



Family & Educational Partner

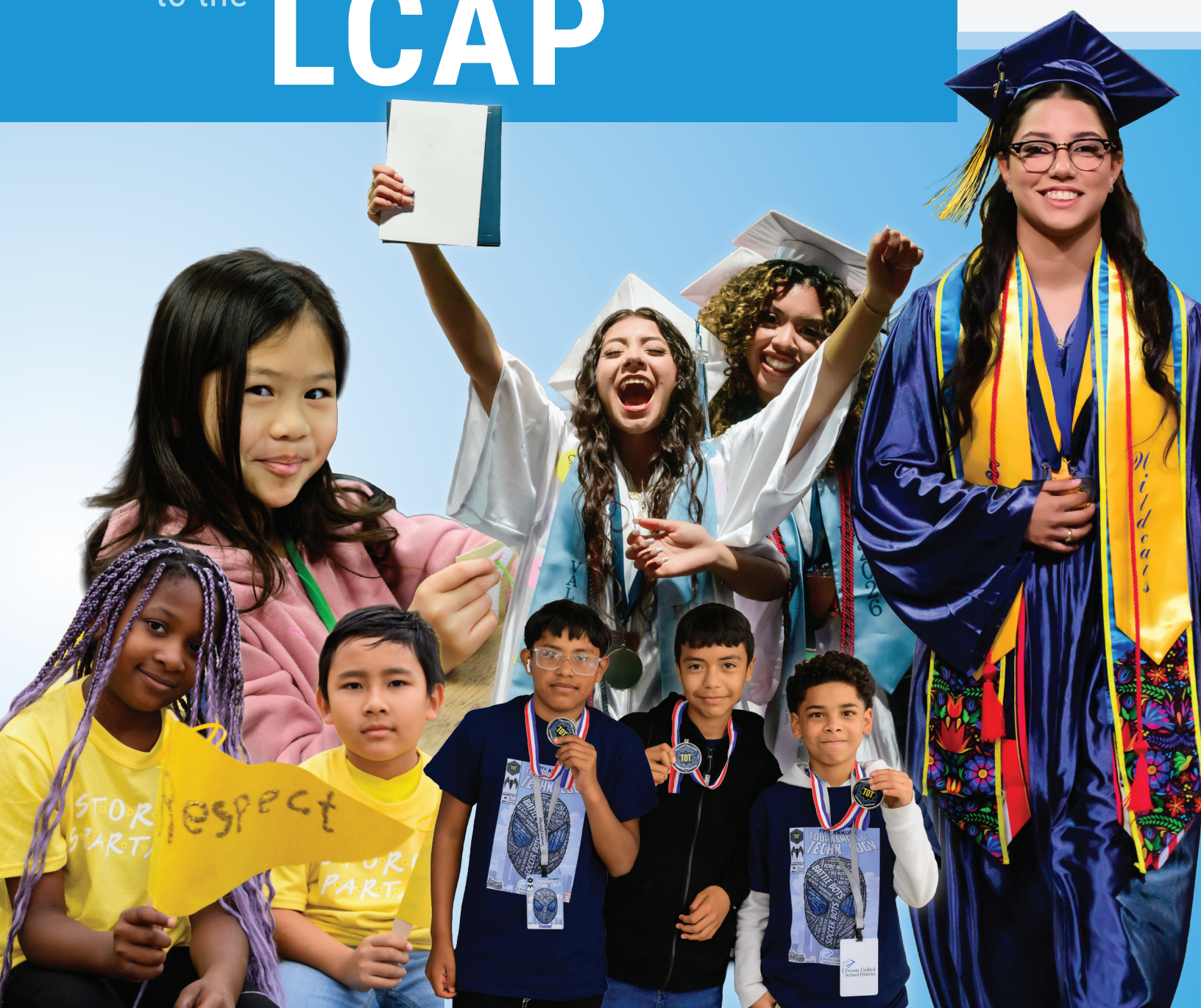
GUIDE



Fresno Unified
School District

to the

LCAP



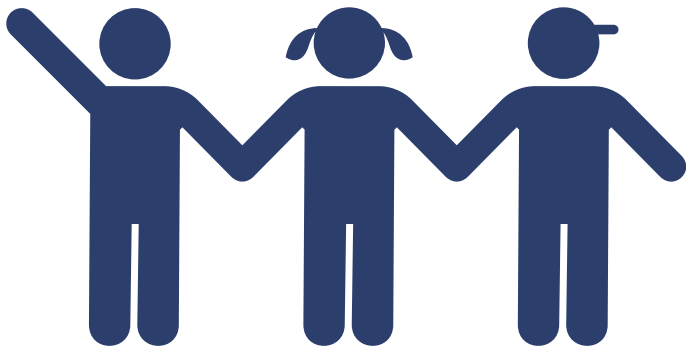
Fresno Unified School District



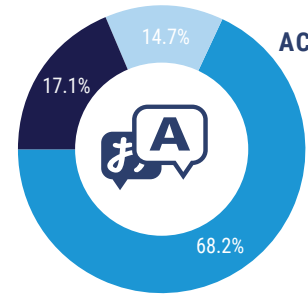
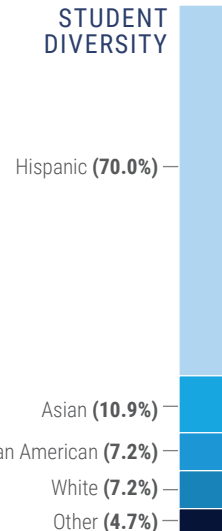
Fresno Unified School District

Where students, families, and staff are valued and empowered to achieve their greatest potential.

Fresno Unified School District



68,000+ PK-12th grade STUDENTS



- English Learner**
not proficient in English
- Reclassified**
from English Learner to proficient
- Proficient**
in English since entering school

STUDENT GROUPS



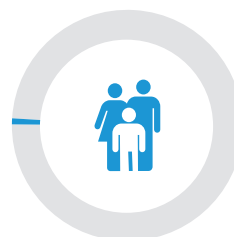
Supplemental & Concentration Grant funding is based on enrollment of "High Needs" students:



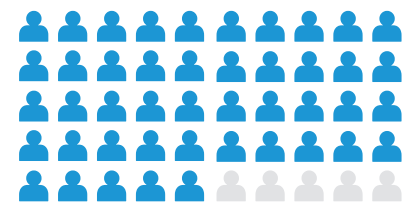
Low Income
86.6%



English Learner
16.6%



Foster Youth
0.8%



89.9% of students classified as **High Needs**



10,000+
EMPLOYEES

100
SCHOOLS



- 67** Elementary Schools
- 14** Middle Schools
- 10** High Schools
- 6** Alternative Ed/Adult Schools
- 3** Special Education Schools

3 INTRODUCTION TO LCAP & LCFF

What is the LCAP?



The LCAP is the District's
3-Year Plan
showing how state LCFF funds
are used to serve all students.

THE LCAP IS USED TO: _____



SET
GOALS



PLAN
ACTIONS



BUDGET
EXPENDITURES



REVIEW
PROGRESS



THE 8 STATE EDUCATION PRIORITIES

-  1. Basic Services
-  2. Academic Standards
-  3. Parent Involvement
-  4. Student Achievement
-  5. Student Engagement
-  6. School Climate
-  7. Course Access
-  8. Other Pupil Outcomes

FUSD'S LCAP AT A GLANCE

4

GOALS

59

ACTIONS

40

METRICS

\$1,672.5M

BUDGETED EXPENDITURES

Where does FUSD get its funding?

● **Non-LCFF State**
\$367,646,504

● **Local**
\$47,588,026

● **Federal**
\$119,303,498

LCFF

● **Base Grant**
\$735,499,838

● **Supplemental Grant**
\$130,227,601

● **Concentration Grant**
\$160,298,512



LCFF

California's Local Control Funding Formula (LCFF) determines the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English Learners, Foster Youth, and students living in poverty.



Low
Income



English
Learners



Foster
Youth



How is the LCAP developed?



The LCAP is developed through a collaborative process that involves working with parents and other educational partners (parents, staff, students, and community members). By gathering input and feedback from these partners, we are able to create a plan that supports student learning and well-being and that reflects the needs and priorities of our community.



TIMELINE OF LCAP DEVELOPMENT



- Plan for engagement



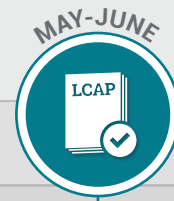
- Connect with the community
- 44+ separate opportunities



- Analyze community engagement data
- Mid-Year Update and community input presented to Board of Education
- FUSD drafts LCAP



- Receive input on the LCAP draft
- Revise and Update draft



- Feedback from PAC and DELAC
- LCAP Public Hearing
- Board of Education approves LCAP/ Budget

Key Point:

The final authority for all budget decisions at Fresno Unified School District is the Board of Education.



Listening to our Educational Partners

Key Themes from 2025/26 Feedback:



Academics

Focus on improving academic performance



Engagement/School Climate

Increase engagement opportunities



Staff Support

Provide support and resources for staff



Food/Nutrition

Ensure access to healthy and nutritious food at school



School Safety

More plans, protocols, resource officers

BY THE NUMBERS



44+

ENGAGEMENT OPPORTUNITIES



43,166

PARTICIPANTS



34,068

STUDENTS

Goals

Our goals focus on the outcomes we want for students and guide how we invest resources to create the greatest impact.

1



Early Literacy

Increase the percentage of 1st graders proficient in literacy from **48%** to **80%** by June 2030.

OUR TARGET

 **80%**
1st graders
proficient in literacy

2



Literacy Intervention

Increase students in grades 3-8 who are more than one year behind in ELA and make more than one year's growth from **30%** to **50%**.

 **50%**
making more than one
year's literacy growth



3



College & Career Readiness

Increase graduates who are college and career ready from **43%** to **64%** by 2030.

 **64%**
graduates are college
and career ready

4



Life Skills

Increase students in grades 6, 8, and 12 who demonstrate Portrait of a Learner competencies from **X%** in 2027 to **Y%** by 2030.

 **Y%**
demonstrating
Portrait of a Learner
competencies





and Guardrails

Our guardrails are the non-negotiable boundaries that guide decisions and protect what matters most for our students and community

1



Community Engagement

Major decisions cannot go to the Board without a community engagement plan.

2



Equitable Access

Goals cannot be met by leaving out vulnerable student groups or schools.

3



Effective Staff

Staff performing below standard cannot be hired, promoted, or moved laterally.

4



Health & Wellness

Goals cannot be met by unreasonably compromising student or staff health and wellness.





Academic Achievement

Improve Academic Performance at Challenging Levels.



31 Actions & Services



25 Progress Indicators

State priorities addressed:



1. Basic Services



2. Academic Standards



4. Student Achievement



7. Course Access



8. Other Student Outcomes

GOAL #1 Budgeted Expenditures



Goal #1 Budgeted Expenditures

\$1,234.4M

PROGRESS INDICATORS

8



IMPROVE PERFORMANCE
ON ELA SBAC

-49.8 **-47.1** **-40.2** **↑ -4.8**
Baseline Year 1 Year 2 Year 3 Outcome



IMPROVE PERFORMANCE
ON MATH SBAC

-80.6 **-75.8** **-71.0** **↑ -35.6**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE ENGLISH LEARNER
PROGRESS INDICATOR (ELPI)

46.8% **40.2%** **43.9%** **↑ 52.8%**
Baseline Year 1 Year 2 Year 3 Outcome



IMPROVE
PERFORMANCE ON CAST

16.0% **16.8%** **18.4%** **↑ 31.0%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE ENGLISH LEARNER
RECLASSIFICATION RATE

6.6% **13.3%** **14.7%** **↑ 10.0%**
Baseline Year 1 Year 2 Year 3 Outcome



IMPROVE ACCESS TO STANDARDS-
ALIGNED INSTRUCTION
(Implementation Level: 1-5)

Level 4 Level 4 Level 4 Level 4
Baseline Year 1 Year 2 Year 3 Outcome

ACTIONS & EXPENDITURES

1.01 Learning Recovery Emergency Block Grant (LREBG)	\$18.9M	1.16 Expansion of Dual Language Immersion Programs	\$1.4M
1.02 Additional Teacher Supply Funds	\$3.9M	1.17 BASE: Instruction	\$502.0M
1.03 Middle & High School Redesign	\$18.9M	1.18 BASE: Professional Learning	\$50.7M
1.04 Eliminate Elementary Combination Classes	\$7.3M	1.19 BASE: Technology Access and Support	\$23.7M
1.05 Instructional Supports and Instructional Coaches	\$42.7M	1.20 High Quality School Site Health Services	\$20.4M
1.06 Additional Teachers Above Base Staffing	\$37.8M	1.21 Student Technology Access and Annual Refresh	\$14.5M
1.07 Additional School Site Administration above Base	\$16.1M	1.22 Upgrading Access to Technology	\$4.3M
1.08 Historically Underserved Student Groups	\$6.6M	1.23 Program Specialists	\$2.4M
1.09 Historically Underserved Student Groups – Targeted Support Services	\$0.0M	1.24 Early Interventions	\$3.2M
1.10 Additional Supports for Libraries	\$1.3M	1.25 Supports for Foster Youth / Project Access – Direct Technical Assistance	\$1.8M
1.11 GATE (Gifted and Talented Education) / AP (Advanced Placement) / IB (International Baccalaureate)	\$4.8M	1.26 Supports for Homeless Youth	\$2.1M
1.12 Expand Alternative Education	\$1.9M	1.27 BASE: Special Education	\$262.2M
1.13 Maintain Additional Services for Phoenix Community Day School	\$6.3M	1.28 Linked Learning, ROP, and CTE Pathway Development	\$28.4M
1.14 All Teachers Are Teachers of English Learner (EL) Students	\$20.6M	1.29 CTE STEM PK-6 Kids Invent!	\$1.2M
1.15 BASE: Expanded Learning Programs	\$109.8M	1.30 Men's and Women's Alliance	\$1.1M
		1.31 School Counselors & Resource Counseling Assistants	\$18.1M



The Whole Child

Expanding inclusive opportunities, strengthening relationships, and supporting social-emotional development to increase student engagement and improve attendance, participation, and overall student success.



14 Actions & Services



7 Progress Indicators

State priorities addressed:



1. Basic Services



5. Student Engagement

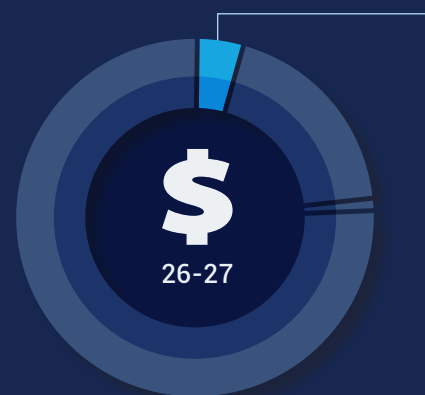


6. School Climate



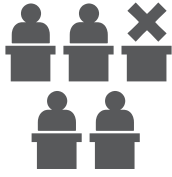
8. Other Student Outcomes

GOAL #2 Budgeted Expenditures



Goal #2 Budgeted Expenditures

\$128.9M



REDUCE CHRONIC ABSENTEEISM

34.7% 30.3% 29.4% **↓ 25.7%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE STUDENT SENSE OF SAFETY (per school environment survey)

72.7% 72.5% 87.0% **↑ 75.0%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE STUDENT SENSE OF CONNECTION (per engagement survey)

80.4% 81.5% 82.0% **↑ 85.0%**
Baseline Year 1 Year 2 Year 3 Outcome



REDUCE SUSPENSION RATE

7.3% 6.6% 5.9% **↓ 6.4%**
Baseline Year 1 Year 2 Year 3 Outcome



REDUCE EXPULSION RATE

0.24% 0.13% 0.17% **↓ <1.0%**
Baseline Year 1 Year 2 Year 3 Outcome



MAINTAIN FIT RATING OF GOOD OR EXEMPLARY FOR ALL SCHOOLS

100.0% 100.0% 100.0% **= 100.0%**
Baseline Year 1 Year 2 Year 3 Outcome

ACTIONS & EXPENDITURES

2.01	Increase School Allocations for Athletics	\$20.5M
2.02	District-Funded Educational Enrichment Trips	\$2.4M
2.03	District Arts Collaborative Project	\$0.1M
2.04	Increased Funding for Music	\$28.0M
2.05	Student Peer Mentor Program	\$0.7M
2.06	School Climate and Culture Expansion	\$7.5M
2.07	Restorative Practices / Relationship Centered Schools	\$3.1M
2.08	BASE: Student and Family Services	\$25.5M
2.09	Campus Climate and Culture Teachers	\$1.8M
2.10	Family Engagement Hour Training	\$3.8M
2.11	Mental Health Supports	\$19.4M
2.12	Transportation Services	\$2.6M
2.13	Campus Safety Assistants	\$10.7M
2.14	Department of Culture and Student Inclusion	\$2.9M



Operational Excellence

Ensure a diverse and highly qualified workforce, strengthen meaningful family participation and engagement, and strategically allocate resources to effectively support all district goals and maximize student success.



9 Actions & Services



3 Progress Indicators

State priorities addressed:



1. Basic Services



2. Academic Standards



3. Parent Involvement



4. Student Achievement



5. Student Engagement



6. School Climate



7. Course Access



8. Other Student Outcomes

GOAL #3 Budgeted Expenditures



Goal #3 Budgeted Expenditures

\$305.1M



INCREASE APPROPRIATELY
ASSIGNED AND FULLY
CREDENTIALLED TEACHERS

93.9% 99.9% 99.9% **99.5%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE STUDENTS REPORTING
POSITIVE SENSE OF SAFETY AND
CONNECTEDNESS

72.7% 72.5% 87.0% **75.0%**
Baseline Year 1 Year 2 Year 3 Outcome



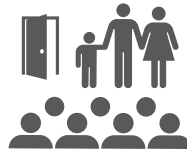
INCREASE PARENTS REPORTING
POSITIVE SENSE OF SAFETY AND
CONNECTEDNESS

91.7% 93.0% 76.5% **95.0%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE STAFF REPORTING
POSITIVE SENSE OF SAFETY
AND CONNECTEDNESS

89.3% 89.0% 96.0% **95.0%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE IMPLEMENTATION
LEVEL OF PARENTAL
PARTICIPATION IN PROGRAMS
(Implementation Level: 1-5)

4 5 4 **5**
Baseline Year 1 Year 2 Year 3 Outcome



ACTIONS & EXPENDITURES

3.01	BASE: Recruitment, Selection and Retention of Human Capital	\$16.6M
3.02	Parent Engagement Investments	\$3.4M
3.03	Expanded Student, Parent and Community Communication	\$3.1M
3.04	School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students	\$23.3M
3.05	BASE: Central Office Administration	\$7.5M
3.06	BASE: Business and Financial Services	\$16.1M
3.07	BASE: Operational Services	\$204.4M
3.08	BASE: Other Expenses	\$22.8M
3.09	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the California School Dashboard	\$7.9M

What is the Equity Multiplier?

The Equity Multiplier is part of California's Local Control Funding Formula, designed to boost funding to schools facing the greatest challenges. This initiative targets additional financial support to schools with high numbers of socioeconomically disadvantaged students, ensuring they receive the necessary resources for quality education. By focusing on these schools, the Equity Multiplier aims to promote educational equity, helping every student succeed regardless of their background.

Key Point: Unlike LCFF funds which are provided at the district level, equity multiplier funds are provided directly to schools.



Who receives the funding?



High Socioeconomic Disadvantage

Schools qualify if more than 70% of students are socioeconomically disadvantaged. This includes students who are eligible for free or reduced-price meals, homeless students, foster youth, and others with economic hardships.



Nonstability Rates Over 25%

Funding also targets schools where a significant portion of students do not maintain continuous enrollment, indicating high turnover and instability.



8 Equity Multiplier Schools

- Dewolf Continuation High
- Farber Credit Attainment (Cambridge)
- Farber Independent Study (J.E. Young)
- Fulton School
- Lowell Elementary
- Muir Elementary
- Phoenix Elementary
- Phoenix Secondary



Aligning Funds with Needs

Any student group that receives a red performance level on a dashboard indicator must be supported by specific actions aimed at improving outcomes and opportunities for that student group. These actions are defined in the Equity Multiplier goals.



4 Equity Multiplier Goal Actions

EQUITY MULTIPLIER GOAL #4

4.01



SBAC English Language Arts

INVESTING:

\$0.3M

4.02



SBAC Mathematics

INVESTING:

\$0.6M

4.03



Chronic Absenteeism

INVESTING:

\$1.6M

4.04



Suspension Rate

INVESTING:

\$1.3M

4.05



College & Career Readiness

INVESTING:

\$0.3M



For questions or comments, please contact:
Fresno Unified School District Office of State and Federal Programs

 <https://stafed.fresnounified.org/lcap/>
 (559) 457-3934

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