**	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.	No	$7,773,031.00	6,747,335
7	**7.01**	Addams Elementary- SBAC ELA	No	$273,634.00	197,924
7	**7.02**	Fort Miller - SBAC ELA	No	$152,558.00	95,889

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	**7.03**	Fresno High - SBAC ELA	No	$921,460.00	306,265
7	**7.04**	Lawless - SBAC ELA	No	$265,243.00	46,434
7	**7.05**	Lowell - SBAC ELA	No	$80,225.00	22,285
7	**7.06**	Muir - SBAC ELA	No	$65,175.00	15,380
7	**7.07**	Turner - SBAC ELA	No	$369,133.00	208,644
7	**7.08**	Wolters - SBAC ELA	No	$128,000.00	32,495
8	**8.01**	Addams - SBAC Math	No	$113,247.00	66,408
8	**8.02**	Fort Miller - SBAC Math	No	$90,448.00	36,626
8	**8.03**	Fresno High - SBAC Math	No	$832,451.00	307,739
8	**8.04**	Lowell - SBAC Math	No	$80,225.00	19,565

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	**8.05**	Muir - SBAC Math	No	$85,176.00	50,712
8	**8.06**	Turner - SBAC Math	No	$181,667.00	2,176
9	**9.01**	Cambridge - ELPI	No	$235,000.00	35,216
9	**9.02**	Turner - ELPI	No	$65,000.00	3,057
10	**10.01**	Lawless - Chronic Absenteeism	No	$213,696.00	109,657
10	**10.02**	Muir - Chronic Absenteeism	No	$119,949.00	35,887
10	**10.03**	Phoenix Secondary - Chronic Absenteeism	No	$131,993.00	65,241
11	**11.01**	Cambridge - Graduation Rate/Career and College Readiness	No	$623,930.00	311,624
11	**11.02**	Dewolf - Graduation Rate/Career and College Readiness	No	$302,099.00	61,661
11	**11.03**	Fresno High - Graduation Rate/Career and College Readiness	No	$139,522.00	23,422

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
11	**11.04**	J E Young Academic Center - Graduation Rate/Career and College Readiness	No	$2,446,267.00	391,083
12	**12.01**	Addams - Suspension	No	$603,625.00	410,464
12	**12.02**	Fort Miller - Suspension	No	$573,820.00	476,312
12	**12.03**	Fresno High - Suspension	No	$586,517.00	203,422
12	**12.04**	Fulton - Suspension	No	$50,000.00	28,933
12	**12.05**	Lawless - Suspension	No	$317,887.00	87,743
12	**12.06**	Lowell - Suspension	No	$264,805.00	168,168
12	**12.07**	Muir - Suspension	No	$360,214.00	242,454
12	**12.08**	Phoenix Elem Comm Day - Suspension	No	$74,735.00	3,600

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
12	**12.09**	Phoenix Secondary - Suspension	No	$50,109.00	28,170
12	**12.10**	Turner - Suspension	No	$112,606.00	64,330
12	**12.11**	Wolters - Suspension	No	$404,621.00	48,889

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
277,779,165	$330,557,299.00	$304,308,542.00	$26,248,757.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.01	Designated School Investment	Yes	$27,542,708.00	27,375,788		
1	1.02	Additional Teacher Supply Funds	Yes	$2,048,497.00	2,140,964		
1	1.03	Middle & High School Redesign	Yes	$20,616,498.00	19,376,039		
1	1.04	Eliminate Elementary Combination Classes	Yes	$11,707,221.00	7,109,341		
1	1.05	Instructional Supports and Instructional Coaches	Yes	$19,182,248.00	11,670,812		
1	1.06	Additional Teachers Above Base Staffing	Yes	$29,369,048.00	33,789,464		
1	1.07	Additional School Site Administration above Base	Yes	$6,627,354.00	6,398,237		
1	1.08	African American Academic Acceleration	Yes	$6,075,633.00	5,179,215		
1	1.10	Additional Supports for Libraries	Yes	$1,276,250.00	1,261,833		
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	$5,888,004.00	5,818,869		
1	1.13	Expand Alternative Education	Yes	$2,591,402.00	2,522,137		
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	$5,741,452.00	5,777,715		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	All teachers are teachers of English learner (EL) students	Yes	$15,335,268.00	14,408,470		
1	1.18	Expansion of Dual Language Immersion Programs	Yes	$2,953,064.00	2,993,822		
1	1.23	High Quality School Site Health Services	Yes	$11,872,467.00	11,770,904		
1	1.24	Upgrading Access to Technology	Yes	$3,175,111.00	4,137,036		
1	1.25	Student Technology Access and Annual Refresh	Yes	$16,596,651.00	15,284,561		
1	1.26	Regional Instructional Managers	Yes	$2,918,313.00	2,677,506		
1	1.27	Early Interventions	Yes	$4,041,900.00	3,537,045		
1	1.28	Supports for Foster Youth / Project Access - Differentiated Assistance	Yes	$46,000.00	41,254		
1	1.29	Supports for Homeless Youth	Yes	$2,350,922.00	2,318,725		
2	2.01	Linked Learning, ROP, and CTE Pathway Development	Yes	$13,092,962.00	13,027,077		
2	2.02	CTE STEM PK-6 Kids Invent!	Yes	$1,372,047.00	1,327,373		
2	2.03	Men's and Women's Alliance	Yes	$1,314,866.00	1,247,373		
2	2.04	School Counselors & Resource Counseling Assistants	Yes	$19,608,006.00	17,813,054		
3	3.01	Increase School Allocations for Athletics	Yes	$15,778,522.00	16,342,028		
3	3.02	District-Funded Educational Enrichment Trips	Yes	$4,534,465.00	4,494,305		
3	3.03	District Arts Collaborative Project	Yes	$66,389.00	62,633		
3	3.04	Increased Funding for Music	Yes	$12,753,843.00	1,752,842		
3	3.05	Student Peer Mentor Program	Yes	$680,990.00	653,367		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.06	Social Emotional Supports	Yes	$901,763.00	825,373		
3	3.07	School Climate and Culture Expansion	Yes	$8,464,642.00	8,788,178		
3	3.08	Restorative Practices / Relationship Centered Schools	Yes	$360,223.00	325,700		
3	3.10	Campus Climate and Culture Teachers	Yes	$1,340,985.00	1,306,172		
3	3.11	Home School Liaisons	Yes	$5,914,761.00	5,801,398		
3	3.12	Mental Health Supports	Yes	$8,820,437.00	8,980,509		
3	3.13	Transportation Services	Yes	$808,439.00	905,786		
3	3.15	Campus Safety Assistants	Yes	$7,570,024.00	7,568,240		
3	3.16	Diversity, Equity, and Inclusion	Yes	$3,066,410.00	2,430,513		
5	5.01	Parent Engagement Investments	Yes	$2,034,550.00	1,966,113		
5	5.02	Expanded Student, Parent and Community Communication	Yes	$1,781,129.00	2,093,553		
6	6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	$22,335,835.00	21,007,218		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
711,201,631	277,779,165	0	39.058%	$304,308,542.00	0.000%	42.788%	$0.00	0.000%

Equity Multiplier
2024 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2024 CA School Dashboard Data	3-Year Desired Outcome	Value Type
Addams Elementary	Chronic Absenteeism	AA	Black/African American	48.4	39.4	Pct.
Addams Elementary	ELA	SWD	Students with Disabilities	-171.7	-126.7	Pts.
Addams Elementary	Suspension	AA	Black/African American	9.8	3.8	Pct.
Addams Elementary	Suspension	WH	White	7.9	1.9	Pct.
Columbia Elementary	Chronic Absenteeism	ALL	All Students	35.4	26.4	Pct.
Columbia Elementary	Chronic Absenteeism	HI	Hispanic	34.9	25.9	Pct.
Columbia Elementary	Chronic Absenteeism	LI	Low-Income	35.2	26.2	Pct.
Columbia Elementary	Chronic Absenteeism	SWD	Students with Disabilities	42.3	33.3	Pct.
Columbia Elementary	ELA	ALL	All Students	-83.8	-38.8	Pts.
Columbia Elementary	ELA	HI	Hispanic	-77.5	-32.5	Pts.
Columbia Elementary	ELA	LI	Low-Income	-84	-39	Pts.
Columbia Elementary	Math	EL	English Learner	-100.5	-55.5	Pts.
Columbia Elementary	Suspension	AA	Black/African American	13.6	7.6	Pct.
Columbia Elementary	Suspension	SWD	Students with Disabilities	7.3	1.3	Pct.
Dewolf High	College/Career	ALL	All Students	3.9	30.9	Pct.
Dewolf High	College/Career	HI	Hispanic	4.2	31.2	Pct.
Dewolf High	College/Career	LI	Low-Income	4	31	Pct.
Dewolf High	Grad Rate	ALL	All Students	66.9	81.9	Pct.
Dewolf High	Grad Rate	HI	Hispanic	66	81	Pct.
Dewolf High	Grad Rate	LI	Low-Income	67.4	82.4	Pct.
Dewolf High	Suspension	AA	Black/African American	25.8	19.8	Pct.
Dewolf High	Suspension	ALL	All Students	7.3	1.3	Pct.
Dewolf High	Suspension	LI	Low-Income	7.9	1.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	ALL	All Students	1.9	28.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	AS	Asian	0	27	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	EL	English Learner	1.1	28.1	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	HI	Hispanic	2.4	29.4	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	LI	Low-Income	1.9	28.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	LTEL	Long-Term English Learner	1.1	28.1	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	SWD	Students with Disabilities	0	27	Pct.
Farber School of Credit Attainment (Cambridge)	ELA	ALL	All Students	-262.2	-217.2	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	EL	English Learner	-271.6	-226.6	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	HI	Hispanic	-260.2	-215.2	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	LI	Low-Income	-261.7	-216.7	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	LTEL	Long-Term English Learner	-269.3	-224.3	Pts.
Farber School of Credit Attainment (Cambridge)	Grad Rate	ALL	All Students	49.3	64.3	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	EL	English Learner	45.3	60.3	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	HI	Hispanic	50.5	65.5	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	LI	Low-Income	49.6	64.6	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	LTEL	Long-Term English Learner	42.7	57.7	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	SWD	Students with Disabilities	59.6	74.6	Pct.
Farber School of Credit Attainment (Cambridge)	Math	ALL	All Students	-297.4	-252.4	Pts.
Farber School of Credit Attainment (Cambridge)	Math	EL	English Learner	-315.3	-270.3	Pts.
Farber School of Credit Attainment (Cambridge)	Math	HI	Hispanic	-292.2	-247.2	Pts.
Farber School of Credit Attainment (Cambridge)	Math	LI	Low-Income	-297.8	-252.8	Pts.

Equity Multiplier
2024 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2024 CA School Dashboard Data	3-Year Desired Outcome	Value Type
Farber School of Credit Attainment (Cambridge)	Math	LTEL	Long-Term English Learner	-321.8	-276.8	Pts.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	AA	Black/African American	27	18	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	ALL	All Students	26.1	17.1	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	EL	English Learner	23.1	14.1	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	HI	Hispanic	28.9	19.9	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	LI	Low-Income	26.6	17.6	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	LTEL	Long-Term English Learner	23.8	14.8	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	WH	White	25.4	16.4	Pct.
Farber School of Independent Studies (J.E. Young)	ELA	ALL	All Students	-72.3	-27.3	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	EL	English Learner	-101.5	-56.5	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	HI	Hispanic	-91.8	-46.8	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	LI	Low-Income	-74.4	-29.4	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	LTEL	Long-Term English Learner	-129.7	-84.7	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	SWD	Students with Disabilities	-157.1	-112.1	Pts.
Farber School of Independent Studies (J.E. Young)	ELPI	EL	English Learner	40.5	70.5	Pct.
Farber School of Independent Studies (J.E. Young)	ELPI	LTEL	Long-Term English Learner	36.5	66.5	Pct.
Farber School of Independent Studies (J.E. Young)	Math	ALL	All Students	-125.5	-80.5	Pts.
Farber School of Independent Studies (J.E. Young)	Math	EL	English Learner	-160	-115	Pts.
Farber School of Independent Studies (J.E. Young)	Math	HI	Hispanic	-143.1	-98.1	Pts.
Farber School of Independent Studies (J.E. Young)	Math	LI	Low-Income	-126.3	-81.3	Pts.
Farber School of Independent Studies (J.E. Young)	Math	LTEL	Long-Term English Learner	-196.1	-151.1	Pts.
Farber School of Independent Studies (J.E. Young)	Math	SWD	Students with Disabilities	-190.3	-145.3	Pts.
Farber School of Independent Studies (J.E. Young)	Math	WH	White	-109.8	-64.8	Pts.
Fort Miller Middle	Chronic Absenteeism	AA	Black/African American	52.7	43.7	Pct.
Fort Miller Middle	Chronic Absenteeism	SWD	Students with Disabilities	44.8	35.8	Pct.
Fort Miller Middle	ELA	AA	Black/African American	-136.8	-91.8	Pts.
Fort Miller Middle	ELA	EL	English Learner	-142.1	-97.1	Pts.
Fort Miller Middle	ELA	LTEL	Long-Term English Learner	-162.1	-117.1	Pts.
Fort Miller Middle	ELPI	EL	English Learner	19.3	49.3	Pct.
Fort Miller Middle	ELPI	LTEL	Long-Term English Learner	20.0	50.00	Pct.
Fort Miller Middle	Math	EL	English Learner	-181.9	-136.9	Pts.
Fort Miller Middle	Math	LTEL	Long-Term English Learner	-207.9	-162.9	Pts.
Fort Miller Middle	Suspension	AA	Black/African American	38.5	32.5	Pct.
Fulton School	Suspension	ALL	All Students	32	26	Pct.
Lincoln Elementary	Chronic Absenteeism	AA	Black/African American	43.1	34.1	Pct.
Lincoln Elementary	Chronic Absenteeism	ALL	All Students	27.2	18.2	Pct.
Lincoln Elementary	Chronic Absenteeism	LI	Low-Income	27.4	18.4	Pct.
Lincoln Elementary	Chronic Absenteeism	SWD	Students with Disabilities	35.2	26.2	Pct.
Lincoln Elementary	ELA	SWD	Students with Disabilities	-161.3	-116.3	Pts.
Lincoln Elementary	Math	SWD	Students with Disabilities	-177.2	-132.2	Pts.
Lincoln Elementary	Suspension	HL	Homeless Youth	6.7	0.7	Pct.
Lowell Elementary	ELPI	EL	English Learner	38.3	68.3	Pct.
Phoenix Elementary	Chronic Absenteeism	ALL	All Students	25	16	Pct.
Phoenix Elementary	Chronic Absenteeism	HI	Hispanic	25.7	16.7	Pct.
Phoenix Elementary	Chronic Absenteeism	LI	Low-Income	25.9	16.9	Pct.

Equity Multiplier
2024 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2024 CA School Dashboard Data	3-Year Desired Outcome	Value Type
Phoenix Elementary	Suspension	ALL	All Students	25.4	19.4	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	21.6	15.6	Pct.
Phoenix Elementary	Suspension	LI	Low-Income	24.6	18.6	Pct.
Phoenix Secondary	Chronic Absenteeism	LI	Low-Income	78.8	69.8	Pct.
Vinland Elementary	Chronic Absenteeism	EL	English Learner	34.4	25.4	Pct.
Vinland Elementary	ELA	ALL	All Students	-70.6	-25.6	Pts.
Vinland Elementary	ELA	EL	English Learner	-87.2	-42.2	Pts.
Vinland Elementary	ELA	LI	Low-Income	-72.7	-27.7	Pts.
Vinland Elementary	ELPI	EL	English Learner	40	70	Pct.
Vinland Elementary	Suspension	ALL	All Students	7	1	Pct.
Vinland Elementary	Suspension	HI	Hispanic	5.7	-0.3	Pct.
Vinland Elementary	Suspension	LI	Low-Income	7.4	1.4	Pct.
Vinland Elementary	Suspension	MR	Multiple Races/Two or More	10.9	4.9	Pct.
Vinland Elementary	Suspension	SWD	Students with Disabilities	14.3	8.3	Pct.
Vinland Elementary	Suspension	WH	White	10.2	4.2	Pct.
Williams Elementary	Chronic Absenteeism	MR	Multiple Races/Two or More	60.6	51.6	Pct.
Williams Elementary	Chronic Absenteeism	WH	White	57.8	48.8	Pct.
Williams Elementary	ELA	HI	Hispanic	-84.6	-39.6	Pts.
Williams Elementary	ELA	SWD	Students with Disabilities	-154.5	-109.5	Pts.
Williams Elementary	Suspension	ALL	All Students	8.9	2.9	Pct.
Williams Elementary	Suspension	HI	Hispanic	8.6	2.6	Pct.
Williams Elementary	Suspension	LI	Low-Income	8.8	2.8	Pct.
Williams Elementary	Suspension	SWD	Students with Disabilities	20.2	14.2	Pct.
Williams Elementary	Suspension	WH	White	12.8	6.8	Pct.
Wolters Elementary	Chronic Absenteeism	AS	Asian	23.1	14.1	Pct.
Wolters Elementary	Suspension	WH	White	9.4	3.4	Pct.

2023 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data	2024 CA School Dashboard Status	3-Year Desired Outcome	Value Type
Addams Elementary	ELA	EL	English Learner	-103.5	-93.9	Orange	-58.5	Pts.
Addams Elementary	Math	EL	English Learner	-102.9	-93.7	Yellow	-57.9	Pts.
Addams Elementary	Math	SWD	Students with Disabilities	-178.7	-172.3	Orange	-133.7	Pts.
Addams Elementary	Suspension	AA	Black/African American	9.3	9.8	Red	3.3	Pct.
Addams Elementary	Suspension	ALL	All Students	6.4	4	Yellow	0.4	Pct.
Addams Elementary	Suspension	HI	Hispanic	6.1	2.9	Green	0.1	Pct.
Addams Elementary	Suspension	HOM	Homeless Youth	12.1	3.9	Yellow	6.1	Pct.
Addams Elementary	Suspension	LI	Low-Income	6.6	4.0	Yellow	0.6	Pct.
Addams Elementary	Suspension	SWD	Students with Disabilities	12.9	8.1	Orange	6.9	Pct.
Ahwahnee Middle	Chronic Absenteeism	AA	Black/African American	49.2	45.1	Orange	40.2	Pct.
Ahwahnee Middle	Chronic Absenteeism	AS	Asian	31.8	17.6	Yellow	22.8	Pct.
Ahwahnee Middle	Chronic Absenteeism	EL	English Learner	36.9	23.4	Orange	27.9	Pct.
Ahwahnee Middle	ELA	AA	Black/African American	-85.9	-79.9	Orange	-40.9	Pts.
Ahwahnee Middle	ELA	EL	English Learner	-112.9	-93.9	Orange	-67.9	Pts.
Ahwahnee Middle	ELA	HI	Hispanic	-70.1	-79.9	Orange	-25.1	Pts.
Ahwahnee Middle	ELA	LI	Low-Income	-72	-60	Yellow	-27	Pts.
Ahwahnee Middle	ELPI	EL	English Learner	39.2	38.1	Orange	69.2	Pct.
Ahwahnee Middle	Math	AA	Black/African American	-143.5	-139.9	Orange	-98.5	Pts.
Ahwahnee Middle	Math	ALL	All Students	-110.4	-103	Orange	-65.4	Pts.
Ahwahnee Middle	Math	EL	English Learner	-142.1	-129.3	Orange	-97.1	Pts.
Ahwahnee Middle	Math	HI	Hispanic	-116.9	-106.2	Orange	-71.9	Pts.
Ahwahnee Middle	Math	LI	Low-Income	-119	-110.3	Orange	-74	Pts.
Ahwahnee Middle	Suspension	AA	Black/African American	21.9	32.9	Red	15.9	Pct.
Ahwahnee Middle	Suspension	ALL	All Students	14.2	15.2	Red	8.2	Pct.
Ahwahnee Middle	Suspension	EL	English Learner	15.3	15.4	Red	9.3	Pct.
Ahwahnee Middle	Suspension	HI	Hispanic	14.6	12.7	Orange	8.6	Pct.
Ahwahnee Middle	Suspension	LI	Low-Income	15	16.2	Red	9	Pct.
Ahwahnee Middle	Suspension	SWD	Students with Disabilities	17	22.3	Red	11	Pct.
Anthony Elementary	ELA	EL	English Learner	-90.2	-36.4	Yellow	-45.2	Pts.
Anthony Elementary	Math	EL	English Learner	-99.7	-47.7	Orange	-54.7	Pts.
Ayer Elementary	Suspension	AA	Black/African American	15.4	11.3	Orange	9.4	Pct.
Ayer Elementary	Suspension	LI	Low-Income	6.2	6.7	Red	0.2	Pct.
Aynesworth Elementary	ELA	ALL	All Students	-76.1	-89.2	Red	-31.1	Pts.
Aynesworth Elementary	ELA	EL	English Learner	-92.3	-104.3	Red	-47.3	Pts.
Aynesworth Elementary	ELA	HI	Hispanic	-82.1	-92.1	Red	-37.1	Pts.
Aynesworth Elementary	ELA	LI	Low-Income	-78.7	-88.9	Red	-33.7	Pts.
Aynesworth Elementary	Math	EL	English Learner	-103.3	-102.5	Red	-58.3	Pts.
Baird Middle	Chronic Absenteeism	SWD	Students with Disabilities	20.9	14.7	Yellow	11.9	Pct.
Baird Middle	Suspension	AA	Black/African American	12.5	14.8	None; N-size < 30	6.5	Pct.
Baird Middle	Suspension	LI	Low-Income	8.1	4.3	Green	2.1	Pct.
Bakman Elementary	ELA	EL	English Learner	-71.6	-61.2	Yellow	-26.6	Pts.
Bakman Elementary	ELA	SWD	Students with Disabilities	-122	-107.9	Orange	-77	Pts.
Bakman Elementary	Math	SWD	Students with Disabilities	-115.3	-101.9	Orange	-70.3	Pts.
Bakman Elementary	Suspension	AA	Black/African American	8.7	2	Green	2.7	Pct.

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Bakman Elementary	Suspension	AS	Asian	3.6	2.6	Green	-2.4	Pct.
Bakman Elementary	Suspension	SWD	Students with Disabilities	8.2	2.3	Green	2.2	Pct.
Balderas Elementary	ELA	EL	English Learner	-83.3	-75.1	Orange	-38.3	Pts.
Birney Elementary	Math	SWD	Students with Disabilities	-170.9	-142.9	Orange	-125.9	Pts.
Birney Elementary	Suspension	AA	Black/African American	10.8	2.1	Green	4.8	Pct.
Birney Elementary	Suspension	SWD	Students with Disabilities	7.2	5.5	Yellow	1.2	Pct.
Bullard High	College/Career	EL	English Learner	9.1	20.9	Yellow	36.1	Pct.
Bullard High	Math	AA	Black/African American	-151.3	-187.3	Red	-106.3	Pts.
Bullard High	Suspension	AA	Black/African American	20.2	20.2	Red	14.2	Pct.
Bullard High	Suspension	ALL	All Students	11.6	10.7	Orange	5.6	Pct.
Bullard High	Suspension	EL	English Learner	11.3	17.8	Red	5.3	Pct.
Bullard High	Suspension	FOS	Foster Youth	43.5	40	Orange	37.5	Pct.
Bullard High	Suspension	HI	Hispanic	13	11.5	Orange	7	Pct.
Bullard High	Suspension	LI	Low-Income	14.9	13.6	Orange	8.9	Pct.
Bullard High	Suspension	SWD	Students with Disabilities	19.1	15.5	Yellow	13.1	Pct.
Bullard High	Suspension	WH	White	6.7	6.1	Yellow	0.7	Pct.
Bullard Talent K-8	ELA	SWD	Students with Disabilities	-99.2	-116.9	Red	-54.2	Pts.
Bullard Talent K-8	Suspension	AA	Black/African American	12.5	8.9	Orange	6.5	Pct.
Burroughs Elementary	ELA	EL	English Learner	-77.9	-74.8	Orange	-32.9	Pts.
Burroughs Elementary	ELA	SWD	Students with Disabilities	-162.8	-159.2	Orange	-117.8	Pts.
Calwa Elementary	ELA	ALL	All Students	-86.9	-81.6	Orange	-41.9	Pts.
Calwa Elementary	ELA	EL	English Learner	-103.1	-86.8	Orange	-58.1	Pts.
Calwa Elementary	ELA	HI	Hispanic	-89.9	-84.2	Orange	-44.9	Pts.
Calwa Elementary	ELA	LI	Low-Income	-86.5	-82	Orange	-41.5	Pts.
Calwa Elementary	ELA	SWD	Students with Disabilities	-173	-164.6	Orange	-128	Pts.
Cambridge High	College/Career	ALL	All Students	3.3	1.9	Red	30.3	Pct.
Cambridge High	College/Career	EL	English Learner	1	1.1	Red	28	Pct.
Cambridge High	College/Career	HI	Hispanic	3.8	2.4	Red	30.8	Pct.
Cambridge High	College/Career	LI	Low-Income	3.3	1.9	Red	30.3	Pct.
Cambridge High	College/Career	SWD	Students with Disabilities	0	0	Red	27	Pct.
Cambridge High	ELPI	EL	English Learner	22.6	26.1	Orange	52.6	Pct.
Cambridge High	Graduation Rate	ALL	All Students	44.9	49.3	Red	59.9	Pct.
Cambridge High	Graduation Rate	EL	English Learner	50.9	45.3	Red	65.9	Pct.
Cambridge High	Graduation Rate	HI	Hispanic	45	50.5	Red	60	Pct.
Cambridge High	Graduation Rate	LI	Low-Income	45.2	49.6	Red	60.2	Pct.
Cambridge High	Suspension	SWD	Students with Disabilities	10.6	3.5	Yellow	4.6	Pct.
Centennial Elementary	ELA	EL	English Learner	-70.6	-84.7	Red	-25.6	Pts.
Centennial Elementary	Suspension	AA	Black/African American	18.4	14.6	Orange	12.4	Pct.
Centennial Elementary	Suspension	ALL	All Students	5.5	5.8	Orange	-0.5	Pct.
Centennial Elementary	Suspension	MR	Multiple Races/Two or More	8.6	9.7	Red	2.6	Pct.
Centennial Elementary	Suspension	SWD	Students with Disabilities	14.9	13.9	Orange	8.9	Pct.
Centennial Elementary	Suspension	WH	White	11.3	8.9	Orange	5.3	Pct.
Columbia Elementary	ELA	ALL	All Students	-84.7	-83.8	Red	-39.7	Pts.
Columbia Elementary	ELA	EL	English Learner	-95	-91.7	Orange	-50	Pts.

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Columbia Elementary	ELA	HI	Hispanic	-78.4	-77.5	Red	-33.4	Pts.
Columbia Elementary	ELA	LI	Low-Income	-86.3	-84	Red	-41.3	Pts.
Columbia Elementary	ELPI	EL	English Learner	35.5	44.8	Yellow	65.5	Pct.
Columbia Elementary	Suspension	AA	Black/African American	10	13.6	Red	4	Pct.
Columbia Elementary	Suspension	ALL	All Students	7	5	Yellow	1	Pct.
Columbia Elementary	Suspension	EL	English Learner	5.8	2.8	Green	-0.2	Pct.
Columbia Elementary	Suspension	HI	Hispanic	7	3.8	Yellow	1	Pct.
Columbia Elementary	Suspension	LI	Low-Income	7.1	5.1	Yellow	1.1	Pct.
Computech Middle	Suspension	AA	Black/African American	22.2	4.5	Green	16.2	Pct.
Cooper Middle	Chronic Absenteeism	WH	White	34.1	34.2	Red	25.1	Pct.
Cooper Middle	ELA	EL	English Learner	-85.1	-96.3	Red	-40.1	Pts.
Cooper Middle	Math	EL	English Learner	-132.9	-145.8	Red	-87.9	Pts.
Cooper Middle	Suspension	AA	Black/African American	22	19.6	Orange	16	Pct.
Del Mar Elementary	ELA	EL	English Learner	-80.8	-56.7	Yellow	-35.8	Pts.
Del Mar Elementary	ELA	HI	Hispanic	-70.2	-54.5	Yellow	-25.2	Pts.
Del Mar Elementary	ELA	LI	Low-Income	-70.6	-60	Yellow	-25.6	Pts.
Del Mar Elementary	ELA	SWD	Students with Disabilities	-131.6	-129.6	Red	-86.6	Pts.
Del Mar Elementary	Math	SWD	Students with Disabilities	-170.8	-145.2	Orange	-125.8	Pts.
Dewolf High	Graduation Rate	ALL	All Students	60.8	66.9	Red	75.8	Pct.
Dewolf High	Graduation Rate	HI	Hispanic	65.9	66	Red	80.9	Pct.
Dewolf High	Graduation Rate	LI	Low-Income	60.2	67.4	Red	75.2	Pct.
Duncan Polytech High	ELA	EL	English Learner	-92.4	-81.7	Orange	-47.4	Pts.
Duncan Polytech High	Math	ALL	All Students	-116	-97.9	Yellow	-71	Pts.
Duncan Polytech High	Math	EL	English Learner	-187.4	-171.2	Orange	-142.4	Pts.
Duncan Polytech High	Math	HI	Hispanic	-125	-104.6	Yellow	-80	Pts.
Duncan Polytech High	Suspension	AA	Black/African American	18.9	8.8	Yellow	12.9	Pct.
Duncan Polytech High	Suspension	SWD	Students with Disabilities	12.3	11.8	Orange	6.3	Pct.
Easterby Elementary	ELA	EL	English Learner	-74.2	-56.3	Yellow	-29.2	Pts.
Easterby Elementary	ELA	SWD	Students with Disabilities	-131.3	-115.5	Orange	-86.3	Pts.
Easterby Elementary	Suspension	MR	Multiple Races/Two or More	12.5	4.3	None; N-size < 30	6.5	Pct.
Easterby Elementary	Suspension	SWD	Students with Disabilities	9.2	15.1	Red	3.2	Pct.
Eaton Elementary	ELA	SWD	Students with Disabilities	-98.3	-87.2	Orange	-53.3	Pts.
Edison High	College/Career	SWD	Students with Disabilities	8	12.5	Yellow	35	Pct.
Edison High	ELA	AA	Black/African American	-63.3	-61.4	Red	-18.3	Pts.
Edison High	ELA	EL	English Learner	-133.3	-97.1	Orange	-88.3	Pts.
Edison High	ELA	SWD	Students with Disabilities	-147.2	-154.7	Red	-102.2	Pts.
Edison High	Math	AA	Black/African American	-153	-135.9	Orange	-108	Pts.
Edison High	Math	EL	English Learner	-200.1	-164.5	Orange	-155.1	Pts.
Edison High	Suspension	AA	Black/African American	19.7	17.6	Yellow	13.7	Pct.
Edison High	Suspension	EL	English Learner	11.4	9.5	Yellow	5.4	Pct.
Edison High	Suspension	LI	Low-Income	9.2	7.6	Yellow	3.2	Pct.
Edison High	Suspension	SWD	Students with Disabilities	20.4	16.2	Yellow	14.4	Pct.
Ericson Elementary	Suspension	AA	Black/African American	15	11.1	Orange	9	Pct.
Ericson Elementary	Suspension	ALL	All Students	5.5	2.9	Green	-0.5	Pct.

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Ericson Elementary	Suspension	EL	English Learner	5.3	1.6	Green	-0.7	Pct.
Ericson Elementary	Suspension	HI	Hispanic	5.9	2.1	Green	-0.1	Pct.
Ericson Elementary	Suspension	LI	Low-Income	5.5	2.9	Green	-0.5	Pct.
Ericson Elementary	Suspension	SWD	Students with Disabilities	10.9	4.2	Yellow	4.9	Pct.
Figarden Elementary	ELA	AA	Black/African American	-109.9	87.3	None; N-size < 30	-64.9	Pts.
Figarden Elementary	ELA	SWD	Students with Disabilities	-141.9	-112.9	Orange	-96.9	Pts.
Figarden Elementary	Math	AA	Black/African American	-96.2	91.9	None; N-size < 30	-51.2	Pts.
Figarden Elementary	Math	SWD	Students with Disabilities	-162.9	-119.2	Orange	-117.9	Pts.
Figarden Elementary	Suspension	AA	Black/African American	13.8	11.9	Orange	7.8	Pct.
Figarden Elementary	Suspension	MR	Multiple Races/Two or More	13.6	4.8	Yellow	7.6	Pct.
Figarden Elementary	Suspension	SWD	Students with Disabilities	7.7	6.9	Orange	1.7	Pct.
Fort Miller Middle	ELA	AA	Black/African American	-134.9	-136.8	Red	-89.9	Pts.
Fort Miller Middle	ELA	ALL	All Students	-111.9	-101.8	Orange	-66.9	Pts.
Fort Miller Middle	ELA	AS	Asian	-86.5	-68.7	Yellow	-41.5	Pts.
Fort Miller Middle	ELA	EL	English Learner	-123.4	-142.1	Red	-78.4	Pts.
Fort Miller Middle	ELA	HI	Hispanic	-108.3	-99.1	Orange	-63.3	Pts.
Fort Miller Middle	ELA	LI	Low-Income	-112.7	-102.7	Orange	-67.7	Pts.
Fort Miller Middle	Math	AA	Black/African American	-199	-180.7	Orange	-154	Pts.
Fort Miller Middle	Math	ALL	All Students	-165.5	-142.1	Orange	-120.5	Pts.
Fort Miller Middle	Math	AS	Asian	-136.1	-116.9	Orange	-91.1	Pts.
Fort Miller Middle	Math	HI	Hispanic	-161.6	-141.2	Orange	-116.6	Pts.
Fort Miller Middle	Math	LI	Low-Income	-167.1	-143.2	Orange	-122.1	Pts.
Fort Miller Middle	Math	SWD	Students with Disabilities	-224	-210.3	Orange	-179	Pts.
Fort Miller Middle	Suspension	AA	Black/African American	36.5	38.5	Red	30.5	Pct.
Fort Miller Middle	Suspension	ALL	All Students	23.8	18.1	Yellow	17.8	Pct.
Fort Miller Middle	Suspension	AS	Asian	16.2	2.7	Green	10.2	Pct.
Fort Miller Middle	Suspension	HI	Hispanic	22.5	16.6	Yellow	16.5	Pct.
Fort Miller Middle	Suspension	LI	Low-Income	24	18.2	Yellow	18	Pct.
Fort Miller Middle	Suspension	SWD	Students with Disabilities	25.4	24.6	Orange	19.4	Pct.
Fremont Elementary	ELA	ALL	All Students	-76.8	-78.9	Red	-31.8	Pts.
Fremont Elementary	ELA	EL	English Learner	-80.5	-85.4	Red	-35.5	Pts.
Fremont Elementary	ELA	HI	Hispanic	-80.5	-80.9	Red	-35.5	Pts.
Fremont Elementary	ELA	LI	Low-Income	-77.3	-80	Red	-32.3	Pts.
Fremont Elementary	ELPI	EL	English Learner	41.8	48.5	Green	71.8	Pct.
Fremont Elementary	Suspension	AA	Black/African American	8.3	18.5	None; N-size < 30	2.3	Pct.
Fremont Elementary	Suspension	ALL	All Students	4.2	6.2	Red	-1.8	Pct.
Fremont Elementary	Suspension	HI	Hispanic	4.1	5.8	Orange	-1.9	Pct.
Fremont Elementary	Suspension	LI	Low-Income	4.2	6.3	Red	-1.8	Pct.
Fresno High	College/Career	SWD	Students with Disabilities	0	7.1	Orange	27	Pct.
Fresno High	ELA	EL	English Learner	-176	-115.4	Orange	-131	Pts.
Fresno High	ELA	SWD	Students with Disabilities	-218.6	-158.4	Orange	-173.6	Pts.
Fresno High	ELA	WH	White	-95.2	2.8	Green	-50.2	Pts.
Fresno High	Graduation Rate	SWD	Students with Disabilities	63.3	51.4	Red	78.3	Pct.
Fresno High	Math	EL	English Learner	-226.8	-167.8	Orange	-181.8	Pts.

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Fresno High	Math	SWD	Students with Disabilities	-286.6	-206.4	Orange	-241.6	Pts.
Fresno High	Suspension	AA	Black/African American	35.2	33.5	Orange	29.2	Pct.
Fresno High	Suspension	ALL	All Students	15	13.6	Orange	9	Pct.
Fresno High	Suspension	EL	English Learner	12.8	12.2	Orange	6.8	Pct.
Fresno High	Suspension	HI	Hispanic	13.5	11.6	Orange	7.5	Pct.
Fresno High	Suspension	LI	Low-Income	15.5	14.3	Orange	9.5	Pct.
Fresno High	Suspension	MR	Multiple Races/Two or More	17.3	18.5	Red	11.3	Pct.
Fresno High	Suspension	SWD	Students with Disabilities	19.8	19.6	Red	13.8	Pct.
Fresno Unified	College/Career	SWD	Students with Disabilities	8.5	11.3	Yellow	35.5	Pct.
Fresno Unified	ELA	AA	Black/African American	-83.6	-83.9	Red	-38.6	Pts.
Fresno Unified	ELA	EL	English Learner	-86.6	-82.1	Orange	-41.6	Pts.
Fresno Unified	ELA	FOS	Foster Youth	-93	-89.3	Orange	-48	Pts.
Fresno Unified	ELA	HOM	Homeless Youth	-126.3	-107.1	Orange	-81.3	Pts.
Fresno Unified	Graduation Rate	FOS	Foster Youth	61.2	70.9	Red	76.2	Pct.
Fresno Unified	Graduation Rate	SWD	Students with Disabilities	67.3	67.9	Red	82.3	Pct.
Fresno Unified	Math	EL	English Learner	-105.6	-99.8	Orange	-60.6	Pts.
Fresno Unified	Math	HOM	Homeless Youth	-158.2	-137.7	Orange	-113.2	Pts.
Fresno Unified	Suspension	AA	Black/African American	16.4	15.9	Orange	10.4	Pct.
Fresno Unified	Suspension	AI	American Indian or Alaska Native	9.5	9.3	Red	3.5	Pct.
Fresno Unified	Suspension	FOS	Foster Youth	21.5	22.1	Red	15.5	Pct.
Fresno Unified	Suspension	HOM	Homeless Youth	15.8	14.7	Orange	9.8	Pct.
Fresno Unified	Suspension	MR	Multiple Races/Two or More	8.9	8.3	Orange	2.9	Pct.
Fresno Unified	Suspension	SWD	Students with Disabilities	10.6	9.8	Orange	4.6	Pct.
Gaston Middle	Chronic Absenteeism	AS	Asian	27.7	22	Orange	18.7	Pct.
Gaston Middle	Chronic Absenteeism	SWD	Students with Disabilities	46	52	Red	37	Pct.
Gaston Middle	ELA	AA	Black/African American	-134.1	-128.2	Orange	-89.1	Pts.
Gaston Middle	ELA	ALL	All Students	-99.6	-106.4	Red	-54.6	Pts.
Gaston Middle	ELA	AS	Asian	-76	-82.1	Red	-31	Pts.
Gaston Middle	ELA	EL	English Learner	-127.6	-139.6	Red	-82.6	Pts.
Gaston Middle	ELA	HI	Hispanic	-98.7	-104.6	Red	-53.7	Pts.
Gaston Middle	ELA	LI	Low-Income	-100.3	-106.2	Red	-55.3	Pts.
Gaston Middle	ELA	SWD	Students with Disabilities	-166.2	-171.7	Red	-121.2	Pts.
Gaston Middle	Math	ALL	All Students	-146.8	-150.4	Red	-101.8	Pts.
Gaston Middle	Math	AS	Asian	-142	-134.8	Orange	-97	Pts.
Gaston Middle	Math	EL	English Learner	-177.4	-170.5	Orange	-132.4	Pts.
Gaston Middle	Math	HI	Hispanic	-141	-146.8	Red	-96	Pts.
Gaston Middle	Math	LI	Low-Income	-148.6	-150.3	Red	-103.6	Pts.
Gaston Middle	Math	SWD	Students with Disabilities	-217.7	-204.2	Orange	-172.7	Pts.
Gibson Elementary	Chronic Absenteeism	AA	Black/African American	23.9	21.1	Orange	14.9	Pct.
Gibson Elementary	Suspension	AA	Black/African American	6.4	2.4	Green	0.4	Pct.
Greenberg Elementary	Suspension	AA	Black/African American	12.7	3	Green	6.7	Pct.
Hamilton K-8	ELPI	EL	English Learner	25.4	45.1	Green	55.4	Pct.
Hamilton K-8	Suspension	AA	Black/African American	27.7	26.2	Orange	21.7	Pct.
Hamilton K-8	Suspension	ALL	All Students	13.9	14.4	Red	7.9	Pct.

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Hamilton K-8	Suspension	EL	English Learner	16.2	7.1	Orange	10.2	Pct.
Hamilton K-8	Suspension	HI	Hispanic	14	14.2	Red	8	Pct.
Hamilton K-8	Suspension	LI	Low-Income	15	15.1	Red	9	Pct.
Hamilton K-8	Suspension	SWD	Students with Disabilities	17.9	7.9	Orange	11.9	Pct.
Heaton Elementary	ELA	ALL	All Students	-108	-100.8	Orange	-63	Pts.
Heaton Elementary	ELA	HI	Hispanic	-114.3	-105.7	Orange	-69.3	Pts.
Heaton Elementary	ELA	LI	Low-Income	-110.7	-102.4	Orange	-65.7	Pts.
Heaton Elementary	Suspension	AA	Black/African American	21	-12.8	Orange	15	Pct.
Heaton Elementary	Suspension	ALL	All Students	7.6	7.1	Orange	1.6	Pct.
Heaton Elementary	Suspension	LI	Low-Income	7.7	7	Orange	1.7	Pct.
Heaton Elementary	Suspension	WH	White	6.1	16.7	Red	0.1	Pct.
Hidalgo Elementary	Suspension	AA	Black/African American	15.4	24.4	Red	9.4	Pct.
Hidalgo Elementary	Suspension	HI	Hispanic	4.4	6	Orange	-1.6	Pct.
Hidalgo Elementary	Suspension	SWD	Students with Disabilities	8.8	4.2	Yellow	2.8	Pct.
Holland Elementary	ELA	EL	English Learner	-83.2	1.2	Yellow	-38.2	Pts.
Holland Elementary	ELA	LI	Low-Income	-71	-75.3	Red	-26	Pts.
Holland Elementary	ELA	SWD	Students with Disabilities	-82.3	-96.5	Red	-37.3	Pts.
Homan Elementary	ELA	EL	English Learner	-106.5	-84.7	Orange	-61.5	Pts.
Homan Elementary	ELA	SWD	Students with Disabilities	-132.2	-103.5	Orange	-87.2	Pts.
Homan Elementary	Math	EL	English Learner	-100.7	-82.1	Yellow	-55.7	Pts.
Homan Elementary	Suspension	AA	Black/African American	8.1	0	Blue	2.1	Pct.
Hoover High	College/Career	SWD	Students with Disabilities	5.5	18.2	Yellow	32.5	Pct.
Hoover High	ELA	EL	English Learner	-106.7	-138.2	Red	-61.7	Pts.
Hoover High	ELA	SWD	Students with Disabilities	-167.6	-138.2	red	-122.6	Pts.
Hoover High	Math	ALL	All Students	-138.7	-145.1	Red	-93.7	Pts.
Hoover High	Math	EL	English Learner	-204.8	-220	Red	-159.8	Pts.
Hoover High	Math	HI	Hispanic	-146.2	-150.7	Red	-101.2	Pts.
Hoover High	Math	SWD	Students with Disabilities	-234.7	-148	Orange	-189.7	Pts.
Hoover High	Math	WH	White	-142.4	-50.1	None; N-size < 30	-97.4	Pts.
Hoover High	Suspension	FOS	Foster Youth	27.9	19.3	Orange	21.9	Pct.
JE Young Academic High	Graduation Rate	ALL	All Students	71.4	82.5	Green	86.4	Pct.
JE Young Academic High	Graduation Rate	EL	English Learner	54.1	84.8	Green	69.1	Pct.
JE Young Academic High	Graduation Rate	HI	Hispanic	68.7	82.9	Green	83.7	Pct.
JE Young Academic High	Graduation Rate	LI	Low-Income	70.3	82.5	Green	85.3	Pct.
JE Young Academic High	Graduation Rate	SWD	Students with Disabilities	58.1	87.5	None; N-size < 30	73.1	Pct.
Jefferson Elementary	Suspension	HI	Hispanic	4.5	4	Yellow	-1.5	Pct.
Jefferson Elementary	Suspension	SWD	Students with Disabilities	6.6	9.3	Red	0.6	Pct.
King Elementary	ELA	AS	Asian	-75.6	-47.2	Yellow	-30.6	Pts.
King Elementary	ELA	EL	English Learner	-94.3	-86.6	Orange	-49.3	Pts.
Kings Canyon Middle	Chronic Absenteeism	AA	Black/African American	61.4	40.8	Orange	52.4	Pct.
Kings Canyon Middle	ELA	AA	Black/African American	-89.9	-109.8	Red	-44.9	Pts.
Kings Canyon Middle	ELA	EL	English Learner	-88.1	-101.2	Red	-43.1	Pts.
Kings Canyon Middle	Math	AA	Black/African American	-160.4	-160	Red	-115.4	Pts.
Kings Canyon Middle	Math	ALL	All Students	-106.9	-103.3	Orange	-61.9	Pts.

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Kings Canyon Middle	Math	EL	English Learner	-139.9	-139.6	Red	-94.9	Pts.
Kings Canyon Middle	Math	HI	Hispanic	-116.5	-110.8	Orange	-71.5	Pts.
Kings Canyon Middle	Math	LI	Low-Income	-108.4	-105.7	Red	-63.4	Pts.
Kings Canyon Middle	Suspension	AA	Black/African American	31.7	33.3	Red	25.7	Pct.
Kings Canyon Middle	Suspension	ALL	All Students	12.3	13.5	Red	6.3	Pct.
Kings Canyon Middle	Suspension	LI	Low-Income	12.3	13.5	Red	6.3	Pct.
Kings Canyon Middle	Suspension	SWD	Students with Disabilities	12.3	16	Red	6.3	Pct.
Kratt Elementary	Suspension	AA	Black/African American	22.7	13	Orange	16.7	Pct.
Kratt Elementary	Suspension	ALL	All Students	7	4.8	Yellow	1	Pct.
Kratt Elementary	Suspension	HI	Hispanic	5.7	3.9	Yellow	-0.3	Pct.
Kratt Elementary	Suspension	LI	Low-Income	7.3	5.1	Yellow	1.3	Pct.
Kratt Elementary	Suspension	SWD	Students with Disabilities	10.9	2.3	Green	4.9	Pct.
Kratt Elementary	Suspension	WH	White	9.4	3.7	Yellow	3.4	Pct.
Lane Elementary	ELA	ALL	All Students	-72.5	-62.4	Yellow	-27.5	Pts.
Lane Elementary	ELA	EL	English Learner	-91.3	-75.1	Orange	-46.3	Pts.
Lane Elementary	ELA	HI	Hispanic	-74.6	-64.5	Yellow	-29.6	Pts.
Lane Elementary	ELA	LI	Low-Income	-75.1	-63.5	Yellow	-30.1	Pts.
Lane Elementary	ELA	SWD	Students with Disabilities	-120.7	-108.4	Orange	-75.7	Pts.
Lane Elementary	Math	SWD	Students with Disabilities	-125.1	-101.8	Orange	-80.1	Pts.
Lane Elementary	Suspension	SWD	Students with Disabilities	9.3	3.7	Yellow	3.3	Pct.
Leavenworth Elementary	ELA	SWD	Students with Disabilities	-158.4	-120.6	Orange	-113.4	Pts.
Leavenworth Elementary	Math	SWD	Students with Disabilities	-151.9	-129.5	Orange	-106.9	Pts.
Leavenworth Elementary	Suspension	SWD	Students with Disabilities	6.9	2.7	Green	0.9	Pct.
Lincoln Elementary	ELA	ALL	All Students	-70.5	-63.7	Yellow	-25.5	Pts.
Lincoln Elementary	ELA	EL	English Learner	-76	-67	Yellow	-31	Pts.
Lincoln Elementary	ELA	LI	Low-Income	-70.9	-64.5	Yellow	-25.9	Pts.
Lincoln Elementary	Suspension	EL	English Learner	4.2	2.7	Green	-1.8	Pct.
Lincoln Elementary	Suspension	SWD	Students with Disabilities	18.1	12.6	Orange	12.1	Pct.
Lowell Elementary	ELA	ALL	All Students	-75.1	-55.8	Yellow	-30.1	Pts.
Lowell Elementary	ELA	EL	English Learner	-96.4	-73.3	Orange	-51.4	Pts.
Lowell Elementary	ELA	HI	Hispanic	-71.7	-52.8	Yellow	-26.7	Pts.
Lowell Elementary	ELA	LI	Low-Income	-76.3	-57.7	Yellow	-31.3	Pts.
Lowell Elementary	Math	EL	English Learner	-100.2	-61.5	Yellow	-55.2	Pts.
Lowell Elementary	Suspension	AA	Black/African American	9.7	5.6	Yellow	3.7	Pct.
Malloch Elementary	Suspension	AA	Black/African American	9.4	13.2	Red	3.4	Pct.
Malloch Elementary	Suspension	ALL	All Students	4.4	3.9	Yellow	-1.6	Pct.
Malloch Elementary	Suspension	HI	Hispanic	6.3	2.6	Green	0.3	Pct.
Malloch Elementary	Suspension	LI	Low-Income	6.9	6	Yellow	0.9	Pct.
Malloch Elementary	Suspension	SWD	Students with Disabilities	6.3	5.3	Yellow	0.3	Pct.
Mayfair Elementary	ELA	EL	English Learner	-70.4	-49.2	Yellow	-25.4	Pts.
Mayfair Elementary	Suspension	HI	Hispanic	3.6	1.8	Greem	-2.4	Pct.
McCardle Elementary	ELA	LI	Low-Income	-71.9	-64.6	Yellow	-26.9	Pts.
McCardle Elementary	ELA	SWD	Students with Disabilities	-131.2	-121.4	Orange	-86.2	Pts.
McCardle Elementary	Math	SWD	Students with Disabilities	-143	-134.7	Orange	-98	Pts.

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McCardle Elementary	Suspension	WH	White	6.6	6.4	Red	0.6	Pct.
McLane High	College/Career	SWD	Students with Disabilities	6.3	8.4	Orange	33.3	Pct.
McLane High	Graduation Rate	SWD	Students with Disabilities	63.5	61.4	Red	78.5	Pct.
McLane High	Math	ALL	All Students	-172.6	-159.5	Orange	-127.6	Pts.
McLane High	Math	EL	English Learner	-224.6	-211.4	Orange	-179.6	Pts.
McLane High	Math	HI	Hispanic	-174.1	-164.9	Orange	-129.1	Pts.
McLane High	Math	LI	Low-Income	-175.4	-159.8	Orange	-130.4	Pts.
McLane High	Math	SWD	Students with Disabilities	-234.8	-243.6	Red	-189.8	Pts.
McLane High	Suspension	AA	Black/African American	22	15.6	Orange	16	Pct.
McLane High	Suspension	FOS	Foster Youth	25	20	Orange	19	Pct.
McLane High	Suspension	SWD	Students with Disabilities	13.6	11.6	Yellow	7.6	Pct.
McLane High	Suspension	WH	White	14.3	13.2	Orange	8.3	Pct.
Muir Elementary	Chronic Absenteeism	EL	English Learner	46.1	35.5	Orange	37.1	Pct.
Muir Elementary	ELA	SWD	Students with Disabilities	-90.8	-99.2	Red	-45.8	Pts.
Muir Elementary	Math	SWD	Students with Disabilities	-123.9	-101.7	Orange	-78.9	Pts.
Muir Elementary	Suspension	AA	Black/African American	10.6	16.1	Red	4.6	Pct.
Muir Elementary	Suspension	ALL	All Students	5.2	6.7	Red	-0.8	Pct.
Muir Elementary	Suspension	HI	Hispanic	4.7	5.6	Orange	-1.3	Pct.
Muir Elementary	Suspension	LI	Low-Income	4.9	6.6	Red	-1.1	Pct.
Muir Elementary	Suspension	WH	White	6.5	7.7	Red	0.5	Pct.
Norseman Elementary	ELA	AS	Asian	-71.4	-60.9	Yellow	-26.4	Pts.
Norseman Elementary	ELA	EL	English Learner	-83.6	-61.9	Yellow	-38.6	Pts.
Norseman Elementary	ELA	LI	Low-Income	-71.2	-52.9	Orange	-26.2	Pts.
Norseman Elementary	ELA	SWD	Students with Disabilities	-133.9	-112.8	Orange	-88.9	Pts.
Norseman Elementary	Math	SWD	Students with Disabilities	-136.3	-107	Orange	-91.3	Pts.
Norseman Elementary	Suspension	AA	Black/African American	9.1	4.9	Yellow	3.1	Pct.
Norseman Elementary	Suspension	EL	English Learner	3.6	3.7	Orange	-2.4	Pct.
Norseman Elementary	Suspension	HI	Hispanic	4.7	1.7	Green	-1.3	Pct.
Norseman Elementary	Suspension	SWD	Students with Disabilities	9.1	5.8	Yellow	3.1	Pct.
Phoenix Elementary	Suspension	ALL	All Students	14.1	25.4	Red	8.1	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	14.6	21.6	Red	8.6	Pct.
Phoenix Elementary	Suspension	LI	Low-Income	14.7	24.6	Red	8.7	Pct.
Phoenix Secondary	Chronic Absenteeism	ALL	All Students	80	77.9	Orange	71	Pct.
Phoenix Secondary	Chronic Absenteeism	HI	Hispanic	80.4	78	Orange	71.4	Pct.
Phoenix Secondary	Chronic Absenteeism	LI	Low-Income	79.2	78.7	Red	70.2	Pct.
Phoenix Secondary	Suspension	ALL	All Students	59.5	37.9	Yellow	53.5	Pct.
Phoenix Secondary	Suspension	HI	Hispanic	57.1	38.2	Orange	51.1	Pct.
Phoenix Secondary	Suspension	LI	Low-Income	60.4	38.3	Yellow	54.4	Pct.
Phoenix Secondary	Suspension	SWD	Students with Disabilities	73.3	40	Orange	67.3	Pct.
Powers-Ginsburg Elementary	Chronic Absenteeism	WH	White	36.8	26.4	Orange	27.8	Pct.
Powers-Ginsburg Elementary	ELA	EL	English Learner	-72	-85.9	Red	-27	Pts.
Powers-Ginsburg Elementary	Suspension	WH	White	8.1	1.3	Green	2.1	Pct.
Pyle Elementary	ELA	ALL	All Students	-94	-87.6	Orange	-49	Pts.
Pyle Elementary	ELA	EL	English Learner	-113.5	-97.1	Orange	-68.5	Pts.

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Pyle Elementary	ELA	HI	Hispanic	-97.1	-88.2	Orange	-52.1	Pts.
Pyle Elementary	ELA	LI	Low-Income	-94.2	-87.3	Orange	-49.2	Pts.
Pyle Elementary	Math	ALL	All Students	-102.6	-98.3	Orange	-57.6	Pts.
Pyle Elementary	Math	EL	English Learner	-115.6	-143.8	Red	-70.6	Pts.
Pyle Elementary	Math	HI	Hispanic	-108.2	-99	Orange	-63.2	Pts.
Pyle Elementary	Math	SWD	Students with Disabilities	-168.8	-157	Orange	-123.8	Pts.
Pyle Elementary	Suspension	AA	Black/African American	16.4	14.8	Orange	10.4	Pct.
Pyle Elementary	Suspension	ALL	All Students	8.1	6.4	Yellow	2.1	Pct.
Pyle Elementary	Suspension	HI	Hispanic	7.4	5.5	Yellow	1.4	Pct.
Pyle Elementary	Suspension	LI	Low-Income	8.2	6.3	Yellow	2.2	Pct.
Pyle Elementary	Suspension	MR	Multiple Races/Two or More	13.6	5.3	Yellow	7.6	Pct.
Roeding Elementary	ELA	ALL	All Students	-74	-58.3	Yellow	-29	Pts.
Roeding Elementary	ELA	EL	English Learner	-98	-54.3	Yellow	-53	Pts.
Roeding Elementary	ELA	LI	Low-Income	-77	-60.6	Yellow	-32	Pts.
Roeding Elementary	ELA	SWD	Students with Disabilities	-129.4	-101.6	Orange	-84.4	Pts.
Roeding Elementary	Math	SWD	Students with Disabilities	-148.6	-130.6	Orange	-103.6	Pts.
Roeding Elementary	Suspension	AA	Black/African American	11.9	5.4	Yellow	5.9	Pct.
Roeding Elementary	Suspension	WH	White	9.1	0	Blue	3.1	Pct.
Roosevelt High	College/Career	SWD	Students with Disabilities	9.7	9.2	Red	36.7	Pct.
Roosevelt High	ELA	SWD	Students with Disabilities	-151.6	-114.1	Orange	-106.6	Pts.
Roosevelt High	ELPI	EL	English Learner	28.1	37.8	Yellow	58.1	Pct.
Roosevelt High	Graduation Rate	SWD	Students with Disabilities	65.3	73.8	Yellow	80.3	Pct.
Roosevelt High	Suspension	AA	Black/African American	17.6	18.7	Red	11.6	Pct.
Roosevelt High	Suspension	FOS	Foster Youth	25	17.5	Orange	19	Pct.
Rowell Elementary	Math	SWD	Students with Disabilities	-127.7	-130.6	None; N-size < 30	-82.7	Pts.
Scandinavian Middle	ELA	AA	Black/African American	-103.5	-80.1	Orange	-58.5	Pts.
Scandinavian Middle	ELA	ALL	All Students	-70.1	-48.2	Yellow	-25.1	Pts.
Scandinavian Middle	ELA	EL	English Learner	-108.1	-82.3	Orange	-63.1	Pts.
Scandinavian Middle	ELA	HI	Hispanic	-73.6	-49.1	Yellow	-28.6	Pts.
Scandinavian Middle	ELA	LI	Low-Income	-71.6	-48.7	Yellow	-26.6	Pts.
Scandinavian Middle	Math	EL	English Learner	-151.2	-128.6	Orange	-106.2	Pts.
Scandinavian Middle	Suspension	AA	Black/African American	36.7	20	Orange	30.7	Pct.
Scandinavian Middle	Suspension	ALL	All Students	18.5	9.8	Yellow	12.5	Pct.
Scandinavian Middle	Suspension	EL	English Learner	14	8.5	Yellow	8	Pct.
Scandinavian Middle	Suspension	HI	Hispanic	21.2	10	Yellow	15.2	Pct.
Scandinavian Middle	Suspension	LI	Low-Income	18.7	9.9	Yellow	12.7	Pct.
Scandinavian Middle	Suspension	SWD	Students with Disabilities	27.3	7.6	Green	21.3	Pct.
Sequoia Middle	ELA	EL	English Learner	-101.3	-111.8	Red	-56.3	Pts.
Sequoia Middle	ELA	HI	Hispanic	-77	-73.8	Orange	-32	Pts.
Sequoia Middle	ELA	SWD	Students with Disabilities	-155.2	-161.2	Red	-110.2	Pts.
Sequoia Middle	Math	ALL	All Students	-99.2	-90.5	Yellow	-54.2	Pts.
Sequoia Middle	Math	EL	English Learner	-132	-124.9	Orange	-87	Pts.
Sequoia Middle	Math	HI	Hispanic	-107.6	97	Orange	-62.6	Pts.
Sequoia Middle	Math	LI	Low-Income	-99.2	-90.6	Yellow	-54.2	Pts.

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Sequoia Middle	Math	SWD	Students with Disabilities	-182.1	-174.7	Orange	-137.1	Pts.
Slater Elementary	ELA	AA	Black/African American	-89.1	-102.2	Red	-44.1	Pts.
Slater Elementary	ELA	EL	English Learner	-70.4	-55.9	Yellow	-25.4	Pts.
Slater Elementary	ELA	SWD	Students with Disabilities	-135.8	-126.2	Orange	-90.8	Pts.
Slater Elementary	Math	SWD	Students with Disabilities	-150.8	-145.6	Orange	-105.8	Pts.
Slater Elementary	Suspension	SWD	Students with Disabilities	9.4	6.7	Orange	3.4	Pct.
Slater Elementary	Suspension	WH	White	10.4	5.4	Yellow	4.4	Pct.
Sunnyside High	ELA	SWD	Students with Disabilities	-160.7	-119.2	Orange	-115.7	Pts.
Sunnyside High	Math	SWD	Students with Disabilities	-212.8	-202	Orange	-167.8	Pts.
Sunnyside High	Suspension	AA	Black/African American	19.9	32.4	Red	13.9	Pct.
Sunnyside High	Suspension	FOS	Foster Youth	34.3	38.1	None; N-size < 30	28.3	Pct.
Sunnyside High	Suspension	MR	Multiple Races/Two or More	18.2	30	Red	12.2	Pct.
Sunnyside High	Suspension	SWD	Students with Disabilities	15.5	16.8	Red	9.5	Pct.
Sunnyside High	Suspension	WH	White	13.4	13.8	Red	7.4	Pct.
Tatarian Elementary	Suspension	AA	Black/African American	11.1	9.1	Orange	5.1	Pct.
Tehipite Middle	ELA	ALL	All Students	-88.9	-90.5	Red	-43.9	Pts.
Tehipite Middle	ELA	EL	English Learner	-124.1	-126.9	Red	-79.1	Pts.
Tehipite Middle	ELA	HI	Hispanic	-89.3	-88.8	Red	-44.3	Pts.
Tehipite Middle	ELA	LI	Low-Income	-91.3	-91	Red	-46.3	Pts.
Tehipite Middle	ELA	SWD	Students with Disabilities	-178.6	-182.7	Red	-133.6	Pts.
Tehipite Middle	Math	ALL	All Students	-159.2	-144.4	Orange	-114.2	Pts.
Tehipite Middle	Math	EL	English Learner	-176.6	-160.5	Orange	-131.6	Pts.
Tehipite Middle	Math	HI	Hispanic	-162.4	-144.7	Orange	-117.4	Pts.
Tehipite Middle	Math	LI	Low-Income	-161.3	-143.9	Orange	-116.3	Pts.
Tehipite Middle	Math	SWD	Students with Disabilities	-220.9	-221	Red	-175.9	Pts.
Tehipite Middle	Suspension	AA	Black/African American	28.6	21.4	Orange	22.6	Pct.
Tehipite Middle	Suspension	ALL	All Students	14.1	9.8	Yellow	8.1	Pct.
Tehipite Middle	Suspension	HI	Hispanic	13.6	8.2	Yellow	7.6	Pct.
Tehipite Middle	Suspension	LI	Low-Income	14.4	10	Yellow	8.4	Pct.
Tehipite Middle	Suspension	SWD	Students with Disabilities	20	20.3	Red	14	Pct.
Tenaya Middle	Chronic Absenteeism	AS	Asian	33.9	18	Yellow	24.9	Pct.
Tenaya Middle	Chronic Absenteeism	EL	English Learner	48.1	26.7	Orange	39.1	Pct.
Tenaya Middle	Chronic Absenteeism	MR	Multiple Races/Two or More	41.2	38.8	Orange	32.2	Pct.
Tenaya Middle	ELA	AA	Black/African American	-104.2	-101.3	Red	-59.2	Pts.
Tenaya Middle	ELA	EL	English Learner	-105.9	-109.6	Red	-60.9	Pts.
Tenaya Middle	ELA	MR	Multiple Races/Two or More	-71.2	-47.9	Yellow	-26.2	Pts.
Tenaya Middle	ELPI	EL	English Learner	28.1	22.2	Red	58.1	Pct.
Tenaya Middle	Math	AA	Black/African American	-133.3	-147	Red	-88.3	Pts.
Tenaya Middle	Math	EL	English Learner	-139	-144.9	Red	-94	Pts.
Tenaya Middle	Suspension	AA	Black/African American	22.7	29.6	Red	16.7	Pct.
Tenaya Middle	Suspension	LI	Low-Income	16.1	17.7	Red	10.1	Pct.
Tenaya Middle	Suspension	MR	Multiple Races/Two or More	17.3	18.4	Red	11.3	Pct.
Tenaya Middle	Suspension	SWD	Students with Disabilities	15	20	Red	9	Pct.
Terronez Middle	ELA	EL	English Learner	-107.4	-127.3	Red	-62.4	Pts.

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Terronez Middle	ELA	HI	Hispanic	-79.8	-92.5	Red	-34.8	Pts.
Terronez Middle	ELA	LI	Low-Income	-71.5	-82	Red	-26.5	Pts.
Terronez Middle	ELA	SWD	Students with Disabilities	-143.3	-160.6	Red	-98.3	Pts.
Terronez Middle	Math	EL	English Learner	-164.2	-152.7	Orange	-119.2	Pts.
Terronez Middle	Suspension	AA	Black/African American	23.7	24.6	Red	17.7	Pct.
Terronez Middle	Suspension	ALL	All Students	15.6	13.8	Orange	9.6	Pct.
Terronez Middle	Suspension	EL	English Learner	14.5	11.3	Yellow	8.5	Pct.
Terronez Middle	Suspension	HI	Hispanic	18.2	14.2	Yellow	12.2	Pct.
Terronez Middle	Suspension	LI	Low-Income	16.3	14	Orange	10.3	Pct.
Terronez Middle	Suspension	SWD	Students with Disabilities	13.4	11.1	Yellow	7.4	Pct.
Thomas Elementary	Chronic Absenteeism	WH	White	35.6	26.7	Orange	26.6	Pct.
Thomas Elementary	ELA	AA	Black/African American	-106.6	-84.6	Orange	-61.6	Pts.
Thomas Elementary	ELA	ALL	All Students	-82.4	-66.2	Yellow	-37.4	Pts.
Thomas Elementary	ELA	EL	English Learner	-111.9	-98.4	Orange	-66.9	Pts.
Thomas Elementary	ELA	HI	Hispanic	-86.3	-74.6	Orange	-41.3	Pts.
Thomas Elementary	ELA	LI	Low-Income	-86.9	-73	Orange	-41.9	Pts.
Thomas Elementary	ELA	WH	White	-82.7	-46.1	White	-37.7	Pts.
Thomas Elementary	ELPI	EL	English Learner	26.9	33.3	Orange	56.9	Pct.
Thomas Elementary	Math	EL	English Learner	-99	-128.3	Red	-54	Pts.
Thomas Elementary	Suspension	AA	Black/African American	8.3	7.5	Orange	2.3	Pct.
Tioga Middle	ELA	EL	English Learner	-94.6	-101.5	Red	-49.6	Pts.
Tioga Middle	Suspension	ALL	All Students	12.1	6.3	Green	6.1	Pct.
Tioga Middle	Suspension	HI	Hispanic	12.1	6.1	Green	6.1	Pct.
Tioga Middle	Suspension	LI	Low-Income	12.9	6.6	Green	6.9	Pct.
Tioga Middle	Suspension	SWD	Students with Disabilities	16.3	11.9	Yellow	10.3	Pct.
Turner Elementary	ELA	ALL	All Students	-79.6	-69.9	Yellow	-34.6	Pts.
Turner Elementary	ELA	EL	English Learner	-91.2	-78.2	Orange	-46.2	Pts.
Turner Elementary	ELA	HI	Hispanic	-91.7	-77.4	Orange	-46.7	Pts.
Turner Elementary	ELA	LI	Low-Income	-80.7	-72.7	Orange	-35.7	Pts.
Turner Elementary	ELPI	EL	English Learner	42.9	27.8	Red	72.9	Pct.
Turner Elementary	Math	EL	English Learner	-106.1	-95.8	Orange	-61.1	Pts.
Turner Elementary	Suspension	AA	Black/African American	9.5	8	Orange	3.5	Pct.
Turner Elementary	Suspension	ALL	All Students	4.9	2.9	Green	-1.1	Pct.
Turner Elementary	Suspension	EL	English Learner	5.4	0	Blue	-0.6	Pct.
Turner Elementary	Suspension	HI	Hispanic	6.2	2.5	Green	0.2	Pct.
Turner Elementary	Suspension	LI	Low-Income	4.9	3.1	Yellow	-1.1	Pct.
Turner Elementary	Suspension	SWD	Students with Disabilities	10.7	4.4	Yellow	4.7	Pct.
Vang Pao Elementary	Chronic Absenteeism	AA	Black/African American	64.1	39.4	Orange	55.1	Pct.
Vang Pao Elementary	ELA	SWD	Students with Disabilities	-121.2	-133.5	Red	-76.2	Pts.
Vang Pao Elementary	Suspension	AA	Black/African American	25.6	9.1	Orange	19.6	Pct.
Vang Pao Elementary	Suspension	SWD	Students with Disabilities	14.1	13.2	Orange	8.1	Pct.
Viking Elementary	Chronic Absenteeism	EL	English Learner	35.4	32.1	Orange	26.4	Pct.
Viking Elementary	ELA	SWD	Students with Disabilities	-104.1	-124.3	Red	-59.1	Pts.
Viking Elementary	Math	SWD	Students with Disabilities	-125.8	-134.9	Red	-80.8	Pts.

2023 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data	2024 CA School Dashboard Status	3-Year Desired Outcome	Value Type
Vinland Elementary	ELA	HI	Hispanic	-75.5	-71.2	Orange	-30.5	Pts.
Vinland Elementary	ELA	LI	Low-Income	-70.4	-72.7	Red	-25.4	Pts.
Vinland Elementary	ELA	SWD	Students with Disabilities	-153.2	-138.1	Orange	-108.2	Pts.
Vinland Elementary	Suspension	AA	Black/African American	22.9	14.3	Orange	16.9	Pct.
Vinland Elementary	Suspension	SWD	Students with Disabilities	9.8	14.3	Red	3.8	Pct.
Wawona Middle	Chronic Absenteeism	AA	Black/African American	46.7	37	Orange	37.7	Pct.
Wawona Middle	ELA	ALL	All Students	-72.1	-59.4	Yellow	-27.1	Pts.
Wawona Middle	ELA	EL	English Learner	-90.5	-74	Orange	-45.5	Pts.
Wawona Middle	ELA	HI	Hispanic	-74.2	-59	Yellow	-29.2	Pts.
Wawona Middle	ELA	LI	Low-Income	-77.7	-67.9	Yellow	-32.7	Pts.
Wawona Middle	ELA	WH	White	-70.4	-56.2	Yellow	-25.4	Pts.
Wawona Middle	Math	ALL	All Students	-108.7	-94.4	Yellow	-63.7	Pts.
Wawona Middle	Math	EL	English Learner	-125.6	-103.9	Orange	-80.6	Pts.
Wawona Middle	Math	HI	Hispanic	-108.7	-91.7	Yellow	-63.7	Pts.
Wawona Middle	Math	LI	Low-Income	-115.6	-101.5	Orange	-70.6	Pts.
Wawona Middle	Suspension	AA	Black/African American	38.8	31	Orange	32.8	Pct.
Wawona Middle	Suspension	ALL	All Students	19.8	12.6	Yellow	13.8	Pct.
Wawona Middle	Suspension	EL	English Learner	17	4.7	Yellow	11	Pct.
Wawona Middle	Suspension	HI	Hispanic	17	11.6	Yellow	11	Pct.
Wawona Middle	Suspension	LI	Low-Income	23.1	15.2	Yellow	17.1	Pct.
Wawona Middle	Suspension	SWD	Students with Disabilities	28.1	20.6	Orange	22.1	Pct.
Wawona Middle	Suspension	WH	White	28.4	8.1	Orange	22.4	Pct.
Webster Elementary	ELA	EL	English Learner	-85.1	-82.2	Red	-40.1	Pts.
Webster Elementary	ELA	HI	Hispanic	-72.2	-66.1	Yellow	-27.2	Pts.
Webster Elementary	Suspension	ALL	All Students	6.4	2	Green	0.4	Pct.
Webster Elementary	Suspension	HI	Hispanic	7.8	1.8	Green	1.8	Pct.
Webster Elementary	Suspension	LI	Low-Income	6.5	2	Green	0.5	Pct.
Webster Elementary	Suspension	SWD	Students with Disabilities	6.1	3	Green	0.1	Pct.
Williams Elementary	ELA	AA	Black/African American	-118.5	-78.6	Orange	-73.5	Pts.
Williams Elementary	ELA	ALL	All Students	-90.4	-86.2	Orange	-45.4	Pts.
Williams Elementary	ELA	EL	English Learner	-84.7	-78.1	Orange	-39.7	Pts.
Williams Elementary	ELA	HI	Hispanic	-87	-84.6	Red	-42	Pts.
Williams Elementary	ELA	LI	Low-Income	-90.7	-86.5	Orange	-45.7	Pts.
Williams Elementary	ELA	SWD	Students with Disabilities	-146.4	-154.5	Red	-101.4	Pts.
Williams Elementary	Math	SWD	Students with Disabilities	-171.1	-141.9	Orange	-126.1	Pts.
Williams Elementary	Suspension	AA	Black/African American	19.2	10	Orange	13.2	Pct.
Williams Elementary	Suspension	ALL	All Students	8.7	8.9	Red	2.7	Pct.
Williams Elementary	Suspension	HI	Hispanic	6.1	8.6	Red	0.1	Pct.
Williams Elementary	Suspension	LI	Low-Income	8.8	8.8	Red	2.8	Pct.
Williams Elementary	Suspension	SWD	Students with Disabilities	16.3	20.2	Red	10.3	Pct.
Williams Elementary	Suspension	WH	White	7	12.8	Red	1	Pct.
Wilson Elementary	ELA	AA	Black/African American	-107.5	-117.5	Red	-62.5	Pts.
Wilson Elementary	ELA	ALL	All Students	-76.6	-74.2	Red	-31.6	Pts.
Wilson Elementary	ELA	EL	English Learner	-75.6	-53	Yellow	-30.6	Pts.

2023 CA School Dashboard
Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data	2024 CA School Dashboard Status	3-Year Desired Outcome	Value Type
Wilson Elementary	ELA	LI	Low-Income	-77.9	-74.1	Orange	-32.9	Pts.
Wilson Elementary	Math	AA	Black/African American	-132.4	-138.2	Red	-87.4	Pts.
Wilson Elementary	Math	ALL	All Students	-99.7	-92	Yellow	-54.7	Pts.
Wilson Elementary	Math	LI	Low-Income	-100.2	-91.9	Yellow	-55.2	Pts.
Wilson Elementary	Suspension	AA	Black/African American	15.7	17	Red	9.7	Pct.
Wilson Elementary	Suspension	ALL	All Students	7.2	10.2	Red	1.2	Pct.
Wilson Elementary	Suspension	LI	Low-Income	7.2	10.3	Red	1.2	Pct.
Wilson Elementary	Suspension	SWD	Students with Disabilities	12	22.9	Red	6	Pct.
Wilson Elementary	Suspension	WH	White	10.2	14.8	Red	4.2	Pct.
Wishon Elementary	Math	SWD	Students with Disabilities	-95.6	-92.1	Yellow	-50.6	Pts.
Wolters Elementary	ELA	SWD	Students with Disabilities	-103.5	-69.5	None; N-size < 30	-58.5	Pts.
Wolters Elementary	Suspension	AA	Black/African American	23.2	8.5	Orange	17.2	Pct.
Wolters Elementary	Suspension	ALL	All Students	10.9	6.9	Yellow	4.9	Pct.
Wolters Elementary	Suspension	AS	Asian	6.3	2.3	Green	0.3	Pct.
Wolters Elementary	Suspension	HI	Hispanic	8.8	6	Yellow	2.8	Pct.
Wolters Elementary	Suspension	LI	Low-Income	11.4	6.9	Yellow	5.4	Pct.
Wolters Elementary	Suspension	SWD	Students with Disabilities	22.1	13.6	Orange	16.1	Pct.
Yokomi Elementary	ELPI	EL	English Learner	42.3	51.5	Green	72.3	Pct.
Yokomi Elementary	Suspension	AA	Black/African American	10.4	6	Yellow	4.4	Pct.
Yosemite Middle	ELA	ALL	All Students	-80	-89.6	Red	-35	Pts.
Yosemite Middle	ELA	EL	English Learner	-118	-122.9	Red	-73	Pts.
Yosemite Middle	ELA	HI	Hispanic	-85.2	-91	Red	-40.2	Pts.
Yosemite Middle	ELA	LI	Low-Income	-82.1	-91.2	Red	-37.1	Pts.
Yosemite Middle	ELA	SWD	Students with Disabilities	-171.8	-185.5	Red	-126.8	Pts.
Yosemite Middle	ELPI	EL	English Learner	33	43.3	Yellow	63	Pct.
Yosemite Middle	Math	ALL	All Students	-121.8	-120.2	Red	-76.8	Pts.
Yosemite Middle	Math	EL	English Learner	-157.6	-155.2	Red	-112.6	Pts.
Yosemite Middle	Math	HI	Hispanic	-127.7	-122.4	Orange	-82.7	Pts.
Yosemite Middle	Math	LI	Low-Income	-124.2	-122	Red	-79.2	Pts.
Yosemite Middle	Math	SWD	Students with Disabilities	-209	-231.7	Red	-164	Pts.
Yosemite Middle	Suspension	ALL	All Students	14.5	10.9	Yellow	8.5	Pct.
Yosemite Middle	Suspension	EL	English Learner	15.3	10.2	Yellow	9.3	Pct.
Yosemite Middle	Suspension	HI	Hispanic	14.9	10.5	Yellow	8.9	Pct.
Yosemite Middle	Suspension	LI	Low-Income	14.7	11.3	Yellow	8.7	Pct.
Yosemite Middle	Suspension	SWD	Students with Disabilities	15.3	17.6	Red	9.3	Pct.

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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