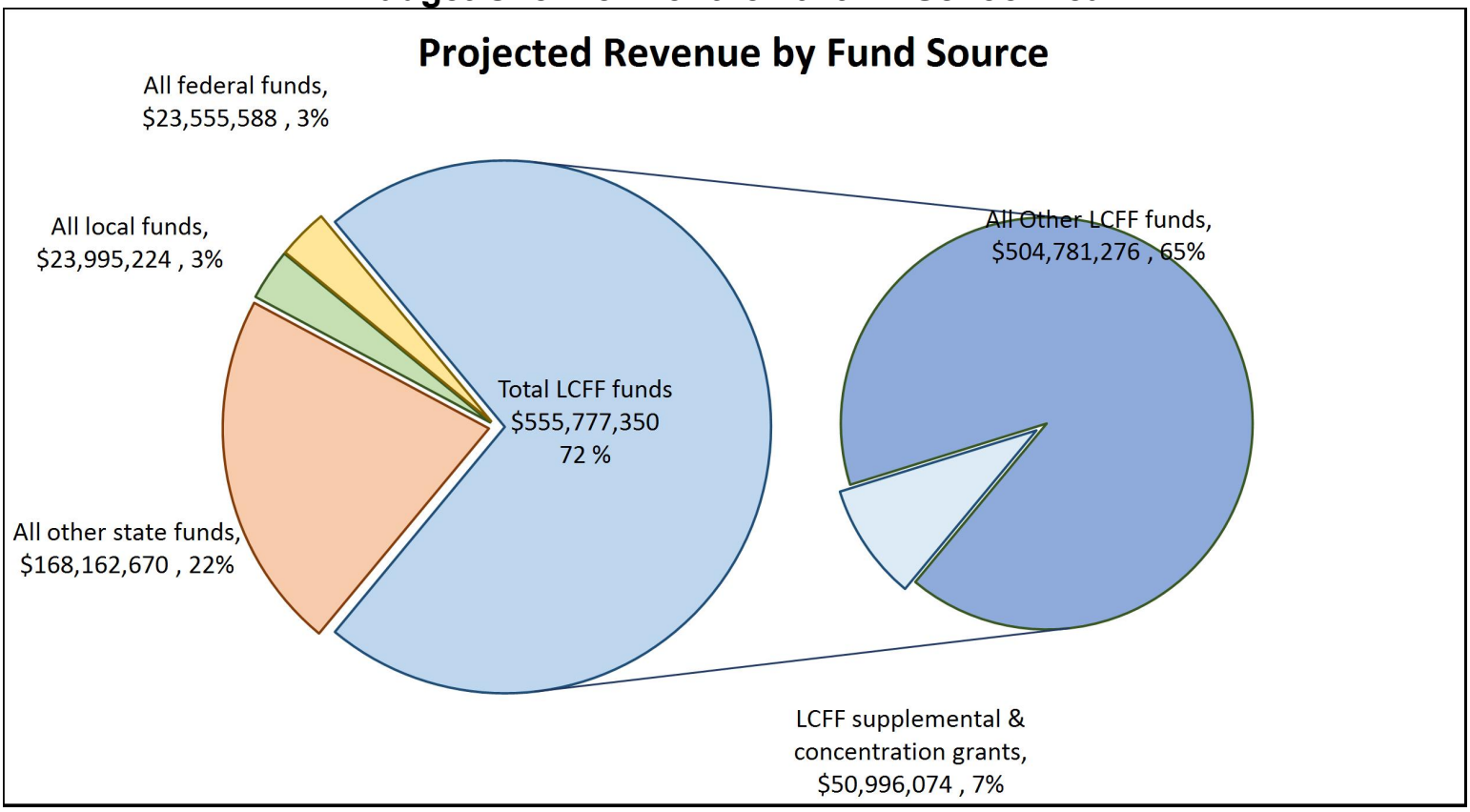
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Unified School District
CDS Code: 10621170000000
School Year: 2026-27
LEA contact information:
Corrine Folmer, Ed.D.
Superintendent
corrinefolmer@cusd.com
559--327-9000

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

Budget Overview for the 2026-27 School Year

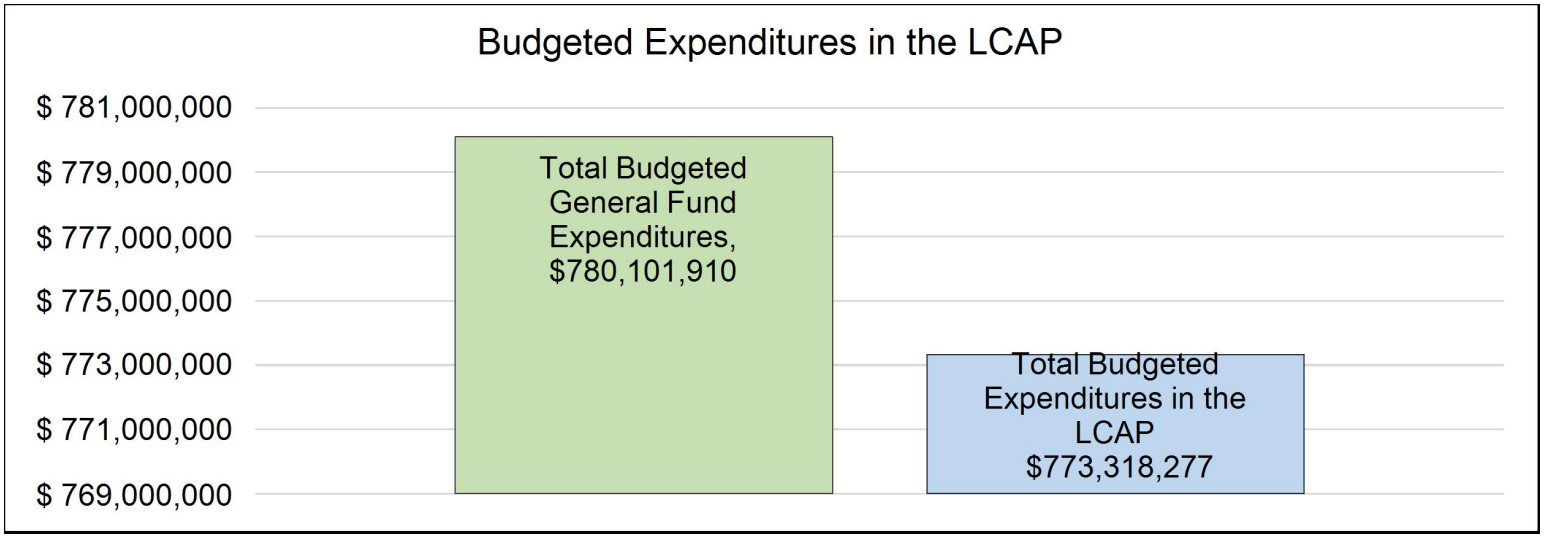


This chart shows the total general purpose revenue Clovis Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Unified School District is $771,490,832, of which $555,777,350 is Local Control Funding Formula (LCFF), $168,162,670 is other state funds, $23995224 is local funds, and $23,555,588 is federal funds. Of the $555,777,350 in LCFF Funds, $50,996,074 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 Clovis Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clovis Unified School District plans to spend $780,101,910 for the 2026-27 school year. Of that amount, $773,318,277 is tied to actions/services in the LCAP and $6,783,633 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

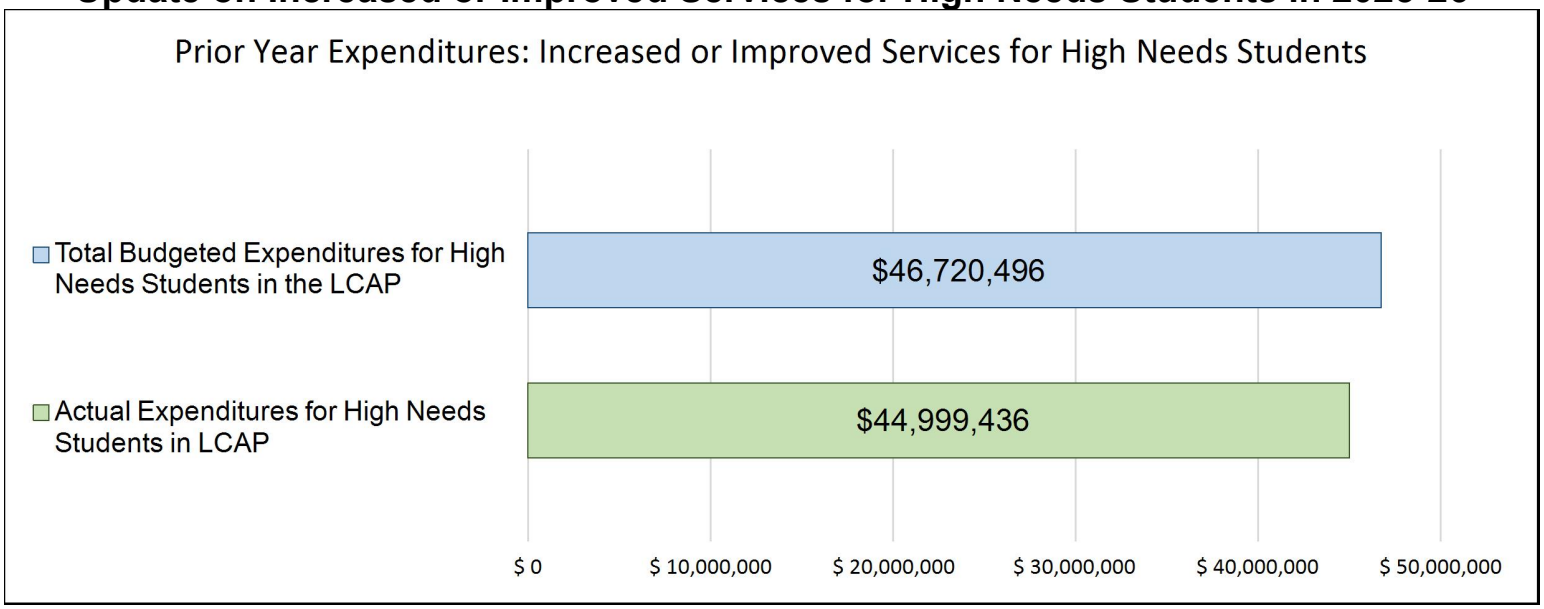
The General Fund Expenditures not included in the LCAP are related to debt service payments and the District contribution to the Clovis Adult School.

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

In 2026-27, Clovis Unified School District is projecting it will receive $50,996,074 based on the enrollment of Foster Youth, English learner, and low-income students. Clovis Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District plans to spend $52,860,473 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Clovis 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 Clovis 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 2025-26, Clovis Unified School District's LCAP budgeted $46,720,496 for planned actions to increase or improve services for high needs students. Clovis Unified School District actually spent $44,999,436 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,721,060 had the following impact on Clovis Unified School District’s ability to increase or improve services for high needs students:

A significant UPP increase was not certified until January, compressing our available spend window for 2025-26. The funds are fully allocated in 2026-27 and on track to be fully expended.

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
Clovis Unified School District	Corrine Folmer, Ed.D. Superintendent	corrinefolmer@cusd.com 559--327-9000

Plan Summary [2026-27]

General Information

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

Clovis Unified School District (CUSD) became a school district upon unification in 1960 with just over 5,037 students attending in the 1960-61 school year. Today CUSD is a district of more than 42,800 students and 6,400 employees covering an attendance area of 198 square miles of the San Joaquin Valley. The district boundaries include most of Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD comprises six high schools, six intermediate schools, 35 elementary schools, four alternative education schools, one adult school, one online charter school, the Center for Advanced Research and Technology (CART), and one outdoor and environmental education school. CUSD enrollment comprises of:

- 41.9% Hispanic
- 29.6% White
- 16% Asian
- 4.8% Two or More Races
- 3.5% African American
- 2.2% Filipino
- 0.7% American Indian
- 0.3% Pacific Islander

- 46.8% Socio-economically disadvantaged (SED)
- 10.6% Students with Disabilities (SWD)
- 4.7% English Learners (EL), 0.6% Long Term English Learners (LTEL)

- 0.4% Foster Youth (FY)
- 0.2% Homeless

Clovis Unified recognizes that there is an increased need for academic, social-emotional, and behavioral support. Our 2024-2027 LCAP was revised with these needs in mind. CUSD strives to be America's benchmark for excellence in education. Our mission puts action to this vision. Our efforts should be focused on the creation of a quality educational system that meets the academic, physical, and social needs of our students and inspires them to greater success. Our mission is, "To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit." In the words of CUSD's founding Superintendent Doc Floyd B. Buchanan, "Our philosophy is very simple: A fair break for every kid." In Clovis we know that every child can learn and that we can teach and meet the educational needs of ALL children.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Any unused funds (carryover) at these sites from the 2025-2026 school year will continue in Goal 4, Action 1.1., 1.2, 1.3 and Goal 5 Action 1.1, 1.2, 1.3 to support these specific schools and the needs identified for low-performing student groups. Clovis has three school sites receiving Equity Multiplier Funds: Clovis Community Day Elementary ($51,697), Clovis Community Day Secondary ($217,960), and Gateway High Continuation ($396,270).

Reflections: Annual Performance

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

Clovis Unified worked continuously over the past year to implement our three-year plan that is aligned to our district's strategic plan. The goals, actions, services, and expenditures outlined in our LCAP address the state and local priorities and are a result of our educational partners' needs and feedback. District and site educational partner meetings were held to communicate with our community and to gather feedback. Surveys were also another medium of gathering feedback from students, parents, and staff.

Across multiple metrics, Low Income (LI) students demonstrate the most consistent progress. In both ELA and Math Met/Exceeded, LI students show initial gains that are largely maintained over time, reflecting stable academic performance compared to other student groups . Additionally, Math outcomes across EL, LI, and FY show overall improvement from baseline, indicating that instructional supports in mathematics are contributing to gradual gains for all groups .

Progress is also evident in ELA and Math Distance from Standard, where all student groups, including EL and FY, are moving closer to grade-level expectations, even though gaps remain . In college and career readiness, EAP ELA performance improved, particularly for EL and LI students, and graduation rates remained high overall, with LI students showing steady outcomes and EL students demonstrating recovery after declines .

School climate indicators further reflect success, with increases in student connectedness and safety perceptions, including for EL and FY students, suggesting improved engagement and school experience . Operational metrics also remain strong, including full implementation of professional development, consistent access to instructional materials, and stable systems of support, which contribute to these outcomes

We continue to provide 100% access to a broad course of study, seek parent input, and promote parental participation in programs for unduplicated students and students with exceptional needs. We continue to succeed with building a high-quality workforce as indicated on the dashboard.

The 2025-26 year was met with some challenges. These findings will guide the 2026–27 LCAP to prioritize targeted, sustained supports for English Learners and Foster Youth, with a focus on closing achievement gaps, strengthening acceleration strategies, and improving consistency in academic growth and college/career readiness outcomes. Additionally, the LCAP will emphasize reducing chronic absenteeism and behavioral disparities through expanded interventions, particularly in alternative settings, to ensure equitable access, engagement, and long-term student success.

In 2025-26 our staff worked to meet the individual needs of our students. We witnessed the impact of the academic, social-emotional, and behavioral challenges on our students' performance and achievements. While progress is evident, outcomes for English Learners (EL) and Foster Youth (FY) remain inconsistent. In ELA Met/Exceeded, EL and FY show initial improvement followed by declines, indicating that academic gains are not being sustained. EL students, in particular, continue to perform significantly below LI peers, highlighting a persistent achievement gap. In Math Met/Exceeded, although all groups improved from baseline, growth for EL, LI, and FY has slowed, with slight decreases in recent years. FY students, while improving from baseline, continue to show fragile progress, and EL students demonstrate only gradual gains, suggesting that acceleration strategies may not yet be sufficient. Significant challenges remain in Distance from Standard, especially for EL and FY students, who continue to perform well below grade level despite improvement trends. In college and career readiness metrics such as CCI and A-G completion, EL and FY outcomes fluctuate and decline after initial increases, indicating inconsistency in long-term readiness pathways. Additionally, chronic absenteeism and suspension rates remain disproportionately high for FY students and certain school sites, pointing to ongoing barriers to engagement and access to learning . Alternative settings such as Gateway and CCDS continue to show significantly lower academic performance and higher behavioral needs, reinforcing the need for targeted and sustained interventions for the highest-need student populations

Clovis Unified encountered notable hurdles in academic advancement, English language proficiency among our English Learners, and increased suspension rates. Furthermore, both at the district and site levels, we observed several student subgroups performing below expectations, as indicated on the California Dashboard. In response, we have engaged in a thorough reassessment of our objectives and strategies alongside our educational collaborators. Those initiatives that failed to yield progress have undergone substantial refinement, underscoring our unwavering dedication to bolstering support for our students and their families in alignment with the directives of our educational partners.

We have specific actions that are dedicated to supporting student groups that are in the red on the Dashboard. Each site conducted thorough needs assessments to determine the support necessary for the upcoming year to best serve their students with their unique needs. Additionally, our district is launching an initiative where we will be revisiting our academic Multi-tiered Systems of Support (MTSS) through an analysis of our essential standards, pacing guides, common formative assessments, and progress monitoring to best support our students and provide informed instruction and intensive intervention. We are also strengthening our behavioral MTSS by strengthening our current systems, such as PBIS, CSI, Transitions, and BCT. We will continue to work closely with our educational partners to ensure our students' social-emotional and behavioral needs are met so they can access their learning.

2023 REDS AT THE LEA LEVEL BY SUBGROUP, INDICATOR, GOAL/ACTION
Foster Youth, Math, G1A8
Foster Youth, Suspension, G1A23
Homeless Youth, Suspension, G1A23
SWD Math, G1A3
SWD, Graduation, G1A3
SWD, Suspension, G1A3
African American, Suspension, G2A14

2023 REDS AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION
Boris, ELPI, G1A7
Boris, Suspension, G2A15
Jefferson, ELPI, G1A7
Mountain View, ELPI, G1A7
Oraze, ELPI, G1A7
Red Bank, ELPI, G1A7
Weldon, Chronic Absenteeism, G2A18
Clark, Suspension, G2A16
CCDS Secondary, Chronic Absenteeism, G5A1-G5A3
CCDS Secondary, Suspension, G5A1-G5A3
Enterprise, Chronic Absenteeism, G2A18
Gateway, ELA, G4A1-G4A3
Gateway, Math, G4A1-G4A3
Gateway, CCI, G4A1-G4A3
Gateway, Suspension, G5A1-G5A3
Gettysburg, Suspension, G2A15

2023 REDS AT THE SITE LEVEL BY SITE, SUBGROUP, INDICATOR, GOAL/ACTION
Alta Sierra, African American, Chronic Absenteeism, G2A18
Alta Sierra, African American, Suspension, G2A16
Alta Sierra, SWD, Math, G1A3
Alta Sierra, SED, Suspension, G1A28
Buchanan, African American, Suspension, G2A17
Buchanan, SWD, Suspension, G1A3
Boris, Hispanic, Suspension, G2A15
Boris, SWD, ELA, G1A3
Boris, SWD, Suspension, G1A3
Boris, White, Suspension, G2A15
Boris, SED, Suspension, G1A28
Bud Rank, SWD, Suspension, G1A3

Bud Rank, SED, Suspension, G1A28
Cedarwood, Asian, Chronic Absenteeism, G2A18
Cedarwood, EL, Chronic Absenteeism, G1A22
Cedarwood, SED, Chronic Absenteeism, G1A22
Cedarwood, SWD, ELA, G1A3
Cedarwood, SWD, Math, G1A3
Cedarwood, Two or More Races, Chronic Absenteeism, G2A18
Clovis Community Day School-Secondary, SED, Chronic Absenteeism, G5A1-G5A3
Clovis Community Day School--Secondary, Hispanic, Suspension, G5A1-G5A3
Clovis Community Day School--Secondary, White, Suspension, G5A1-G5A3
Clovis Community Day School--Secondary, SED, Suspension, G5A1-G5A3
Clovis East, SWD, Graduation, G1A3
Clovis East, SWD, Suspension, G1A3
Clovis East, EL, Math, G1A15
Clovis High, Hispanic, Suspension, G2A17
Clovis High, SWD, ELA, G1A3
Clovis High, SWD, Math, G1A3
Clovis High, SWD, Graduation, G1A3
Clovis High, SWD, Suspension, G1A3
Clovis High, SED, Suspension, G1A28
Clark, Asian, Suspension, G2A16
Clark, EL, Suspension, G2A16
Clark, Hispanic, Suspension, G2A16
Clark, SWD, Suspension, G1A3
Clark, Two or More Races, Suspension, G2A16
Clark, SED, Suspension, G1A28
Clark, EL, Math, G1A15
Clovis North, SWD, ELA, G1A3
Clovis North, SWD, Math, G1A3
Clovis North, SWD, Graduation, G1A3
Cole, SWD, ELA, G1A3
Cole, SWD, Suspension, G1A3
Clovis West, African American, Suspension, G2A17
Clovis West, SWD, ELA, G1A3
Clovis West, SWD, Graduation, G1A3
Clovis West, SWD, Suspension, G1A3
Enterprise, SED, Chronic Absenteeism, G1A22
Enterprise, Hispanic, Chronic Absenteeism, G2A18
Fancher Creek, EL, Chronic Absenteeism, G1A22
Fancher Creek, African American, Chronic Absenteeism, G2A18

Fancher Creek, African American, Suspension, G2A15
Fancher Creek, SWD, ELA, G1A3
Fancher Creek, SWD, Math, G1A3
Fancher Creek, SWD, Suspension, G1A3
Fancher Creek, White, Chronic Absenteeism, G2A18
Fort Washington, SWD, ELA, G1A3
Fort Washington, White, Suspension, G2A15
Freedom, EL, Chronic Absenteeism, G1A22
Fugman, SWD, Chronic Absenteeism, G1A3
Garfield, SWD, ELA, G1A3
Garfield, SWD, Chronic Absenteeism, G1A3
Garfield, SED, Suspension, G1A28
Gateway, SED, ELA, G4A1-A3
Gateway, SED, Math, G4A1-A3
Gateway, Hispanic, CCI, G4A1-A3
Gateway, SED, CCI, G4A1-A3
Gateway, EL, Suspension, G5A1-A3
Gateway, FY, Suspension, G5A1-G5A3
Gateway, Hispanic, Suspension, G5A1-A3
Gateway, SED, Suspension, G5A1-A3
Gateway, SWD, Suspension, G5A1-A3
Gettysburg, Hispanic, Suspension, G2A15
Gettysburg, SWD, Suspension, G1A3
Gettysburg, SED, Suspension, G1A28
Granite Ridge, African American, Suspension, G2A16
Granite Ridge, EL, Suspension, G2A16
Jefferson, SWD, ELA, G1A3
Jefferson, SWD, Math, G1A3
Kastner, SWD, ELA, G1A3
Liberty, EL, Chronic Absenteeism, G1A22
Maple Creek, SWD, Suspension, G1A3
Miramonte, SWD, ELA, G1A3
Mountain View, Hispanic, Suspension, G2A15
Mountain View, SED, Suspension, G1A28
Nelson, African American, Chronic Absenteeism, G2A18
Pinedale, SWD, ELA, G1A3
Pinedale, White, Chronic Absenteeism, G2A18
Pinedale, White, Suspension, G2A15
Reagan, Two or More Races, Suspension, G2A15
Red Bank, SWD, Suspension, G1A3

Red Bank, White, Suspension, G2A15
Red Bank, SED, Suspension, G1A28
Reyburn, African American, Suspension, G2A16
Reyburn, EL, Suspension, G2A16
Reyburn, SWD, Math, G1A3
Reyburn, SWD, Suspension, G1A3
Reyburn, SED, Suspension, G1A28
Sierra Vista, SWD, Math, G1A3
Tarpey, SWD, ELA, G1A3
Weldon, EL, Chronic Absenteeism, G1A22
Weldon, SED, Chronic Absenteeism, G1A22
Weldon, Hispanic, Chronic Absenteeism, G2A18
Weldon, SWD, Chronic Absenteeism, G1A3
Weldon, White, Chronic Absenteeism, G2A18
Young, SWD, Suspension, G1A3
*Refer to Appendix with metrics for Reds addressed in non-contributing actions.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Total LREBG Funds for received in the 2025-26 and 2026-27: $11,729,433.00

The district has unexpended LREBG funds, which can be
found in the following Actions:
1.3 Students with IEPs:
Amount of LREBG Funds: $5,898,189
1.35 Additional Academic Intervention
Amount of LREBG Funds: $568,764
1.36 Class Size Reduction II
Amount of LREBG Funds: $2,961,785
2.18 Chronic Absenteeism Support
Amount of LREBG Funds:$899,325
3.1 Ongoing Operating Costs
Amount of LREBG Funds: $806,835

During the comprehensive needs assessment, the team analyzed the 2024 California School Dashboard, zeroing in on student groups rated red or orange in ELA, Math, and Chronic Absenteeism to surface the most urgent equity gaps. The findings were then triangulated with local benchmark scores, attendance logs, and educational feedback to uncover root causes and shape targeted, evidence-based actions to boost academic outcomes and reduce absenteeism for the flagged groups to ensure the best use of the LREBG funds.

Action 1.3: Students with IEPs

Metrics: Math & ELA & Chronic Absenteeism
Student Group(s): Students with Disabilities
Paying for IA's and RSP Teachers to conduct assessments.
Expanding the evaluation team post-pandemic ensures that Students with Disabilities receive timely assessments and instructional adjustments, allowing teachers to target gaps in ELA and Math with precise, individualized supports. Consistent monitoring also flags attendance barriers early, enabling coordinated interventions that lower chronic absenteeism and keep SWD engaged in daily learning.
The action(s) align with allowable fund uses in the area of:
A--Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
E--Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning

Action 1.35: Additional Academic Intervention
Metrics: Math & ELA
Student Group(s): All Students, EL, LTELs, FY, Homeless, African American, Pacific Islander, Hispanic and SED.
Fully credentialed push-in teachers and instructional assistants deliver small-group, standards-aligned re-teaching, while targeted professional development and supplemental curricula, supplies, and resources give staff the tools to weave evidence-based math routines and integrated language supports into daily lessons for every student. Together, these layered supports accelerate learning for all students and are especially effective for English Learners, LTELs, Foster Youth, and Homeless students by providing consistent adult relationships, culturally responsive instruction, and take-home materials that sustain progress despite mobility or language barriers.
The action(s) align with allowable fund uses in the area of:
B--Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.
C--Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs
E--Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Action 1.36: Class Size Reduction II
Metrics: Math & ELA
Student Group(s): All Students, EL, LTELs, FY, Homeless, African American, Pacific Islander, Hispanic and SED.
Smaller classes let teachers give each student more targeted instruction and timely feedback, helping kids grasp key math concepts and reading skills before misconceptions set in. With fewer students, teachers can run flexible, small-group lessons and differentiated activities that build foundational fluency in both ELA and math.
The action(s) align with allowable fund uses in the area of:
A--Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs

Action 2.18 Chronic Absenteeism Support
Metrics: Chronic Absenteeism
Student Group(s): All Students, American Indian, Foster Youth, Homeless, African American, Pacific Islander, Socioeconomically Disadvantaged
Home Liaisons
Home Liaisons will proactively reach out to chronically absent students—especially those who are American Indian, FY, Homeless, African American, Pacific Islander, and SED students—to build trust with families, diagnose the root causes of absences, and connect them with transportation, housing, health, or academic supports. By removing these barriers and sustaining two-way communication, they foster a sense of belonging and accountability that increases daily attendance across all student groups.
The action(s) align with allowable fund uses in the area of
C--Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Reflections: Technical Assistance

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

2024 Differentiated Assistance
Target groups:

- Foster Youth (FY) in ELA, Math, Chronic Absenteeism, and Suspension
- Homeless in ELA, Math, Chronic Absenteeism, and Suspension
- Long Term English Learners (LTEL) in ELA, Math, and Suspension

2025 Target Differentiated Assistance Target Subgroups:

- Foster Youth (FY) in ELA, Math, Graduation Rate, and Suspension
- Black/African American in Chronic Absenteeism, and Suspension

Based on the district's 2024 Dashboard data, our intermediate cohort has continued their focus on decreasing suspension rates and are continuing to work through year 2 of their continuous improvement journey. They are continuing the work within their theory of improvement and are not only focusing on their site-specific subgroups but have added a focus on their FY students (if applicable). In addition to the work that these sites are doing, 3 of the sites have also been provided with professional development around restorative justice practices and have implemented these practices within their theory of improvement. Overall, so far this year we have seen a reduction in intermediate suspension rates at more than 2%.
In the 2026-2027 school year, the intermediate schools will continue to attend Professional learning focused on data analysis, root cause analysis, and behavior interventions. This cohort of schools will continue to utilize the PDSA model to test their theories of improvement, modify change ideas, and adapt changes that are providing positive results. The intermediate sites will continue to hold huddles with their site teams to analyze data, looking at current trends, and discuss site needs as well as document their work within their PDSA's.
In the spring of 2026, the district added an additional cohort of schools working within the continuous improvement model. The new cohort includes 5 schools who have higher rates of FY students who enroll within their school site boundary and the work of this group is intentionally devoted to decreasing our FY Subgroup suspension rates. The work for this group has not followed the traditional 4 phase plan

that was utilized with our original cohorts, as our district director overseeing this work utilized a BTS format to get schools engaged in the work more quickly. The BTS included an expert group of employees from across the district and within the community who work with or support FY in some way. The expert group engaged in data analysis exercises; research activities grounded in discovering evidence-based practices and change ideas to support our FY students and decreasing suspension rates. The expert group utilized their findings to develop a clear aim, identify key drivers and create a theory of improvement. Additionally, the expert group created systems that aligned with the theory of improvement for our sites to utilize as part of the overall change package for sites. Our 5 pilot sites then were provided with professional learning grounding them in the improvement science model focused on data analysis and the implementation of the theory of improvement. These sites are currently implementing the change package, collecting both process and progress data, and are running PDSA's in order to monitor the progress and effectiveness of the theory of improvement.
In the 2026-2027 school year, the FY suspension cohort of schools will continue their work around decreasing suspension rates through ongoing PL, ongoing data analysis, and by running PDSA cycles. Additionally, the district will spread the best practices that are being adopted at our cohort schools to other high-leverage sites that have a higher FY enrollment with the intention of spreading to all sites who support FY.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parents	February 3, 2026 Parent LCAP Feedback Meeting and Thoughtexchange February 4– March 24, 2026 Parent LCAP Feedback Meetings at the sites Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Pupils/Students	February 4– March 24, 2026 Student LCAP Feedback Meetings at the sites Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Teachers	February 3, 2026Teacher LCAP Feedback Meeting and Thoughtexchange February 4– March 24, 2026 Teacher LCAP Feedback Meetings at the sites Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Classified Employees & Other School Personnel	February 3, 2026 Classified LCAP Feedback Meeting and Thoughtexchange February 4– March 24, 2026 Staff LCAP Feedback Meetings at the sites Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Administration	February 3, 2026 Administrators LCAP Feedback Meeting and Thoughtexchange

Educational Partner(s)	Process for Engagement
	Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Principals	February 3, 2026 Principals LCAP Feedback Meeting and Thoughtexchange Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
Bargaining Units	April 8, 2026 Certificated Collective Bargaining Unit LCAP Feedback Meeting and Thoughtexchange Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions April 8, 2026 Classified Collective Bargaining Unit LCAP Feedback Meeting and Thoughtexchange Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
SELPA (for SWD action)	February 26, 2026 SELPA LCAP Feedback Meeting and Thoughtexchange Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions
PAC Input & Draft LCAP for input from PAC	February 26, 2026 and April 30, 2026 PAC LCAP draft Feedback Meeting Topics Discussed: New Goals and Actions, Dashboard, Metrics, Feedback. The group did not request a written response from the superintendent.
DELAC & Draft LCAP for input from DELAC*	March 5, 2026 and April 30, 2026 DELAC LCAP Draft Feedback Meeting; the group did not request a written response from the superintendent. Topics Discussed: New Goals and Actions, Dashboard, Metrics, Feedback
SAC & Draft LCAP for input from SAC	April 30, 2026 LCAP Draft Feedback Meeting; the group did not request a written response from the superintendent. Topics Discussed: New Goals and Actions, Dashboard, Metrics, Feedback
Equity Multiplier Sites (Teachers, Administrators, Students, Parents for Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School)	March 4, 2026 and February 5, 2026 Teacher LCAP Equity Multiplier Feedback Meeting

Educational Partner(s)	Process for Engagement
	March 12, 2026 and March 18, 2026 Parent LCAP Equity Multiplier Feedback Meeting Sites: Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions,
Mid-Year Report	February 18, 2026 Mid-Year Report to the Board Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the LEA's governing board or body.
Public Comment Period as per Ed Code 52062(a)(3)	May 11, 2026 - May 20, 2026
Public Hearing as per Ed Code 52062(b)(1)	May 20, 2026
Board LCAP Adoption as per Ed Code 52062(b)(2)	June 10, 2026 Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2) Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2)

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

Parents: Parent feedback emphasize the need for enhanced academic, behavioral, and social-emotional support for students. Key thoughts include increasing resources for programs like IMPACT, expanding counseling and psychological services, and ensuring student and staff safety. There is a need for smaller class sizes, more intervention specialists, and additional support for special education and English learners. Parents highlight the importance of addressing mental health, behavior issues, and the impact of social media on teen mental health. There is also a focus on improving communication between teachers and parents, promoting co-curricular activities, and ensuring equitable funding across schools.

Pupils/Students: Students shared that they want more academic support, including a slower pace for difficult curriculum, more reading time, tutorials, and opportunities in subjects like history, science, and the arts. They also asked for stronger social-emotional support, better behavior management, more adult supervision, and more access to their counselors. Additionally, students noted facility and equipment concerns, and expressed interest in more clubs, performing arts opportunities, and structured activities during recess and lunch.

Teachers: Teachers emphasized the need for reducing class sizes to enhance individualized attention and classroom management. They prioritized social-emotional support, advocating for more counselors and programs to help students manage stress. Behavioral support was also critical, with a call for more resources to address disruptive behaviors. Intervention programs were deemed essential for students below grade level, and professional development was valued for improving instructional practices. Teachers highlighted the importance of better support for special education, maintaining academic rigor, and ensuring counseling services. Additionally, they stressed the need for

adequate resource allocation and engaging parents and the community to foster student success. Overall, teachers are focused on creating a supportive and effective learning environment for all students.

Classified Employees & Other School Personnel: Classified and other school personnel emphasized the importance of providing robust support systems for students, particularly in the areas of social-emotional and behavioral support. They highlighted the need for more counselors and intervention programs to address the diverse needs of students, especially those struggling academically or with challenging behaviors. There was also a focus on ensuring adequate resources and materials to enhance student engagement and learning. Additionally, these employees stressed the significance of professional development to equip staff with the skills necessary to support students effectively. Overall, they are committed to fostering a positive and inclusive educational environment that meets the needs of all students.

Administrators/Principals: Principals and administrators emphasized the critical need for full-time counselors in elementary schools to address students' social-emotional needs, highlighting the importance of mental health support. They also stressed the significance of academic interventions and behavioral support to improve student achievement and manage emotional regulation. There was a strong call for integrating social-emotional learning (SEL) resources across all areas to foster emotional intelligence. Additionally, they advocated for increased support for special education programs and the expansion of the AVID program to provide valuable skills for students' academic and personal growth. The need for updated technology resources and career development programs was also highlighted to prepare students for future opportunities.

Certificated Bargaining Unit: Smaller class sizes are essential for building strong teacher-student relationships and effectively supporting students' mental health and academic needs. Large classes make it difficult for even experienced teachers to provide individualized attention and monitor emotional well-being. Prioritizing class size caps, expanding access to mental health services through MHSP and school psychologists, and increasing staff training are critical steps forward. With more students on learning plans in general education classrooms, teachers must also receive targeted training to support diverse needs, including ADHD, Autism, and English learners—training that is currently insufficient and urgently needed.

SELPA: Emphasized the need for enhanced support for students with disabilities, social-emotional and behavioral support, and professional development for educators. They highlighted the importance of hiring full-time counselors, social workers, and behavior-trained staff to address students' increasing needs. Mental health services and inclusion practices were also prioritized to improve classroom dynamics and foster a sense of belonging. Participants stressed the necessity of additional funding for staff training and intervention classes, as well as support for foster youth and students with disabilities. Overall, the responses reflect a strong focus on creating a supportive and inclusive educational environment to enhance student outcomes.

PAC: The responses emphasize the need for expanded mental health support, highlighting the lack of therapy services from school psychologists and the increasing mental health issues among students. There is a call for additional emotional and behavioral support, especially for students who may not receive it at home. Special education expenditures are rising, with concerns about litigation risks and the need for general education inclusion. Priorities include enhanced reading and math support in elementary schools, improved communication between parents and counselors, involvement of foster parents, STEM opportunities, attendance interventions, cultural humility among teachers, and increased support for English learners and dually identified students.

DELAC: The responses emphasize the need for increased emotional support for students, particularly in light of current global challenges. There is a call for more teachers to reduce class sizes and additional support for English Learners (EL), especially in non-Title I schools. Suggestions include after-school homework assistance, high-dosage tutoring, and targeted interventions. Character education and social-emotional awareness are highlighted as crucial, alongside the need for social workers to support foster youth. The importance of preparing students for ELPAC testing and providing instructional assistance in classrooms is also noted.

SAC: Students highlighted the importance of continued access to both academic and social-emotional support to enhance their overall well-being and learning. They found that having technology at home was beneficial for learning and expressed a need for more opportunities like study groups, academic intervention, and tutoring.

Equity Multiplier Sites (Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School): Staff expressed a need for continued support in helping students make informed decisions and navigate challenges, while parents emphasized strategies to help students overcome barriers and feel safe and supported at school; students highlighted the importance of real-life learning experiences, including exposure to college and career pathways, along with consistent guidance from staff who understand their experiences.

The educational partner engagement process influenced the development of this year's LCAP. Looking at the most common themes across all groups:
*Counseling and Mental Health Support: There was the need more counselors at elementary schools to address students' social-emotional needs and provide mental health support.
*Academic and Behavioral Support: There was a strong focus on implementing academic interventions and behavioral support to improve student achievement and help students regulate their emotions.
*Social Emotional Learning (SEL): There was a need for integrating SEL resources was seen as vital for equipping students with the skills needed to navigate their emotions and build healthy relationships.

Throughout the engagement process, it was apparent that our EL, FY, and LI families are supportive of the district's current intervention and engagement efforts. While supporting the actions, services, and metrics in place within the district currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for identified students.

Based on feedback the following input was used to develop our 2026-27 LCAP.

Changes of action(s) or groups of actions

Action 1.6
Xello will be replaced with California Colleges, the California College and Career platform at no cost. Elementary counselors indicated a need for the use of funds to provide professional development related to college and career supports.

Action 1.7
Additional funds to support EL students.

Action 1.8
Decreased services based on needs and usage by sites. Language was revised to add science resources, supplies, and materials to strengthen ELA and Math performance.

Action 1.9
Decreased services based on needs and usage by sites

Action 1.23
Additional materials and resources for FY students.

Action 1.25
Added Student Relation Liaisons

Action 1.30
Additional BCBA and IAs will be added.

Action 1.32
Additional Lead Psychologist will be added.

Action 2.5
Decreased services based on usage of supplemental resources.

Action 2.6
Increased services to provide more funding toward technology devices.

Action 3.2
Additional Teachers on Special Assignment, stipends to provide support for new teachers and administrators, develop curriculum, and provide professional development.

Action 5.1
Language was revised to include vehicles, safety materials/devices (radios, cameras), and a gym audio system.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Achievement for ALL Students	Broad Goal

State Priorities addressed by this goal.

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.

Clovis Unified developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard, local assessments, and data on DataQuest. This goal was developed to reflect our district's commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, and CTE completion. Clovis Unified carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring middle school and high school dropout rates. Our actions and services are carefully implemented with these metrics in mind. From health and wellness to visual and performing arts, from class sizes to increasing connection points at school, from increased bus routes to our Transition Program, we have clearly organized people and programs to support our targeted student population and to maximize achievement for ALL students, where ALL means ALL.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Met or Exceeded	All: 66.2% EL: 20.0% LI: 53.8% FY: 18.5%	All: 67.1% EL: 22.3% LI: 56.0% FY: 26.5%	All: 67.8% EL: 15.2% LI: 55.0% FY: 19.7%	All: 70% EL: 23% LI: 56% FY: 21%	All: +1.6 EL: -4.8 LI: +1.2 FY: +1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 15.2% Data Year: 22-23 Data Source: DataQuest	LTEL: 14.8% Data Year: 23-24 Data Source: DataQuest	LTEL: 13.8% Data Year: 2024-25 Data Source: DataQuest	LTEL: 17.2% Data Year: 25-26 Data Source: DataQuest	LTEL: -1.4
1.2	Smarter Balanced Math Met or Exceeded	All: 51.0% EL: 17.5% LI: 36.9% FY: 11.1% SWD: 13.9% Clark EL: 2.4% CEHS EL: 4.8% LTEL: 3.2% Data Year: 22-23 Data Source: DataQuest	All: 52.4% EL: 19.5% LI: 40.1% FY: 15.9% SWD: 11.8% Clark EL: 14.1% CEHS EL: 13.6% LTEL: 9.9% Data Year: 23-24 Data Source: DataQuest	All: 54.1% EL: 19.1% LI: 39.8% FY: 15.5% SWD: 13.1% Clark EL: 6.8% CEHS EL: 0.0% LTEL: 5.0% Data Year: 2024-25 Data Source: DataQuest	All: 55% EL: 20% LI: 39% FY: 14% SWD: 15% Clark EL: 7% CEHS EL: 7.8% LTEL: 5.2% Data Year: 25-26 Data Source: DataQuest	All: +3.1 EL: +1.6 LI: +2.9 FY: +4.4 SWD: -0.8 Clark EL: +4.4 CEHS EL: -4.8 LTEL: +1.8
1.3	Smarter Balanced ELA Distance from Standard	All: 38.8 EL:-13.9 LI: 7.9 FY: -53.5 Data Year: 22-23 Data Source: Dashboard	All: 42.4 EL: -12.6 LI: 9.9 FY: -68.2 LTEL: -49.7 Data Year: 23-24 Data Source: Dashboard	All: 44 EL: -6 LI: 12.2 FY: -66 Data Year: 2024-25 Data Source: Dashboard	All: 47.9 EL:-4.9 LI: 16.9 FY: -44.5 LTEL: -46.7 Data Year: 25-26 Data Source: Dashboard	All: +5.2 EL: +7.9 LI: +4.3 FY: -12.5
1.4	Smarter Balanced Math Distance from Standard	All: -0.7 EL: -45 LI: -33.4 FY: -95.4 SWD: -99 Clark EL: -102.2 CEHS EL: -153.3 Data Year: 22-23	All: 3.1 EL: -46.4 LI: -31.7 FY: -127.2 SWD: -110.9 Clark EL: -95 CEHS EL: -120.5 LTEL: -116.7	All: 5.7 EL: -39.9 LI: -30.1 FY: -143.5 SWD: -117.7 Clark EL: -85.4 CEHS EL: -100.9	All: 10 EL: -36 LI: -24.4 FY: -86.4 SWD: -90 Clark EL: -92.2 CEHS EL: -143.3 LTEL: -113.7	All: +6.4 EL: +5.1 LI: +3.3 FY: -48.1 SWD: -18.7 Clark EL: +16.8 CEHS EL: +52.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	Data Year: 23-24 Data Source: Dashboard	Data Year: 2024-25 Data Source: Dashboard	Data Year: 25-26 Data Source: Dashboard	
1.5	Local ELA Assessment	All: 51% EL: 16% SED: 28% FY: 23% Data Yr: 23-24 Data Source: Local Benchmark Assessment	All: 52% EL: 15% SED: 38% FY: 23% Data Yr: 24-25 Data Source: Local Benchmark Assessment	All: 59% EL: 28% SED: 50% FY: 28% Data Yr: 25-26 Data Source: Local Benchmark Assessment	All:55% EL:19% SED: 31% FY: 26% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	All:+8% EL:+12% SED: +22% FY: +5%
1.6	Local Math Assessment	All: 37% EL: 13% SED: 25% FY: 9% Data Yr: 23-24 Winter Data Source: Local Benchmark Assessment	All: 42% EL: 14% SED: 27% FY: 14% Data Yr: 24-25 Data Source: Local Benchmark Assessment	All: 64% EL: 42% SED: 55% FY: 37% Data Yr: 25-26 Data Source: Local Benchmark Assessment	All: 41% EL:16% SED: 28% FY: 12% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	All:+27% EL:+29% SED: +30% FY: +28%
1.7	EAP ELA	All: 80.5% EL: 18.9% LI: 71.1% FY: 23.6% Gateway All: 27.2% Data Year: 22-23 Data Source: DataQuest	All: 80.2% EL: 11.3% LI: 71.6% FY: *Less than 10 students-data not reported Gateway All: 38.0% Data Year: 23-24 Data Source: DataQuest	All: 77.3% EL: 15.7% LI: 67.3% FY: 29.4% Gateway All: 26% Data Year: 2024-25 Data Source: DataQuest	All: 85.5% EL: 21.9% LI: 74.1% FY: 26.6% Gateway All: 30.2% Data Year: 25-26 Data Source: DataQuest	All: -3.2 EL: -3.2 LI: -3.8 FY: +5.8 Gateway All: -1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	EAP Math	All: 45.3% EL: 5.4% SED: 32.3% FY: *Less than 10 students-data not reported SWD: 8.2% Gateway All: 2.5% Data Year: 22-23 Data Source: DataQuest	All: 48.6% EL: 12.5% SED: 36.8% FY: *Less than 10 students-data not reported SWD: 11.2% Gateway All: 5.4% Data Year: 23-24 Data Source: DataQuest	All: 48.6% EL: 13.9% LI: 36.1% FY: 15.4% SWD: 7.4% Gateway All: 1.0% Data Year: 2024-25 Data Source: DataQuest	All: 50.3% EL: 8.4% SED: 35.3% FY: 16.4% SWD: 11.2 Gateway All: 5.5% Data Year: 25-26 Data Source: DataQuest	All: +3.3 EL: +8.5 SED: +3.8 FY: N/A (baseline not reported) SWD: -0.8 Gateway All: -1.5
1.9	California Science Test (CAST) Met or Exceeded	All: 45.7% EL: 7.6% LI: 32.9% FY: 17.1% Data Year: 22-23 Data Source: DataQuest	All: 46.4% EL: 4.8% LI: 33.8% FY: 16.3% Data Year: 23-24 Data Source: DataQuest	All: 50.2% EL: 4.6% LI: 36.1% FY: 11.6% Data Year: 2024-25 Data Source: DataQuest	All: 50..7% EL: 10.6% LI: 35.9% FY: 20.1% Data Year: 25-26 Data Source: DataQuest	All: +4.5 EL: -3.0 LI: +3.2 FY: -5.5
1.10	College Career Indicator (CCI)	All: High (64% prepared) EL: Low (29.4% prepared) LI: Medium (51.9% prepared) FY: Low (18.5% prepared) Data Year: 22-23 Data Source: Dashboard	All: High (64% prepared) EL: Low (30.7% prepared) LI: Medium (55.6% prepared) FY: Low (25.8% prepared) Data Year: 23-24 Data Source: Dashboard	All: High 71.2% EL: Low 33.3% LI: Medium 60.5% FY: Low 20.7% Data Year: 2024-25 Data Source: Dashboard	All: High (66% prepared) EL: Low (31.4% prepared) LI: Medium (53.9% prepared) FY: Low (20.5% prepared) Data Year: 25-26 Data Source: Dashboard	All: +7.2 EL: +3.9 LI: +8.6 FY: +2.2
1.11	High School Graduation Rate	All: 94.8% EL: 91.3% LI: 93.3%	All: 95.9% EL: 93.4% LI: 94.1%	All: 95.5% EL: 87.4% LI: 94.2%	All: 96% EL: 94% LI: 95.1%	All: +0.7 EL: -3.9 LI: +0.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 78.6% SWD: 62.0% Data Year: 22-23 Data Source: DataQuest	FY: 77.4% SWD: 69.5% Data Year: 23-24 Data Source: DataQuest	FY: 65.5% SWD: 70.9% Data Year: 2024-25 Data Source: Dashboard	FY: 79.1% SWD: 62.6% Data Year: 25-26 Data Source: DataQuest	FY: -13.1 SWD: +8.9
1.12	AP Passage Rate	All: 30.3% EL: 8.1% LI: 21.4% FY: 20.0% Data Year: 22-23 Data Source: CollegeBoard	All: 35.1% EL: 23.8% LI: 25.9% FY: 25.0% Data Year: 23-24 Data Source: College/Career Levels and Measures Report & Data - 2024	All: 48.7% EL: 35.7% LI: 39.2% FY: 33.3% Data Year: 2024-25 College/Career Levels; Measures Report and Data - 2025	All: 33.3% EL: 9.1% LI: 23.4% FY: 21% Data Year: 25-26 Data Source: CollegeBoard	All: +18.4 EL: +27.6 LI: +17.8 FY: +13.3
1.13	CTE Pathway Completion Rate	All: 34.6% EL: 21.6% LI: 37.0% FY: 40.0% Data Year: 22-23 Data Source: Dashboard Additional Reports	All: 40.0% EL: 23.8% LI: 40.3% FY: 37.5% Data Year: 23-24 Data Source: Dashboard Additional Reports	All: 40.1% EL: 34.0% LI: 42.2% FY: 33.3% Data Year: 2024-25 Data Source: Dashboard Additional Reports	All: 35.6% EL: 22.6% LI: 38% FY: 41% Data Year: 25-26 Data Source: Dashboard Additional Reports	All: +5.5 EL: +12.4 LI: +5.2 FY: -6.7
1.14	A-G Completion Rate	All: 57% EL: 27.5% LI: 45% FY: 13% Data Yr: 22-23 Data Source: DataQuest	All: 81.6% EL: 64.3% LI: 72.5% FY: 62.5% Data Year: 23-24 Data Source: Dashboard Additional Reports	All: 82.4% EL: 64.2% LI: 75.6% FY: 33.3% Data Year: 2024-25	All: 59% EL: 28.5% LI: 47% FY: 14% Data Yr: 25-26 Data Source: DataQuest	All: +25.4 EL: +36.7 LI: +30.6 FY: +20.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: Dashboard Additional Reports		
1.15	A-G Completion and CTE Pathway Completion Combined Rate	All:18.3% EL:6.3% LI:15% FY:7.4% Data Year: 22-23 Data Source: Dashboard Additional Reports	All: 22.7% EL: 8.0% LI: 17.1% FY: 12.9% Data Year: 23-24 Data Source: Dashboard Additional Reports	All: 24.6% EL: 8.8% LI: 21.1% FY: 3.4% Data Year: 2024-25 Data Source: Dashboard Additional Reports	All: 20.3% EL: 7.3% LI: 17% FY: 6% Data Year: 25-26 Data Source: Dashboard Additional Reports	All: +6.3 EL: +2.5 LI: +6.1 FY: -4.0
1.16	EL students making progress toward English Proficiency	All EL: 57.2% Boris: 44.6% Jefferson: 38.9% Mountain View: 27.5% Oraze: 29.4% Red Bank: 35.9% Data Year: 22-23 Data Source: Dashboard	All EL: 53.9% Boris: 29.7% Jefferson: 62.1% Mountain View: 56.9% Oraze: 53.1% Red Bank: 52.5% Data Year: 23-24 Data Source: Dashboard	All EL: 52.4% Boris: 45.1% Jefferson: *student count below reporting threshold Mountain View: 67.4% Oraze: 50.0% Red Bank: 54.5% Data Year: 2024-25 Data Source: Dashboard	All EL: 60% Boris: 47% Jefferson: 41% Mountain View: 30% Oraze:32% Red Bank: 38% Data Year: 25-26 Data Source: Dashboard	All EL: -4.8 Boris: +0.5 Jefferson: N/A (no Year 2 value) Mountain View: +39.9 Oraze: +20.6 Red Bank: +18.6
1.17	EL Reclassification Rate	All EL: 28% Boris:14% Jefferson: 13% Mountain View: 15% Oraze: 13% Red Bank: 14% Data Year: 22-23 Data Source: CALPADS	All EL: 20.5% Boris: 12.6% Jefferson: 6.5% Mountain View: 3.0% Oraze: 4.4% Red Bank: 10.3% Data Year: 23-24	ALL EL: 29.67% Boris: 23.68% Jefferson: 25.7% Mountain View: 33.9% Oraze: 16.1% Red Bank: 27.4% Data Year: 24-25	All EL: 31% Boris: 16% Jefferson: 15% Mountain View: 17% Oraze:13% Red Bank: 16% Data Year: 25-26	All EL: +1.6% Boris: +9.6% Jefferson: 12.7% Mountain View: +18.9% Oraze: +3.1% Red Bank: +13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CALPADS	Data Source: CALPADS	Data Source: CALPADS	
1.18	Percentage of EL students that are LTEL	12.5% Data Source: 23-24 Data Source: Data Quest	13% Data Source: 24-25 Data Source: Data Quest	13.9% Data Source: 24-25 Data Source: Data Quest	10% Data Source: 26-27 Data Source: Data Quest	+1.4%
1.19	Chronic Absenteeism Rate	All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2% CCDS Secondary: 71.6% Enterprise: 63.2% Cedarwood EL: 24.2% Fancher Creek EL: 29.3% Freedom EL: 20.8% Liberty EL: 25.8% Weldon EL: 20.5% Gateway FY: 48.0% Cedarwood LI: 26.8% Weldon LI: 36.4% Enterprise LI: 66.3% Data Year: 22-23 Data Source: DataQuest	All: 14.7% EL: 16.4% SED: 20.5% FY: 29.4% Weldon: 26.5% CCDS Secondary: 63.8% Enterprise: 34.2% Cedarwood EL: 20.0% Fancher Creek EL: 29.9% Freedom EL: 8.9% Liberty EL: 23.9% Weldon EL: 24.2% Gateway FY: 75.0% Cedarwood LI: 27.1% Weldon LI: 29.6% Enterprise LI: 45.2% Data Year: 23-24 Data Source: DataQuest	All: 15.1% EL: 15.1 SED: 21.1% FY: 29.0% Weldon: 24.2% CCDS Secondary: 74.1% Enterprise: 22.5% Cedarwood EL: 14.7% Fancher Creek EL: 18.6% Freedom EL: 11.5% Liberty EL: 11.8% Weldon EL: 21.2% Gateway FY: 76.9% Cedarwood LI: 19.7% Weldon LI: 28.0% Enterprise LI: 26.2% Data Year: 2024-25 Data Source: DataQuest	All: 15.7% EL: 15.4% SED: 21.3% FY: 26.9% Weldon: 32.7% CCDS Secondary: 70.1% Enterprise: 61.7% Cedarwood EL: 22.7% Fancher Creek EL: 27.8% Freedom EL: 19.3% Liberty EL: 24.3% Weldon EL: 19.0% Gateway FY: 46.5% Cedarwood LI: 25.3% Weldon LI: 34.9% Enterprise LI: 64.8% Data Year: 25-26 Data Source: DataQuest	EL: -1.8 SED: -1.7 FY: +0.6 Weldon: -10.0 CCDS Secondary: +2.5 Enterprise: -40.7 Cedarwood EL: -9.5 Fancher Creek EL: -10.7 Freedom EL: -9.3 Liberty EL: -14.0 Weldon EL: 0.7 Gateway FY: +28.9 Cedarwood LI: -7.1 Weldon LI: -8.4 Enterprise LI:cal -40.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Suspension Rate	All: 4.7% EL: 4.3% SED: 6.7% FY: 22.8% Homeless Youth: 10.3% SWD: 8.4% African-American: 11.4% Boris: 8.0% Clark: 12.4% CCDS Secondary: 35.4% Gateway All: 24.3% Gateway EL: 13.6% Gateway FY: 41.7% Gateway Hispanic: 24.3% Boris LI: 8.4% Bud Rank LI: 5.8% Garfield LI: 4.4% Gettysburg LI: 4.9% Mountain View LI: 6.2% Red Bank LI: 4.3% Alta Sierra LI: 13.0% Clark LI: 15.7% Reyburn LI: 12.3% Clovis High LI: 10% Gateway LI: 26.4% Gateway SWD: 35.3% Data Year: 22-23 Data Source: Dashboard	All: 4.0% EL: 3.8% SED: 5.8% FY: 26.8% Homeless Youth: 15.3% SWD: 8.0% African-American: 9.4% Boris: 4.1% Clark: 9.5% CCDS Secondary: 33.2% Gateway All: 26.6% Gateway EL: 15.8% Gateway FY: 63.0% Gateway Hispanic: 31.0% Boris LI: 4.5% Bud Rank LI: 1.6% Garfield LI: 3.8% Gettysburg LI: 2.1% Mountain View LI: 4.3% Red Bank LI: 3.2% Alta Sierra LI: 12.2% Clark LI: 12.7% Reyburn LI: 12.8% Clovis High LI: 6.8% Gateway LI: 28.9%	All: 3.9% EL: 4.6% SED: 5.7% FY: 26.7% Homeless Youth: 16.3% SWD: 7.3% African American: 11.4% Boris: 3.8% Clark: 7.5% CCDS Secondary: 23.5% Gateway All: 28.9% Gateway EL: 24.2% Gateway FY: 52.6% Gateway Hispanic: 29.2% Boris LI: 4.7% Bud Rank LI: 2.9% Garfield LI: 4.1% Gettysburg LI: 2.9% Mountain View LI: 7.1% Red Bank LI: 3.2% Alta Sierra LI: 6.1% Clark LI: 10.0% Reyburn LI: 10.2% Clovis High LI: 5.9% Gateway LI: 31.0%	All: 3.8% EL: 3.4% SED: 5.8% FY: 21.9% Homeless Youth: 9.4% SWD: 7.5% African-American: 10.5% Boris: 7.1% Clark: 11.5% CCDS Secondary: 34.5% Gateway All: 23.4% Gateway EL: 12.7% Gateway FY: 40.8% Gateway Hispanic: 23.4% Boris LI: 7.5% Bud Rank LI: 4.9% Garfield LI: 3.5% Gettysburg LI: 4% Mountain View LI: 5.3% Red Bank LI: 3.4% Alta Sierra LI: 12.1% Clark LI: 14.8% Reyburn LI: 11.4% Clovis High LI: 9.1% Gateway LI: 25.5% Gateway SWD: 34.4%	All: -0.8 EL: +0.3 SED: -1.0 FY: +3.9 Homeless Youth: +6.0 SWD: -1.1 African American: 0.0 Boris: -4.2 Clark: -4.9 CCDS Secondary: -11.9 Gateway All: +4.6 Gateway EL: +10.6 Gateway FY: +10.9 Gateway Hispanic: +4.9 Boris LI: -3.7 Bud Rank LI: -2.9 Garfield LI: -0.3 Gettysburg LI: -2.0 Mountain View LI: +0.9 Red Bank LI: -1.1 Alta Sierra LI: -6.9 Clark LI: -5.7 Reyburn LI: -2.1 Clovis High LI: -4.1 Gateway LI: +4.6 Gateway SWD: -2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Gateway SWD: 47.4% Data Year:23-24 Data Source: Dashboard	Gateway SWD: 32.6% Data Year: 2024-25 Data Source: Dashboard	Data Year: 25-26 Data Source: Dashboard	
1.21	Student Connectedness	All: 69% EL: 78% SED: 70% FY: 69% Data Year: 23-24 Data Source: LCAP Student Survey	All: 72% EL: 82% SED: 73% FY: 73% Data Year: 24-25 Data Source: LCAP Student Survey	All: 73% EL: 80% SED: 71% FY: 71% Data Year: 25-26 Data Source: LCAP Student Survey	All: 71% EL: 80% SED: 72% FY: 71% Data Year: 26-27 Data Source: LCAP Student Survey	All: +4% EL: +2% SED: +1% FY: +2%
1.22	Percent earning Healthy Fitness Zone in Grade 5	65% Data Year: 23-24 Data Source: Local Data	65.4% Data Year: 24-25 Data Source: Local Data	66% Data Year: 25-26 Data Source: Local Data	68% Data Year: 26-27 Data Source: Local Data	+1%
1.23	Percent earning Healthy Fitness Zone in Grade 7	65% Data Year: 23-24 Data Source: Local Data	62.3% Data Year: 24-25 Data Source: Local Data	69.6% Data Year: 25-26 Data Source: Local Data	68% Data Year: 26-27 Data Source: Local Data	+4.6%
1.24	Percent earning Healthy Fitness Zone in Grade 9	59% Data Year: 23-24 Data Source: Local Data	55% Data Year: 24-25 Data Source: Local Data	53.2% Data Year: 25-26 Data Source: Local Data	62% Data Year: 26-27 Data Source: Local Data	-5.8%

Goal Analysis [2025-26]

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

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

Action 1: Instructional and Operational Technology
No substantive difference in planned action compared to the actual implementation. This action was fully implemented and significantly strengthened the capacity of the technology department. By expanding access to essential technology tools for both students and staff, the district fostered a more dynamic, interactive, and engaging learning environment. These enhancements directly supported efforts to increase student achievement, particularly among targeted student populations, by promoting equitable access to digital resources and instructional tools that support 21st-century learning.

Action 2: Class Size Reduction
No substantive difference in planned action compared to the actual implementation. The class size reduction initiative was implemented as planned, with each school site focusing on a selected primary grade level. This targeted approach allowed for more individualized instruction, increased opportunities for differentiated teaching, and stronger teacher-student relationships. As a result, it supported improved academic outcomes and contributed to student growth, especially for those who benefit from more focused, small-group learning environments.

Action 3: Students with IEPs
This action was fully implemented addressing the following Reds on the 2023 Dashboard: REDS AT THE LEA LEVEL: Math, Graduation, Suspension

REDS AT THE SITE LEVEL
Alta Sierra SWD Math
Boris SWD Suspension
Boris SWD ELA
Buchanan SWD Suspension
Bud Rank SWD Suspension
Cedarwood SWD ELA
Cedarwood SWD Math
Clark SWD Suspension
Clovis East SWD Suspension
Clovis East SWD Graduation
Clovis High SWD Suspension
Clovis High SWD ELA
Clovis High SWD Math
Clovis High SWD Graduation
Clovis North SWD Math
Clovis North SWD Graduation
Clovis North SWD ELA

Clovis West SWD Suspension
Clovis West SWD ELA
Clovis West SWD Graduation
Cole SWD Suspension
Cole SWD ELA
Fancher Creek SWD Suspension
Fancher Creek SWD ELA
Fancher Creek SWD Math
Fort Washington SWD ELA
Fugman SWD Chronic Absenteeism
Garfield SWD Chronic Absenteeism
Garfield SWD ELA
Gettysburg SWD Suspension
Jefferson SWD Math
Jefferson SWD ELA
Kastner SWD ELA
Maple Creek SWD Suspension
Miramonte SWD ELA
Pinedale SWD ELA
Red Bank SWD Suspension
Reyburn SWD Suspension
Reyburn SWD Math
Sierra Vista SWD Math
Tarpey SWD ELA
Weldon SWD Chronic Absenteeism
Young SWD Suspension

It ensured comprehensive and targeted support for students with Individualized Education Programs (IEPs). Through aligned instructional practices, targeted interventions, and consistent progress monitoring, the district addressed the diverse learning needs of students receiving special education services. Resources included specialized personnel, adaptive curriculum materials, and additional instructional supports tailored to individual student goals. School sites implemented focused strategies to improve outcomes in mathematics and ELA, reduce suspension rates and chronic absenteeism, and increase graduation rates for students with disabilities, ultimately promoting equity and academic success.

Additionally, with LRBEG funds, implementation of this action/service included increasing the number of Instructional Aides (IA's) and Resource Specialist Program (RSP) teachers to provide targeted one-on-one and small group academic supports, conduct assessments, and monitor student progress for Students with Disabilities. These expanded supports strengthened learning recovery efforts in ELA and Math while improving early intervention and attendance monitoring practices to reduce chronic absenteeism and ensure students received timely, individualized services.

Action 4: Career Technical Education (CTE) On-going Operating Costs
No substantive difference in planned action compared to the actual implementation. This action was fully implemented to sustain high-quality CTE programs across the district. Funding supported essential operational costs, including salaries and benefits for instructional and support staff, instructional supplies, equipment, and other program-related expenses. These investments ensured continuity and stability of CTE offerings for students.

Action 5: Career Technical Education Courses
No substantive difference in planned action compared to the actual implementation. This action was implemented as planned and expanded access to CTE courses for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. By hiring additional CTE teachers, the district increased the availability of hands-on, career-focused courses aligned with industry pathways. These opportunities provided students with relevant, real-world learning experiences that build technical skills, support career exploration, and encourage postsecondary readiness.

Action 6: Licensing to Provide Online College and Career Planning
No substantive difference in planned action compared to the actual implementation. This action was successfully implemented by providing students in grades 5–12 with access to an online college and career readiness platform. Despite rising licensing costs, the platform remained a critical resource, enabling students to explore academic and career interests, set personalized goals, and develop actionable plans for their futures. This tool supports student agency and strengthens preparedness for both college and workforce pathways.

Action 7: Specialized Services and Support for Multilingual English Learner Students
No substantive difference in planned action compared to the actual implementation. This action was effectively implemented, providing comprehensive wraparound services to support migrant and multilingual English Learner students. A dedicated home-school liaison strengthened communication between families and schools, while targeted tutoring services provided individualized academic support. These combined efforts increased student connectedness, supported language development, and improved academic outcomes. This action will address the following Reds on the 2023 Dashboard ELPI: Boris, Jefferson, Mountain View, Oraze, and Red Bank to support English Learners.

Action 8: Instructional Supplemental Support for Sites
No substantive difference in planned action compared to the actual implementation. This action was implemented and addressed the following Reds on the 2023 Dashboard: FY at the LEA Level and FY for math
It was implemented as planned across all school sites, providing supplemental instructional support such as tutoring, language development programs, increased access to technology, and professional development for staff. Additional supports included instructional assistants, supplemental curriculum, and targeted academic interventions, all of which contributed to improved student achievement and college and career readiness.

Action 9: Enrichment Supplemental Support for Sites
No substantive difference in planned action compared to the actual implementation. This action enhanced student connectedness and engagement by providing enrichment opportunities, social-emotional supports, and programs that promote positive peer interactions. Additional efforts included teacher training, family engagement initiatives, and motivational resources designed to create a supportive school climate and improve overall student well-being.

Action 10: Summer Intervention Learning Academy
No substantive difference in planned action compared to the actual implementation. The Summer Intervention Learning Academy was fully implemented, offering targeted summer learning opportunities for English Learners, Foster Youth, and Low-Income students. The program focused on reinforcing essential skills in English Language Arts and mathematics, addressing learning gaps, and accelerating academic progress through structured, supportive instruction.

Action 11: Push-In for TK-6 Teachers
No substantive difference in planned action compared to the actual implementation. This action was fully implemented to support focused instruction in TK–6 classrooms. Fully credentialed push-in teachers and instructional assistants provided targeted academic support, allowing for differentiated instruction and increased student engagement. These supports contributed to improved instructional effectiveness and student outcomes.

Action 12: Additional Support for Core Classes and College & Career Success
No substantive difference in planned action compared to the actual implementation. This action provided additional instructional support for core academic subjects and college and career readiness. Students had access to support classes such as Academic Seminar, Study Skills, Science, Math, and AVID, along with supplemental curriculum. These supports strengthened foundational skills and enhanced readiness for postsecondary success.

Action 13: Secondary Intervention
No substantive difference in planned action compared to the actual implementation. This action expanded learning time and intervention opportunities at intermediate and high school levels. By providing stipends, additional staff, instructional assistants, and resources, the district increased access to targeted academic interventions designed to address individual student learning needs and close achievement gaps.

Action 14: Healthy Start Coordinator
No substantive difference in planned action compared to the actual implementation. This action was fully implemented to support students at alternative sites by providing access to critical resources and services. The Healthy Start Coordinator played a key role in removing barriers to learning, supporting student well-being, and promoting academic success.

Action 15: ELD Teachers at Secondary Schools
No substantive difference in planned action compared to the actual implementation. This action ensured comprehensive language acquisition support for English Learners at secondary schools. The district provided ELD teachers, administrative oversight, professional development, and supplemental instructional resources. Targeted support at specific sites addressed identified areas of need, particularly in mathematics, based on state and local data. This action will address the following Reds on the 2023 Dashboard in Math: Clark and Clovis East to support English Learners.

Action 16: Online Curriculum for Intervention & Credit Recovery
No substantive difference in planned action compared to the actual implementation. This action supported students in staying on track for graduation by offering flexible online credit recovery and intervention options. These programs provided accessible pathways for students to complete coursework and meet graduation requirements.

Action 17: Increased Bus Routes
No substantive difference in planned action compared to the actual implementation. This action was fully implemented to ensure equitable access to CTE programs and dual enrollment courses. Additional transportation options reduced barriers and allowed more students to participate in advanced academic and career opportunities.

Action 18: Mentoring Services at Alternative Sites
No substantive difference in planned action compared to the actual implementation. This action provided mentoring services at alternative education sites to strengthen student relationships, increase engagement, and support academic success. These services helped foster a sense of belonging and connection for students.

Action 19: Opportunity Classes at Intermediate
No substantive difference in planned action compared to the actual implementation. Opportunity classes were implemented to support students experiencing behavioral challenges. These smaller, structured classroom environments provided targeted support and strategies to help students succeed academically and transition back into general education settings.

Action 20: CSI Support
No substantive difference in planned action compared to the actual implementation. This action provided targeted mental health counseling and support services for identified student groups. These services addressed emotional and behavioral barriers to learning, contributing to improved academic outcomes.

Action 21: Multilingual EL Summer School
No substantive difference in planned action compared to the actual implementation. This action supported English Learners during summer programming through targeted instruction, professional development for teachers, and appropriate curriculum resources, promoting both language acquisition and academic growth.

Action 22: Additional Nursing Services
No substantive difference in planned action compared to the actual implementation. This action addressed chronic absenteeism by providing additional nursing services at elementary sites. Preventative healthcare and targeted support helped remove health-related barriers to consistent attendance, particularly for English Learners and Low-Income students. This action will address the following Reds on the 2023 Dashboard Chronic Absenteeism at Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI).

Action 23: Personnel for Foster and Homeless Student Support
No substantive difference in planned action compared to the actual implementation. This action provided dedicated staff and resources to support Foster Youth and Homeless students. Efforts focused on improving attendance, increasing connectedness, and reducing suspension rates through targeted interventions. This action will address the following Reds on the 2023 Dashboard: LEA Level FY and Homeless Youth: Suspension Rates.

Action 24: Counselors to Reduce Caseloads

No substantive difference in planned action compared to the actual implementation. This action expanded counseling services by adding staff, reducing caseloads, and improving the quality of academic, social-emotional, and college and career guidance available to students.

Action 25: Guidance Instructional Specialists (GIS)
No substantive difference in planned action compared to the actual implementation. GIS staff provided targeted interventions to improve student attendance, engagement, and progress toward graduation. Their work supported at-risk students in staying on track academically.

Action 26: Comprehensive Youth Services
No substantive difference in planned action compared to the actual implementation. This action provided licensed therapists and social workers to deliver mental health services to students. These supports addressed barriers to learning and improved attendance and academic performance.

Action 27: Administrative Support for MTSS
No substantive difference in planned action compared to the actual implementation. This action provided leadership and training to support the implementation of MTSS frameworks. Staff were supported in developing targeted strategies to meet diverse student needs.

Action 28: Multi-Tiered Systems of Support (MTSS)
No substantive difference in planned action compared to the actual implementation. This action strengthened school-wide systems of support by providing personnel, professional development, and resources to address academic, behavioral, and social-emotional needs, particularly for targeted student groups. This action will address the following Reds on the 2023 Dashboard: Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn to support LI students.

Action 29: Computer-Based Data Management System
No substantive difference in planned action compared to the actual implementation. This action provided a comprehensive data system that allowed stakeholders to access and analyze student data. This supported informed instructional decisions and improved academic outcomes.

Action 30: Behavior Consultation Team
No substantive difference in planned action compared to the actual implementation. This action provided behavioral support services through trained staff who offered counseling and interventions to students with identified needs, promoting a positive school environment.

Action 31: Mental Health Support Providers
No substantive difference in planned action compared to the actual implementation. This action expanded access to school psychologists to support students' social-emotional needs, contributing to improved attendance and reduced suspension rates.

Action 32: Lead Psychologists and Wellness Plan
No substantive difference in planned action compared to the actual implementation. This action implemented a comprehensive wellness plan supported by lead psychologists who provided both direct services to students and professional development for staff.

Action 33: Elementary Social-Emotional Support

No substantive difference in planned action compared to the actual implementation. Although staffing challenges occurred, the district adapted by assigning teachers on special assignment to maintain social-emotional support services for elementary students.

Action 34: LTEL Support
No substantive difference in planned action compared to the actual implementation. This action provided targeted professional development to support Long-Term English Learners, focusing on instructional strategies that promote language development and academic success.

Action 35: Additional Academic Intervention
No substantive difference in planned action compared to the actual implementation. This action was fully implemented to accelerate learning and address academic gaps through additional staffing, instructional supports, and targeted resources for students most in need.

Additionally, with LRBEG funds, implementation of this action/service included deploying fully credentialed push-in teachers and instructional assistants to provide targeted small-group instruction and standards-aligned intervention in Math and ELA. Professional development, supplemental curriculum, and instructional resources supported staff in delivering evidence-based academic and language supports that accelerated learning and addressed barriers for English Learners, LTELs, Foster Youth, Homeless students, Students with Disabilities, and socioeconomically disadvantaged students.

Action 36: Class Size Reduction
No substantive difference in planned action compared to the actual implementation. This action was fully implemented as planned, with each school site focusing on a selected primary grade level. This targeted approach allowed for more individualized instruction, increased opportunities for differentiated teaching, and stronger teacher-student relationships. As a result, it supported improved academic outcomes and contributed to student growth, especially for those who benefit from more focused, small-group learning environments.

Overall Successes:
Clovis Unified School District successfully implemented a comprehensive set of actions aimed at improving academic achievement for all students, particularly those most in need, including Foster Youth (FY), Low-Income (LI), English Learners (EL), and Long-Term English Learners (LTEL). Investments in instructional and operational technology created more dynamic and equitable learning environments, while class size reductions in primary grades enabled more individualized instruction and stronger teacher-student connections. The district also strengthened support for students with IEPs by providing specialized staff, adaptive curriculum, and targeted resources that addressed individual academic needs.

To enhance college and career readiness, Clovis Unified expanded Career Technical Education (CTE) programs, offered additional core academic support classes, and implemented online platforms for career planning and credit recovery. These initiatives empowered students to explore postsecondary opportunities and recover credits needed for graduation. Transportation solutions and opportunity classes at intermediate schools removed logistical and behavioral barriers to learning, ensuring that more students could access educational programs aligned with their interests and abilities. Enrichment and intervention programs—including summer academies, push-in teacher support, and targeted classes such as AVID and Study Skills—provided additional learning time and personalized instruction, helping students close achievement gaps in ELA and Math.

Language acquisition and support for multilingual learners were also a district priority, with the deployment of secondary ELD teachers, summer programs, and professional development to equip educators with strategies for supporting EL and LTEL students. These efforts were complemented by wraparound services such as counseling, health support, and MTSS implementation, all designed to foster a safe, inclusive, and connected learning environment. Additional school psychologists, counselors, and Guidance Instructional Specialists worked directly with students to improve attendance, reduce suspension rates, and support emotional well-being, particularly in schools identified as high-need on the 2023 California School Dashboard.

The integration of a computer-based data management system allowed educators and families to make informed decisions based on real-time student data. The district's holistic approach—spanning academic, social-emotional, and operational strategies—ensured that students received the individualized support they needed to succeed. Through these coordinated and strategic actions, Clovis Unified demonstrated its commitment to educational equity and excellence for all learners.

In addition, by enhancing enrichment and supplemental supports across school sites, the district fostered student connectedness and positive peer relationships. Initiatives such as social-emotional learning resources, academic motivation tools, and enrichment opportunities played a critical role in building a welcoming school climate. These supports, combined with workshops for teachers and engagement opportunities for parents, nurtured a sense of belonging and helped students thrive both socially and academically.

Additional targeted supports for students at alternative education sites were essential in addressing the unique challenges faced by these learners. The Healthy Start Coordinator ensured that students had access to vital resources and services, which helped remove barriers to learning. Mentoring services at sites such as Gateway, Enterprise, and Clovis Community Day School strengthened relationships, boosted student engagement, and provided a foundation for academic improvement. These actions underscored the district's emphasis on meeting students where they are and providing consistent, compassionate support.

Mental health support through school-based CSI programs further amplified student achievement, particularly for Foster Youth, Low-Income, and English Learner students. Group counseling sessions offered by trained staff addressed emotional and behavioral challenges that might otherwise impede academic progress. At the same time, the addition of nursing services at elementary schools directly tackled chronic absenteeism by addressing health-related obstacles to attendance—an especially critical factor for students at high-need sites identified on the 2023 CA School Dashboard.

Finally, dedicated personnel, training, and materials for Foster and Homeless Youth provided essential stability and advocacy for some of the district's most vulnerable students. These services not only supported daily attendance and school engagement but also contributed to a decrease in suspension rates and an increase in academic achievement. Through these integrated and compassionate efforts, Clovis Unified demonstrated a strong and holistic approach to student success.

Overall Challenges:
While Clovis Unified successfully implemented a wide range of strategic actions to support academic achievement and student well-being, several key challenges impacted the full realization of these initiatives. One of the most significant barriers was staffing shortages. Despite strong planning and allocation of resources, the district faced difficulties in recruiting and retaining qualified personnel for essential support roles. Positions such as academic intervention aides, elementary social-emotional support providers, and behavioral aides were particularly

hard to fill. These staffing gaps limited the scope and intensity of support that could be delivered to students, ultimately affecting the consistency and reach of interventions intended to close learning gaps and support student wellness.

Rising operational costs also presented a challenge, particularly related to digital tools and platforms. The increased expense of licensing online college and career planning programs—though still valuable—placed some challenges. This issue was compounded by varied platform preferences across school sites, many of which expressed interest in using different tools tailored to their specific needs. Due to budget constraints, however, the district was unable to fulfill all platform requests, leading to limitations in access and consistency across sites. While the existing tools continued to serve students effectively, the inability to meet diverse site preferences continues to be a challenge.

Furthermore, the growing need for behavioral and academic support among students outpaced the district's current support capacity. As some students presented with complex needs requiring intensive behavioral and academic interventions, the available staff and resources—already stretched thin due to hiring challenges—struggled to keep up. This highlighted a critical need for additional personnel and training to adequately respond to students requiring more intensive, ongoing support. Addressing these layered challenges will be essential in enhancing the overall effectiveness and equity of the district's student support strategies moving forward.

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 1.1 Additional funding added to support Computer Refresh program.

Action 1.2 Change in teachers filling class size reduction positions led to increase in costs projected for 2026-27.

Action 1.3 Growth in Special Education student enrollment has led to an increased investment in programs for students on IEPs in 2026-27.

Action 1.4 The reduction in budget is a result of removing one-time carryover budget from the Adopted budget projection for the CTE Incentive Grant which funds equipment and modernization of CTE pathways.

Action 1.7 Community partners emphasized the need for stronger academic supports and equitable access to resources. Feedback highlighted targeted support for English Learners to improve outcomes and performance on state indicators.

Action 1.8 Additional budget added to support calibration days for professional development opportunities.

Action 1.9 School sites have the opportunity to allocate spending between 1.8 and 1.9 throughout the year. The allocation as of Adopted Budget represents an initial plan, however, spending is subject to change as the year progresses.

Action 1.10 Clovis Unified is investing additional funding to support summer school programs. With the exhaustion of one-time funds that formerly supported summer school during the pandemic, Clovis Unified is utilizing LCFF funding to continue support of these programs.

Action 1.12 The District increased staffing and adjusted funding to account for the cost of staff supporting English and Math for targeted students.

Action 1.13 Increase planned spending on intervention supports for students.

Action 1.22 Increase in FTE due to some staff starting mid-year. The 2026-27 year budget assumes all positions will be filled the entire year.

Action 1.25 The District is using Student Relation Liaisons (SRL) instead of Guidance Instructional Specialists (GIS) to better meet the needs of students. The SRL positions cost less than GIS positions.

Action 1.29 This action will fluctuate due to the nature of software agreements being done on a multi-year basis. The increase in budget here represents the increased anticipated spending for the 2026-27 school year.

Action 1.30 Community Partner Feedback consistently identifies the need for increased SEL support. As a result, the district is investing additional funds in board-certified behavioral analysts (BCBA) and instructional assistants to be funded out of this action for the BCT team.

Action 1.32 Students, staff and parents consistently emphasize the need for increased mental health services. Be here with low intervention and social-emotional support. This expands capacity to support students and strengthen site-level systems.

Action 1.35 The district continues to invest in additional academic intervention services using Learning Recovery funds. The intent is to supplement the funds for intervention already included in the sites' base budget allocation.

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

Action 1.1 Instructional and Operational Technology
Metrics: Graduation Rate
Effectiveness: Mostly Effective
Overall performance remains strong with slight improvement, and some subgroups demonstrate positive outcomes, though results are not consistent across all groups. The overall student group maintained high performance with minimal fluctuation, while LI students showed stable and slightly improved outcomes, reflecting consistent support effectiveness. SWD also demonstrated improvement, indicating targeted supports are working for this group. However, EL experienced a decline, and FY showed the most significant decrease, highlighting ongoing challenges and the need for more targeted and sustained interventions for these subgroups.

We believe this action is mostly effective because it was fully implemented and expanded access to essential technology tools, creating more engaging and equitable learning environments for all students. These improvements supported increased student achievement, particularly for EL, FY, LI, and SWD, by ensuring access to digital resources that enhance learning opportunities. While overall outcomes show stability and growth for several groups, inconsistent results across subgroups indicate the need for continued refinement and targeted supports.

Action 1.2 Class Size Reduction

Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Education Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students. Educational partners noted the effectiveness and indicated a continued need for support.

We believe class size reduction is mostly effective because overall ELA and Math performance improved and Distance from Standard shows progress for multiple student groups, indicating that increased individualized instruction is supporting learning. However, mixed outcomes across subgroups and continued gaps for EL, LI, and FY students suggest that the impact is not yet consistent for all learners and requires continued refinement and targeted supports.

Action 3: Students with IEPs
Metrics: ELA SBAC Distance from Standard, Math SBAC Distance from Standard, Suspension, Chronic Absenteeism, Graduation
Effectiveness: Mostly effective

CUSD SWD, Math increased; CUSD SWD, Graduation increased; CUSD SWD, Suspension decreased; Alta Sierra, SWD Math decreased; Boris, SWD Suspension increased; Boris, SWD ELA increased: Buchanan, SWD Suspension decreased; Bud Rank, SWD Suspension decreased; Cedarwood. SWD ELA increased; Cedarwood, SWD Math increased; Clark, SWD Suspension increased; Clovis East, SWD Suspension increased ;Clovis East, SWD Graduation increased; Clovis High, SWD Suspension decreased; Clovis High, SWD ELA decreased; Clovis High, SWD Math decreased; Clovis High, SWD Graduation decreased ;Clovis North, SWD Math decreased; Clovis North, SWD Graduation increased; Clovis North, SWD ELA decreased; Clovis West, SWD Suspension increased; Clovis West, SWD ELA increased; Clovis West SWD Graduation decreased; Cole, SWD Suspension increased ;Cole, SWD ELA increased; Fancher Creek, SWD Suspension decrease; Fancher Creek, SWD ELA increased; Fancher Creek, SWD Math increased; Fort Washington, SWD ELA decreased; Fugman, SWD Chronic Absenteeism decreased; Garfield, SWD Chronic Absenteeism decreased; Garfield, SWD ELA increased; Gettysburg, SWD Suspension increased; Jefferson, SWD Math increased; Jefferson, SWD ELA increased; Kastner SWD ELA decreased; Maple Creek, SWD Suspension decreased; Miramonte, SWD ELA increased; Pinedale, SWD ELA increased; Red Bank, SWD Suspension decreased; Reyburn, SWD Suspension decreased; Reyburn, SWD Math decreased; Sierra Vista, SWD Math increased; Tarpey, SWD ELA decreased; Weldon, SWD Chronic Absenteeism increased; Young, SWD Suspension increased.

Across the identified metrics for SWD, overall trends show improvement in graduation rates and gradual progress in ELA and Math Distance from Standard, indicating movement toward closing academic gaps, though performance remains below desired levels. Suspension rates show an overall decrease, suggesting positive impact from behavioral supports, while chronic absenteeism reflects mixed results, with some sites improving and others continuing to face attendance challenges. At the site level, many schools demonstrate incremental academic and behavioral improvements for SWD, particularly in ELA and Math supports, but variability persists across locations, highlighting the need for continued targeted interventions and consistent implementation of supports.

We believe we improved these indicators by strengthening individualized instruction, increasing progress monitoring, and expanding targeted interventions aligned to students' IEPs, which supported gains in graduation and movement toward standard in ELA and Math. We also enhanced behavioral supports and implemented alternatives to suspension, contributing to improved student behavior outcomes. Additionally, we focused on attendance monitoring and support systems, though continued variability across sites indicates a need to further refine and consistently implement these strategies.

Action 4: Career Technical Education On-going Operating Costs
Metrics: CTE Pathway Completion Rate
Effectiveness: Mostly Effective
CTE Pathway Completion shows overall improvement for all students, with continued growth or stability for LI students and a notable increase for EL students, indicating positive progress in access and participation. However, FY students show some decline compared to earlier outcomes, highlighting inconsistency across subgroups. Overall, the trend suggests that while the metric is improving for most students, uneven subgroup performance indicates the need for continued targeted support.

We believe Career Technical Education On-going Operating Costs are mostly effective because CTE pathway completion improved overall, with strong gains for EL students and continued stability or growth for LI students, indicating increased access and participation. These results suggest that investments in programs and resources are supporting student engagement in career pathways. However, declines among FY students highlight the need for more targeted supports to ensure consistent outcomes across all subgroups.

Action 5: Career Technical Education Courses
Metrics: CTE Pathway Completion Rate, Educational Partner Input
Effectiveness: Mostly Effective
CTE Pathway Completion shows overall improvement for all students, with notable gains for EL and continued stability or growth for LI students, indicating increased access and participation in career pathways. However, FY results show variability, with declines compared to prior outcomes, highlighting inconsistency across subgroups. Overall, while most groups demonstrate positive progress, uneven outcomes indicate the need for continued targeted support to ensure consistent success for all students. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because expanded access to CTE pathways has increased student participation and completion, particularly for EL and LI students. These outcomes suggest that course offerings and program supports are successfully engaging a broader range of students in college and career readiness opportunities. However, variability in FY outcomes indicates a need for more targeted support to ensure consistent success across all student groups.

Action 6: Licensing to Provide Online College and Career Planning
Metrics: College and Career Indicator
Effectiveness: Mostly Effective

The College and Career Indicator shows overall improvement for all students, with continued growth for LI students and gradual progress for EL, indicating increased readiness for postsecondary opportunities. However, FY outcomes remain low and show inconsistency, highlighting ongoing challenges in achieving equitable college and career readiness across all subgroups. Overall, while most groups demonstrate progress, persistent gaps indicate the need for continued targeted supports.

We believe Licensing to Provide Online College and Career Planning is mostly effective because increased access to planning tools has supported overall growth in college and career readiness, particularly for LI students and with gradual improvement for EL. These platforms have helped students better track goals, explore pathways, and engage in postsecondary planning. However, continued low and inconsistent outcomes for FY indicate a need for more targeted support to ensure all students benefit equally.

Action 7: Specialized Services and Support for Multilingual English Learner Students
Metrics: ELPI, Reclassification Rates, Educational Partner Input
Effectiveness: Somewhat Effective
The following schools increased with their ELPI: Boris, Mountain View, and Red Bank. Oraze decreased, while Jefferson did not have a significant number to report. ELPI and reclassification rates show mixed results, with overall progress toward English proficiency slightly declining before stabilizing. Reclassification rates increased districtwide and at Boris, Mountain View, Red Bank, Oraze, and Jefferson. Educational partners noted the effectiveness and indicated a continued need for support. They shared the continued need for support, particularly in non-Title I schools, and highlighted the challenges parents face due to language barriers when assisting with homework. Additionally, there was a need to offer more preparation for ELPAC testing to improve students' chances of reclassification and identify areas needing further support.

We believe Specialized Services and Support for Multilingual English Learner Students is somewhat effective because progress toward English proficiency and reclassification outcomes show improvement in some areas but remain inconsistent overall. These results suggest that while targeted supports and services are in place, they are not yet producing sustained gains for all EL students. Continued refinement and increased focus on differentiated language support are needed to accelerate progress.

Action 8: Instructional Supplemental Support for Sites
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students.

We believe this action is mostly effective because overall ELA and Math outcomes improved and Distance from Standard shows continued progress, indicating that additional instructional supports are positively impacting student learning. These supports have contributed to

modest gains on local assessments and helped strengthen core instruction across sites. However, continued gaps for EL, LI, and FY students indicate a need for more targeted and consistent implementation to ensure equitable outcomes for all groups.

Action 9: Enrichment Supplemental Support for Sites
Metrics: Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

The supplemental supports also contributed to the gains in student connectedness by improving students' access to activities, resources, and staff that support their social-emotional needs. Supplemental funding provided sites with flexibility to offer social-emotional supports, wellness activities, mentoring, academic motivation and recognition programs, family engagement opportunities, and enrichment experiences tailored to student and family needs. Through activities such as leadership opportunities, family events, clubs, field trips, assemblies, and cultural programs, these supports strengthened student relationships, increased engagement in learning, enhanced school-family partnerships, and fostered a greater sense of belonging and connection to school. Educational partners consistently identified these supports as valuable contributors to the positive trends observed in student connectedness.

Action 10: Summer Intervention Learning Academy
Metrics: ELA & Math Distance from Standard, Educational Partner Input
Effectiveness: Mostly Effective
ELA and Math Distance from Standard show overall improvement, with students moving closer to standard across multiple groups, particularly EL and LI, indicating positive academic progress. However, FY students continue to perform significantly below standard despite some improvement, highlighting persistent gaps. Graduation trends show overall stability with slight improvement for all students and LI, while EL and FY demonstrate declines, indicating ongoing disparities among subgroups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe Summer Intervention Learning Academy is mostly effective because ELA and Math Distance from Standard show overall improvement, indicating that targeted intervention is helping students make academic gains. These results suggest that extended learning opportunities are supporting EL and LI students in closing gaps and progressing toward proficiency. However, continued gaps for FY students indicate a need for more targeted and sustained intervention to ensure consistent impact across all groups.

Action 11: Push-In for TK-6 Teachers
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective

For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students. Educational partners noted the effectiveness and indicated a continued need for support.

We believe Push-In for TK-6 Teachers is mostly effective because overall ELA and Math SBAC performance improved and Distance from Standard indicates continued progress toward proficiency across multiple student groups. The push-in model has strengthened core instruction and provided targeted, in-class support, contributing to modest gains on local assessments. However, ongoing gaps for EL, LI, and FY students indicate a need for continued refinement and more targeted differentiation to ensure consistent progress for all learners.

Action 12: Additional Support for Core Classes and College & Career Success
Metrics: Graduation Rate, College and Career Indicator, ELA & Math Distance from Standard, Educational Partner Input
Effectiveness: Mostly Effective
Graduation rates increased for LI and SWD, while it decreased for EL and FY. CCI percentages increased for EL and LI, while it decreased for FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Graduation rates remain stable with slight overall improvement, while the College and Career Indicator shows continued growth for all students and LI, with gradual gains for EL, indicating increased readiness. ELA and Math Distance from Standard demonstrate overall progress, with students moving closer to standard across multiple groups. However, EL and FY show declines in graduation outcomes, highlighting ongoing disparities and the need for continued targeted supports. Educational partners noted the need for continued support for core classes to improve performance in core classes through strategies provided in the support classes. Parents highlighted the significance of AVID strategies.

We believe Additional Support for Core Classes and College & Career Success is mostly effective because improvements in ELA and Math Distance from Standard and gains in the College and Career Indicator demonstrate that targeted academic supports are helping students progress toward readiness. These supports have strengthened core instruction and increased access to college and career pathways, particularly for LI students and with gradual gains for EL. However, continued disparities in graduation outcomes for EL and FY indicate a need for more targeted and sustained interventions to ensure consistent success across all student groups.

Action 13: Secondary Intervention
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students. Educational partners noted the effectiveness and indicated a continued need for support.

We believe Secondary Intervention is mostly effective because overall ELA and Math SBAC performance improved and Distance from Standard shows continued progress toward proficiency, indicating that targeted interventions are supporting student learning. Local assessment gains and positive educational partner input suggest that intervention structures are helping address student needs. However, ongoing gaps for EL, LI, and FY students indicate a need for more targeted and consistent intervention to ensure equitable outcomes.

Action 14: Healthy Start Coordinator
Metrics: Graduation Rate, Chronic Absenteeism, Educational Partner Input
Effectiveness: Mostly Effective
Graduation rates increased for LI and SWD, while it decreased for EL and FY. Chronic absenteeism rates improved for EL and FY students, while it increased for LI students. Educational partners noted the need for continued health services support and a coordinator to oversee services and monitor student progress.

We believe Healthy Start Coordinator is mostly effective because improvements in graduation rates and initial reductions in chronic absenteeism indicate that coordinated supports are helping students stay engaged and on track. The role has strengthened connections between families, students, and school resources, contributing to more consistent attendance and overall student stability. However, fluctuations in attendance and continued disparities for EL and FY suggest a need for ongoing targeted support and refinement of services.

Action 15: ELD teachers at Secondary Schools
Metrics: ELPI, Math Distance from Standard Clark and CEHS, Educational Partner Input
Effectiveness: Somewhat Effective
ELPI decreased in the district, while Clark and CEHS math Distance from Standard increased. These mixed results indicate that while some gains are occurring, outcomes are not yet consistent across sites or student groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe ELD teachers at Secondary Schools is somewhat effective because progress toward English proficiency and site-specific math outcomes show some improvement but remain inconsistent overall. The presence of ELD teachers has strengthened targeted language support and increased access to instruction, contributing to improved math performance at Clark and CEHS through increased scaffolding, language integration, and targeted support within content areas. However, results indicate that these supports are not yet producing sustained gains across all sites, and continued focus on alignment, differentiation, and targeted interventions is needed to improve consistency and accelerate student progress.

Action 16: Online Curriculum for Intervention & Credit Recovery
Metrics: Graduation Rate, Educational Partner Input
Effectiveness: Somewhat Effective
The overall graduation rate remained relatively stable with a slight decline. Among student groups, outcomes were mixed. EL and FY experienced notable decreases, indicating areas of concern. Low-Income students showed a slight improvement. Overall, the data reflects

inconsistent progress across subgroups, with gains in some areas offset by declines in others. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because the graduation rate showed mixed outcomes across student groups, indicating that while some students benefited from intervention and credit recovery opportunities, others did not experience the same level of success. The declines among EL and FY suggest that additional supports or adjustments may be needed to better meet the needs of these groups. Overall, the results indicate partial impact, but not consistent improvement across all students.

Action 17: Increased Bus Routes
Metrics: CTE Pathway Completion Rate
Effectiveness: Mostly Effective
The overall CTE Pathway Completion Rate remained essentially stable with a slight increase. EL and LI subgroups demonstrated improvement, while FY showed a decline. Overall, the data indicates positive progress for most student groups, though not consistently across all subgroups.

We believe this action is mostly effective because access to transportation likely supported increased participation in CTE pathways, contributing to stable or improved outcomes for several student groups. Improvements among EL and LI suggest that expanded access helped reduce barriers to program participation. However, the decline for FY indicates that transportation alone may not fully address the needs of all students.

Action 18: Mentoring Services at Alternative Sites
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because ELA and Math SBAC results, along with Distance from Standard, show continued progress toward proficiency for students. Improvements in student connectedness, including positive trends among EL, LI, and FY, suggest mentoring has strengthened engagement and school relationships. While local assessment gains were modest and gaps remain for some groups, the overall pattern indicates meaningful but not fully consistent impact.

Action 19: Opportunity Classes at Intermediate
Metrics: Student Connectedness, Suspension Rates, Educational Partner Input
Effectiveness: Mostly Effective

There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Suspension rates slightly decreased for LI and FY, while it increased for EL. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action led to these results because small group instruction and personalized intervention allow for more targeted academic support, helping many students improve while still leaving some gaps unaddressed. The focus on goal setting and social-emotional growth likely contributed to increased student connectedness and improved behavior, reflected in lower suspension rates. However, because not all subgroups experienced consistent gains, the impact is strong but not yet uniform across all students.

Action 20: CSI Support
Metrics: Chronic Absenteeism, Suspension Rates, Educational Partner Input
Effectiveness: Somewhat Effective
Chronic absenteeism showed mixed results, with overall improvement followed by a slight increase, and varied outcomes across EL, LI, and FY. Suspension rates slightly decreased for LI and FY, while it increased for EL. Overall, the data reflects uneven improvement in attendance and behavior across student groups. Educational partners noted the continued need to support student's social-emotional needs to access their learning.

We believe this action is somewhat effective because the CSI program provides meaningful social-emotional support that helps students build coping skills and strengthen connections with trusted adults. These supports likely contributed to improvements in behavior, but inconsistent attendance outcomes across EL, LI, and FY indicate that barriers to regular attendance still remain. Overall, the impact is evident, but not yet consistent across all student groups.

Action 21: Multilingual EL Summer School
Metrics: ELPI, Educational Partner Input
Effectiveness: Somewhat Effective
ELPI results showed a slight decline overall, indicating limited progress in English language proficiency. Across EL subgroups, outcomes were mixed, with some sites showing improvement while others declined or remained inconsistent. Overall, the data reflects uneven progress in supporting EL students toward proficiency. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because ELPI results show uneven progress in English language development, indicating that the summer program provided some benefit but did not lead to consistent gains across all students. While some EL subgroups improved, others declined or remained stable, suggesting variability in impact. This indicates that the program is supporting students, but additional refinement is needed to achieve more consistent outcomes.

Action 22: Additional Nursing Services
Metrics: Chronic Absenteeism, Educational Partner Input
Effectiveness: Somewhat Effective

Overall, the data reflects uneven progress in attendance across student groups. Chronic absenteeism improved for Cedarwood EL and LI, Fancher Creek EL, Liberty EL, Weldon EL and LI, and Enterprise LI. It increased for Freedom EL. Educational partners shared the appreciation for additional nurses to meet the needs of their students to attend school and have access to learning.

We believe this action is somewhat effective because additional nursing services likely helped address health-related barriers to attendance, contributing to initial improvements in chronic absenteeism. Increased access to health support may have supported some student groups in attending school more regularly. However, the lack of consistent improvement across all subgroups suggests that health services alone are not sufficient to fully address attendance challenges.

Action 23: Personnel for SSSA for Foster & Homeless Support
Metrics: Chronic Absenteeism, Suspension Rates, Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
Suspension rates decreased for FY, Chronic Absenteeism Rates improved for FY. Suspension rates increased for Homeless, while their suspension rates improved. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners mentioned the need for adults to freely connect with disadvantaged kids, including foster youth, to provide stable relationships that support their emotional well-being and improve attendance and behavior.

We believe that these services contributed to a mostly effective result because they directly targeted the root causes of absenteeism, behavior, and disengagement for FY and Homeless students. By providing consistent mentorship, removing barriers like transportation and basic needs, and strengthening relationships with supportive adults, students were more likely to attend school regularly and feel connected. Additionally, trauma-informed supports and staff training helped reduce reliance on punitive discipline, leading to improved suspension outcomes, though variability across subgroups indicates continued need for refinement.

Action 24: Counselors to Reduce Caseloads
Metrics: Graduation Rate, CCI, Educational Partner Input
Effectiveness: Mostly Effective
The graduation rate remained stable overall, with LI showing slight improvement, while EL and FY experienced declines. The College and Career Indicator showed overall improvement, with gains across EL and LI, though FY remained low with some variability. Overall, the data reflects positive progress in college and career readiness alongside stable graduation outcomes, but with inconsistent results across subgroups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because reduced counselor caseloads allow for more individualized academic planning and support, contributing to stable graduation rates and improved college and career readiness. Increased access to counselors likely helped LI and EL students make progress toward postsecondary goals. However, continued challenges for FY indicate that additional targeted supports are still needed for full impact.

Action 25: GIS for At-Risk Students
Metrics: Chronic Absenteeism, Graduation Rates, Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
Graduation rates remained stable overall, with LI showing slight improvement, while EL and FY experienced declines. Chronic absenteeism showed mixed results, with some improvement followed by slight increases, reflecting inconsistent progress across subgroups. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because Guidance Instructional Specialists provide consistent, personalized support that strengthens student connectedness and helps address barriers to attendance and academic success. Regular check-ins, coordination with staff, and access to targeted interventions likely contributed to stable graduation outcomes and improved engagement. While positive trends are evident, some subgroup inconsistencies indicate that continued refinement is needed to ensure all students benefit equally.

Action 26: Comprehensive Youth Services
Metrics: Chronic Absenteeism, Suspension Rates, Educational Partner Input
Effectiveness: Somewhat Effective
Chronic absenteeism rates improved for EL and FY students, while it increased for LI students. Suspension rates slightly decreased for LI and FY, while it increased for EL.
Overall, the data reflects uneven improvement across student groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because CYS provides targeted mental health and counseling supports that help address underlying causes of absenteeism and behavioral challenges for EL, FY, and LI students. These services likely contributed to some improvements in behavior, but inconsistent outcomes across subgroups indicate that supports have not yet resulted in sustained, system-wide impact. Ongoing progress monitoring and

Action 27: Administrative Support for MTSS
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA & Math Local Assessments, Student Connectedness, Suspension Rates, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because administrative support for MTSS strengthens coordination of academic, behavioral, and social-emotional interventions, contributing to overall improvements in achievement and school climate. Enhanced systems and monitoring likely supported gains in SBAC performance, student connectedness, and reductions in suspension rates. However, continued gaps among EL, LI, and FY indicate that implementation is progressing but not yet fully consistent across all student groups.

Action 28: Multi-Tiered Systems of Support (MTSS)
Metrics: Suspension Rates, Educational Partner Input
Effectiveness: Mostly Effective
Suspension rates slightly decreased for LI and FY, while it increased for EL. Suspension rated decreased for Alta Sierra LI, Clark Li, CHS LI, and Reyburn LI, while it decreased for Boris LI, Bud Rank LI, Garfield LI, Gettysburg LI, and Mountain View LI. Red Bank had no change. Educational partners indicated a need to continue supporting LI students to reduce the suspension rates through finding the cause and implementing tiered services to support students. Educational partners also noted the improvement of the secondary LI students and continued services.

We believe this action is mostly effective because MTSS provides a structured framework for delivering targeted academic and behavioral supports, contributing to overall reductions in suspension rates. By identifying student needs early and providing tiered interventions, many students benefited from improved support systems. However, variation across subgroups indicates that implementation is still developing and not yet consistently effective for all students.

Action 29: Computer-Based Data Management System
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because the data management system supports timely access to student performance data, enabling staff to monitor progress and adjust instruction, contributing to overall academic improvement. The improvements in Distance from Standard and stable graduation rates suggest that data-informed practices are having a positive impact. However, continued gaps and declines among EL and FY indicate that while the system is effective, its use is not yet producing consistent outcomes across all subgroups.

Action 30: Behavior Consultation Team
Metrics: Suspension Rates, Educational Partner Input
Effectiveness: Mostly Effective

Suspension rates decreased overall, indicating improved behavior outcomes for many students. Among subgroups, EL and LI showed improvement, while FY and some other groups experienced increases, reflecting mixed results. Overall, the data suggests positive progress in reducing suspensions, though outcomes were not consistent across all student groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because the Behavior Consultation Team provides targeted support and strategies that help reduce suspensions and improve student behavior for many groups. The improvements among EL and LI suggest that interventions are helping address behavioral needs effectively. However, increases among FY and other subgroups indicate that additional or more tailored supports are still needed to achieve consistent outcomes.

Action 31: Mental Health Support Providers
Metrics: Chronic Absenteeism, Suspension Rates, Educational Partner Input
Effectiveness: Somewhat Effective
Chronic absenteeism rates improved for EL and FY students, while it increased for LI students. Suspension rates slightly decreased for LI and FY, while it increased for EL.
Overall, the data reflects uneven improvement across student groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because mental health support providers help address underlying social-emotional needs that impact attendance and behavior, contributing to some improvements in suspension rates. Increased access to counseling and support likely helped certain student groups stabilize and engage more positively in school. However, inconsistent outcomes in chronic absenteeism across subgroups indicate that additional supports are still needed to achieve more consistent impact.

Action 32: Lead Psychologists and Support for Comprehensive Wellness Project
Metrics: Chronic Absenteeism, Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
Chronic absenteeism rates improved for EL and FY students, while it increased for LI students. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support through the wellness supports provided under the supervision of the lead psychologists.

We believe this action is mostly effective because expanded psychological services and wellness supports strengthen student connectedness and provide proactive interventions that address social-emotional needs. These supports likely contributed to improved engagement and relationships across student groups. However, mixed results in chronic absenteeism indicate that while wellness efforts are impactful, additional strategies are needed to consistently improve attendance for all students.

Action 33: Elementary Social-Emotional Support

Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment, Chronic Absenteeism, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students. Chronic absenteeism showed mixed results, with some improvement followed by slight increases, indicating uneven progress across student groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is mostly effective because elementary social-emotional supports help build foundational skills that improve student engagement and readiness to learn, contributing to
overall academic growth. These supports likely played a role in improved Distance from Standard and modest gains in local assessments. However, continued gaps among EL, LI, and FY, along with mixed attendance outcomes, indicate that the impact is positive but not yet consistent for all students.

Action 34: LTEL Support
Metrics: Percentage of LTELs, ELA & Math SBAC Met/Exceeded, Educational Partner Input
Effectiveness: Somewhat effective
The percental of LTELs increased slightly. Educational partners noted the effectiveness and indicated a continued need for support. ELA and math SBAC decreased. Our educational partners continued to express the effectiveness of support and a need for supplemental services for LTELs.

We believe the district's actions to support Long-Term English Learners (LTELs) were somewhat effective, as LTEL outcomes remained relatively stable despite decreases in ELA and Math performance. While the LTEL percentage increased slightly, the actual number of LTEL students decreased, and the district significantly reduced its overall English Learner population through reclassification efforts. Professional development in AVID Excel, along with ELD pathways and SDAIE/AVID-trained teachers, provided targeted language and academic support that helped maintain stable outcomes for LTEL students.

Action 35: Additional Academic Intervention
Metrics: ELA & Math SBAC Met/Exceeded, ELA & Math Distance from Standard, ELA and Math Local Assessment
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students.

We believe this action is mostly effective because providing push-in teachers, instructional assistants, and supplemental resources increased access to targeted academic support, contributing to overall gains in SBAC performance and progress toward standards. Professional development likely strengthened instructional practices, helping many students improve. However, continued declines among some subgroups indicate that while supports are impactful, they are not yet producing consistent outcomes for all students.

Action 36: Class Size Reduction II
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded it increased for all students, Homeless, African American, and Hispanic. It decreased for EL, LTELs, FY, Pacifica Islanders, and LI. For Math SBAC Met/Exceeded it increased for all students, EL, Homeless, Pacifica Islander, and Hispanic. It decreased for LTELs, FY, African American, and LI.

We believe this action is mostly effective because additional class size reduction allows for more individualized instruction and increased teacher-student interaction, which supports overall academic improvement and progress toward standards. Smaller class environments enable teachers to better identify and address student needs, contributing to gains in performance. However, continued inconsistencies among subgroups suggest that while the impact is positive, it is not yet equally effective for all students.

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

Action 1.6
Xello will be replaced with California Colleges, the California College and Career platform at no cost. Elementary counselors indicated a need for the use of funds to provide professional development related to college and career supports.

Action 1.7
Additional funds to support EL students.

Action 1.8
Language was revised to add science resources, supplies, and materials to strengthen ELA and Math performance.

Action 1.9
Decreased services based on needs and usage by sites

Action 1.23
Additional materials and resources for FY students.

Action 1.25
Added Student Relation Liaisons to the title and services.

Action 1.30

Additional BCBA and IAs will be added.

Action 1.32
Additional Lead Psychologist will be added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional and Operational Technology	Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.	$9,361,414.00	No
1.2	Class Size Reduction	To support class size reduction, Clovis Unified will provide the following: Additional teachers at elementary schools: Clovis, Cole, Mickey Cox, Fancher Creek, Gettysburg, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Virginia Boris, Weldon.	$2,373,016.00	Yes
1.3	Students with IEPs	Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services. Develop IEPs Provide specialized instruction Provide related services to support additional needs Provide resource rooms Special education FTEs for staff Provide behavioral supports The LEA examined the needs of SWD by looking at state and local data at the district and site levels; in addition to supporting the needs of all SWD in the LEA, further support will be provided to: Alta Sierra, Boris, Buchanan, Bud Rank, Cedarwood, Clark, Clovis East, Clovis High, Clovis North, Clovis West, Cole, Fancher Creek, Fort Washington, Fugman, Garfield,	$159,071,766.00	No

Action #	Title	Description	Total Funds	Contributing
		Gettysburg, Jefferson, Kastner, Maple Creek, Miramonte, Pinedale, Red Bank, Reyburn, Sierra Vista, Tarpey, Weldon, and Young. This action will address the following Reds on the 2023 Dashboard: REDS AT THE LEA LEVEL Math, Graduation Suspension REDS AT THE SITE LEVEL Alta Sierra SWD Math Boris SWD Suspension Boris SWD ELA Buchanan SWD Suspension Bud Rank SWD Suspension Cedarwood SWD ELA Cedarwood SWD Math Clark SWD Suspension Clovis East SWD Suspension Clovis East SWD Graduation Clovis High SWD Suspension Clovis High SWD ELA Clovis High SWD Math Clovis High SWD Graduation Clovis North SWD Math Clovis North SWD Graduation Clovis North SWD ELA Clovis West SWD Suspension Clovis West SWD ELA Clovis West SWD Graduation Cole SWD Suspension Cole SWD ELA Fancher Creek SWD Suspension Fancher Creek SWD ELA Fancher Creek SWD Math Fort Washington SWD ELA Fugman SWD Chronic Absenteeism Garfield SWD Chronic Absenteeism		

Action #	Title	Description	Total Funds	Contributing
		Garfield SWD ELA Gettysburg SWD Suspension Jefferson SWD Math Jefferson SWD ELA Kastner SWD ELA Maple Creek SWD Suspension Miramonte SWD ELA Pinedale SWD ELA Red Bank SWD Suspension Reyburn SWD Suspension Reyburn SWD Math Sierra Vista SWD Math Tarpey SWD ELA Weldon SWD Chronic Absenteeism Young SWD Suspension These purchases are aimed at supporting students with disabilities (SWD) in their academic achievement, behavior, and overall well-being in school. Curriculum and Instructional Materials: The district is purchasing supplemental curriculum in special education classes aligned with state standards, focusing on essential standards for ELA and Math. This includes instructional materials that support structured intervention and individualized instruction for students with disabilities. Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for instruction and accommodations for SWD (students with disabilities). Staffing: Hiring additional staff to support students with disabilities, including instructional aides in general education classrooms, and personnel for Tier 2 and Tier 3 behavior interventions. Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students		

Action #	Title	Description	Total Funds	Contributing
		with disabilities, including consistent progress monitoring, baseline data collection, and developing intervention plans. Behavioral Support and Interventions: Implementing PBIS (Positive Behavioral Interventions and Supports) systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension. Attendance and Graduation Pathways: Creating alternative graduation pathways for students with IEPs (Individualized Education Programs), as well as addressing chronic absenteeism through incentives and communication strategies. Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and special education models to accommodate the varied needs and circumstances of students with disabilities. LEA Level in Math-CUSD will recalibrate essential standards, local assessments, and our progress monitoring process. We will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness of instruction for SWD students. Moreover, we will enhance scheduling flexibility and our special education models at each site to accommodate the varied needs and circumstances of SWD students. Additionally we will revisit our strategies for small-group instruction and targeted individualized instruction based on SWDs IEPs to improve math performance. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the SWD students at their site. LEA Level Graduation- CUSD has aligned with the state for the alternate pathway for diploma. The requirements have changed the amount of credits SWDs will need and create new coursework that allows more students with IEPs to obtain a diploma. LEA Level Suspension-CUSD will provide additional support and professional development for educators on education code violations, MTSS for specific to SWD students encompassing strategies to work with		

Action #	Title	Description	Total Funds	Contributing
		student behaviors, alternative supports to correct undesired behaviors, supporting the IEP in place, and understanding if the behavior is a cause of the disability. Based on the root cause analysis, the LEA and sites will provide the following support specific to SWD. ·Alta Sierra Math--Consistent progress monitoring of subgroup data for growth every 6-week grading period. Make Math Strategies available to SWD during the day. Provide ongoing student conferencing. Develop Math and Special Education PLCs every 6-weeks. ·Boris in ELA—Identify students with SWD that score in the level 2 on SBAC tests in ELA and provide structured intervention (3x per week) for the students based on the standard they are not mastering. ·Boris in Suspension—Provide ongoing professional development for options of consequences for California Ed Code violations and institute restorative practices incorporating de-escalation strategies. ·Buchannan in Suspension—structured time during lunch and passing periods to decrease undesired behaviors. Offer additional hours or hire personnel to support the Tier 2 and Tier 3 behavior interventions. ·Bud Rank in Suspension—Institute corrective justice practices to examine the harmful impact of behaviors and determine what can be done to repair the situation while holding students accountable for their action. ·Cedarwood in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. ·Cedarwood in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with		

Action #	Title	Description	Total Funds	Contributing
		students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. ·Clark in Suspension—Develop structured time during lunch and passing periods to decrease undesired behaviors. ·Clovis East in Graduation—Professional Development/Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staff The PD will help our site to implement new behaviors strategies that support behavior tiers of intervention and alternatives to suspension. SWD students will be put in a consistent academic monitoring system with increased focus on intervention. Clovis East in Suspension-- Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered. ·Clovis High in Suspension— Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered. ·Clovis High in ELA— Utilization of researched based instructional practice for best first-time instruction for SWD. Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed. Modify our MTSS model and increase intervention supports available for our SWD.		

Action #	Title	Description	Total Funds	Contributing
		·Clovis High in Math—Utilization of researched based instructional practice for best first-time instruction for SWD. Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed. Modify our MTSS model and increase intervention supports available for our SWD. ·Clovis High in Graduation— Increase the rate of graduation by monitoring SWD students to be sure they are meeting graduation requirements. Provide intervention for those students at risk of not graduating. ·Clovis North in Graduation—Based on the alternate pathway diploma track, district is redefining students who can qualify for diploma based on decreased student credits. ·Clovis North in ELA—Utilization of AVID WICOR strategies across content areas to support SWD students. Modify our MTSS model and increase intervention supports available for our lowest performing students. ·Clovis North in Math—Utilization of AVID WICOR strategies across content areas to support SWD students. Modify our MTSS model and increase intervention supports available for our lowest performing students. ·Clovis West in ELA—Establish more intervention opportunities for ELA so SWD students can have additional academic help during school, before/after school and at lunch. Strategies will include: intervention teachers and/or extra period stipends, supplemental materials, technology resources, additional supports through staffing and supplemental materials. ·Clovis West in Graduation—Based on the alternate pathway diploma track, district is redefining students who can qualify for diploma based on decreased student credits ·Clovis West in Suspension— Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the		

Action #	Title	Description	Total Funds	Contributing
		class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered. ·Cole in ELA—Work with the special education team to unpack the writing standards for grade levels and determine the essential standards needed to grow in writing and to prepare students for the Performance Task. Research professional developments to support teachers to teach writing and investigate researched based curriculum and resources to help teachers and students. Provide professional Development around working with special educations students in the general education setting. ·Cole in Suspension--Use the PBIS system to promote positive behaviors SWD. Provide professional development to all new teachers and include all special education teachers in PBIS and use their classrooms and keep the school-based system going. Continue to work together for the support of the community. ·Fancher Creek in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. ·Fancher Creek in Suspension--Use the PBIS system to promote positive behaviors SWD. Provide professional development to all new teachers and include all special education teachers in PBIS and use their classrooms and keep the school-based system going. Continue to work together for the support of the community. ·Fancher Creek in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.		

Action #	Title	Description	Total Funds	Contributing
		·Fort Washington in ELA—Place an emphasis on student attendance for students with disabilities through Student Attendance Review meetings (SARBs), implement intervention curriculum (Benchmark Advance) and phonics resources, implement push-in the special education model to provide support for SWD in their general education classroom to help bridge the gap towards grade level standards while still working on IEP goals during pull-out RSP model, and provide staff training. ·Fugman in Chronic Absenteeism—Conduct conversations with community in regards to the importance of attending school and how that impacts their progress on their goals in the IEP. ·Garfield in ELA—Through speech, resource, and/or audiological therapy students will be supported to meet their IEP goals and to make progress toward mastering the ELA standards. ·Garfield Chronic Absenteeism—Recently the Garfield Special Education Center was given it's own individual school code and their chronic absenteeism will no longer be reflected in Garfield data. ·Gettysburg in Suspension—Hire staff to run structured recess, provide positive reinforcement for groups/individuals, provide All for Youth services, and provide CSI training for staff. ·Jefferson ELA—Provide additional instructional aide time in general education classrooms that target SWD. Continue training and collaboration between special education teams and general education teachers in order to better support the needs of our SWD. ·Jefferson in Math— Provide additional instructional aide time in general education classrooms that target SWD. Continue training and collaboration between special education teams and general education teachers in order to better support the needs of our SWD. ·Kastner in ELA—Create intentional, focused Tier 2 groups to meet during Tbird time providing extra support in math and ELA for SWD students.		

Action #	Title	Description	Total Funds	Contributing
		·Maple Creek in Suspension—Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered. Continue ongoing training specific to big behaviors but those gifted and skilled in behavior to wait it out, change demand, and other strategies. Provide alternative options to suspension when the behavior is dangerous and the class must be evacuated and the duration is long. Debrief the team after large behavior incidents, communicate with families with fidelity adjust student demands. Reorganize and prioritize the day to respond to students with big behaviors. ·Miramonte for ELA—a Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. Pinedale in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. ·Red Bank in Suspension—Continue to use the PBIS system to promote positive behaviors in all students as well as SWD. Provide professional development to all new teachers and include all special education teachers in PBIS so that they can access and use their classrooms and keep the school-based system going. ·Reyburn Math—PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas to		

Action #	Title	Description	Total Funds	Contributing
		support SWD. PLC teams will use data to collaborate on best practices for instruction and intervention for SWD. ·Reyburn in Suspension—Develop structured time during lunch and passing periods to decrease undesired behaviors and utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions for SWD. ·Sierra Vista in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards. ·Tarpey ELA—Redesign the Special Education and General Education Collab Model to improve support for SWD. ·Weldon in Chronic Absenteeism—Administration will identify in August 2024 SWDs are placed, and personally inform the classroom teacher of the unique designation. SWD's attendance and tardies will be monitored weekly, and each quarter an incentive plan implemented to award the "top ten" students in primary, upper grade, as well as our top student in our severely disabled program. The nurse will coordinate outreach efforts with our families that have students in our severely disabled program, and offer support as needed to help students in need improve in attendance and decrease tardies. ·Young in Suspension—Review suspension data for SWD students and the root cause for behaviors. Offer additional hours or hire personnel to support our Tier 2 and Tier 3 for SWD with a focus on the behaviors discovered in the data analysis. Review data continuously and adjust intervention as needed. LREBG		

Action #	Title	Description	Total Funds	Contributing
		Amount of Funds: $5,898,189 Metrics: Math & ELA & Chronic Absenteeism Student Group(s): Students with Disabilities Paying for IA's and RSP Teachers to provide one-on-one or group learning supports and to conduct assessments. The District's need assessment has identified Students with Disabilities in need of learning recovery supports as set forth in this Action # 1.3. Increasing the number of IA's and RSP Teachers to provide additional one-on-one learning support accelerates process in closing learning gaps for these Students with Disabilities. Expanding the evaluation team post-pandemic also ensures that Students with Disabilities receive timely assessments and instructional adjustments, allowing teachers to target gaps in ELA and Math with precise, individualized supports. Consistent monitoring flags attendance barriers early, enabling coordinated interventions that lower chronic absenteeism and keep SWD engaged in daily learning. The action(s) align with allowable fund uses in the area of A--Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. E--Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning Research indicates that increasing the number of aides and special education teachers enhances the ability to provide individualized academic support, leading to improved outcomes for students with disabilities (Cook & Schirmer, 2003). Additional trained staff allow for more frequent evaluation and tailored interventions, helping students close learning gaps more effectively (Baker & Zigmond, 1995).		
1.4	Career Technical Education On-going Operating Costs	On-going operating costs to maintain CTE programs and services to students such as salaries and benefits for teachers, administration, and clerical; instructional supplies and equipment; and other operating expenses.	$6,540,230.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Career Technical Education Courses	To ensure there is access to CTE courses, Clovis Unified will provide the following: Expand CTE courses and pathways at all high schools Supplies, equipment, certifications, staff, and ongoing teacher support.	$6,185,070.00	Yes
1.6	Licensing to Provide Online College and Career Planning	To support college and career planning, CUSD will provide: Licensing for Xello, an online, student-driven tool that supports college and career exploration for 6th grade Professional development for counselors to serve students Support to develop Tier 1 curriculum for college and career planning	$45,852.00	Yes
1.7	Specialized Services and Support for Multilingual English Learner Students	To support Specialized Services and Support for Multilingual English Learner Students, Clovis Unified will provide the following: a community liaison professional development supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies written and oral translations The LEA examined the needs of ELs by looking at state and local data at the district and site levels. In addition to supporting the needs of all ELs within the LEA, further support will be provided at Boris, Jefferson, Mountain View, Oraze, and Red Bank for English learners. This action will address the following Reds on the 2023 Dashboard ELPI: Boris, Jefferson, Mountain View, Oraze, and Red Bank to support English learners.	$126,415.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Supplemental Support for Sites	To support supplemental instructional support for sites, Clovis Unified will provide: Tutoring and academic support Language support programs Access to technology Educational workshops and programs for teachers Science resources, supplies, and materials These supports could include instructional assistants, supplemental curriculum, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling, or college readiness. The LEA examined the needs of EI, FY, and LI students by looking at state and local data at the district and site levels. In addition to supporting the needs of all EI, FY, and LI students within the LEA, further support will be provided at the LEA level for FYs. This action will address the following Reds on the 2023 Dashboard LEA Level FY: Math	$2,744,050.00	Yes
1.9	Enrichment Supplemental Support for Sites	To support enrichment supplemental support for sites, Clovis Unified will provide the following to support positive peer interactions and increase student connectedness: Social-emotional support (examples: student relations liaison, social and emotional environments/materials/support, PBIS signage, incentives, supplemental SEL curriculum, and school psychologists to provide SEL supports--non-IEP related). Academic Motivation (examples: resources, supplies, entrance fees, transportation, and staff) Educational workshops and programs for teachers Parent and guardian involvement initiatives Enrichment Opportunities	$274,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Summer Intervention Learning Academy	To support Summer Intervention Learning Academy, Clovis Unified will provide the following: Administrators, teachers, and additional support staff professional development supplemental resources, curriculum, and incentives to support learning	$1,783,965.00	Yes
1.11	Push-In for K-6 Teachers	To provide support for focused and deliberate instruction in K-6 grade classes, Clovis Unified will provide the following: Fully credentialed push-in teachers and/or Instructional assistants	$1,145,689.00	Yes
1.12	Additional Support for Core Classes and College & Career Success	To provide additional instructional support for core classes and college and career readiness, Clovis Unified will provide the following: Teachers to provide additional support classes such as Academic Seminar, Study Skills, Science, Math, and AVID Supplemental curriculum	$3,150,502.00	Yes
1.13	Secondary Intervention	To provide additional learning time, Clovis Unified will provide the following: Additional stipends, hourly intervention, and/or instructional Assistants for intermediate schools and high schools to increase the number of interventions available Resources, supplies, supplemental curriculum, and professional development to support intervention classes	$1,231,283.00	Yes
1.14	Healthy Start Coordinator	To assist students at alternative sites with having access to resources and support to access their learning, CUSD will provide a Healthy Start Coordinator.	$109,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	ELD teachers at Secondary Schools	To provide comprehensive language acquisition programs to help students acquire proficiency in English, CUSD will provide the following: ELD teachers at Secondary Schools An administrator for EL services Professional development Supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies The LEA examined the needs of ELs by looking at state and local data at the district and site levels, in addition to supporting the needs of all ELs within the LEA. In particular, additional support will be provided at Clark and Clovis East to support English learners. This action will address the following Reds on the 2023 Dashboard in Math: Clark and Clovis East to support English learners.	$1,783,059.00	Yes
1.16	Online Curriculum for Intervention & Credit Recovery	To assist students to stay on track to graduate, CUSD will provide the following: An online credit recovery program Teacher-driven online courses	$95,000.00	Yes
1.17	Increased Bus Routes	To ensure transportation to provide access to CTE courses and community college courses for dual credit, CUSD will provide: Additional bus routes	$97,000.00	Yes
1.18	Mentoring Services at Alternative Sites	To support student connectedness and increase academic achievement, Clovis Unified will provide the following: Mentoring services at alternative education sites: Gateway, Enterprise, Clovis Community Day School Elementary and Secondary	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Opportunity Classes at Intermediate	To support Opportunity Classes at Intermediate Schools, Clovis Unified will provide: A teacher for opportunity classes at each of our intermediate schools.	$1,003,283.00	Yes
1.20	CSI Support	To support Clovis Support and Intervention (CSI), Clovis Unified will provide: Clerical stipends Management stipends School site stipends for facilitators CSI Teacher on Special Assignment (TOSA)	$206,276.00	Yes
1.21	Multilingual EL Summer School	To provide academic and language support for our multilingual EL students during summer intersession, Clovis Unified will provide the following: Professional Development and/or coaching for teachers Provide supplies related to the summer school classroom, curriculum, and strategies to support student success	$19,748.00	Yes
1.22	Additional Nursing Services	To assist with decreasing the chronic absenteeism rate, Clovis Unified will provide: Additional nursing services at elementary schools. The LEA examined the needs of students by looking at state and local data at the district and site levels. The LEA found that while at the LEA level, chronic absenteeism rates improved, there are schools identified as red on the CA School Dashboard for chronic absenteeism for ELs and LI. A common need identified among these groups was preventative healthcare services. Further support will be provided at Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI).	$815,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will address the following Reds on the 2023 Dashboard Chronic Absenteeism at Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI)		
1.23	Personnel for SSSA for Foster & Homeless Support	To assist FY and Homeless students with their attendance and connectedness to school, Clovis Unified will provide: Personnel Training Materials to support FY and Homeless students. The LEA examined the needs of FY and Homeless students by looking at state and local data at the district and site levels. This action will address the following Reds on the 2023 Dashboard: LEA Level FY and Homeless Youth: Suspension Rates	$1,250,207.00	Yes
1.24	Counselors to Reduce Caseloads	Clovis Unified will provide additional Guidance Learning Directors and Guidance Learning Specialists who are assigned to comprehensive secondary school sites. There will be five more additional counselors added to the currently funded counselors to reduce caseloads.	$3,572,040.00	Yes
1.25	GIS & SRLs for At-Risk Students	To support students who need to be more connected, attend school, and be on track to graduate, Clovis Unified will provide the following: Guidance Instructional Specialists Student Relations Liaisons	$162,287.00	Yes
1.26	Comprehensive Youth Services	To support students with mental health services to make better choices, Clovis Unified will provide services through: Comprehensive Youth Services (CYS) of Fresno to support student's social and emotional needs.	$1,374,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.27	Administrative Support for MTSS	To support students with academic, social-emotional, and behavioral support, Clovis Unified will provide: Administrative support to oversee the MTSS framework and implementation of both academic and behavior MTSS throughout the district.	$798,241.00	Yes
1.28	Multi-Tiered Systems of Support (MTSS)	To provide a safe and supportive environment where students are connected to school, Clovis Unified will provide: school psychologists and a teacher on special assignment facilitate the implementation of a Multi-Tiered System of Support professional development, supplemental resources, curriculum, and incentives. The LEA examined LI and FY needs by looking at state and local data at the district and site levels for suspension. In addition to supporting the needs of all FY and LI within the LEA, further support will be provided to LI students at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn with reducing suspension rates. This action will address the following Reds on the 2023 Dashboard: Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn to support LI students.	$412,215.00	Yes
1.29	Computer-Based Data Management System	To monitor student achievement and allow for targeted instruction, Clovis Unified will provide the following: Computer-based data management systems	$825,924.00	Yes
1.30	Behavior Consultation Team	To support students in working through social-emotional and behavioral concerns to access their learning, Clovis Unified will provide the following: Additional behavioral support psychologists, board-certified behavior analysts, and instructional assistants will be needed to support all elementary sites.	$2,095,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.31	Mental Health Support Providers	To support students with mental health support to remove barriers, Clovis Unified will provide: Mental health support providers at each comprehensive high school site.	$1,318,452.00	Yes
1.32	Lead Psychologists and Support for Comprehensive Wellness Project	To support students with mental health support, Clovis Unified will provide: Lead psychologists to oversee and provide support for the CUSD Comprehensive Wellness Project. Administrative support staff for the lead psychologists.	$569,227.00	Yes
1.33	Elementary Social-Emotional Support	To support students with social-emotional support, Clovis Unified will provide: One elementary counselor and/or teacher on special assignments for each area.	$1,006,416.00	Yes
1.34	LTEL Support	To increase support for Long Term English Learners (LTEL), Clovis Unified will provide: professional development, resources, supplies, and stipends.	$30,000.00	Yes
1.35	Additional Academic Intervention	To support the academic achievement of students for learning recovery, Clovis Unified will provide the following: Fully credentialed push-in teachers and/or Instructional assistants Professional development Supplemental curriculum, supplies, resources LREBG Funding Amount: $568,764.00 Fully credentialed push-in teachers and/or Instructional assistants Professional development Supplemental curriculum, supplies, resources Metrics: Math & ELA	$568,764.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Group(s): All Students, English Learners, LTELs, Foster Youth, Homeless, and SWD, SED Fully credentialed push-in teachers and instructional assistants deliver small-group, standards-aligned re-teaching, while targeted professional development and supplemental curricula, supplies, and resources give staff the tools to weave evidence-based math routines and integrated language supports into daily lessons for every student. Together, these layered supports accelerate learning for all students and are especially effective for English Learners, LTELs, Foster Youth, and Homeless students by providing consistent adult relationships, culturally responsive instruction, and take-home materials that sustain progress despite mobility or language barriers. The action(s) align with allowable fund uses in the area of B--Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. C--Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs E--Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Research indicates that having additional staff (teachers and instructional assistants) has a positive impact on student achievement, in particular with math and reading (Hemelt, Ladd, & Clifton, 2021).		
1.36	Class Size Reduction II	LREBG Funding Amount: $2,961,785 Metrics: Math & ELA Student Group(s): All Students, EL, LTELs, FY, Homeless, African American, Pacific Islander, Hispanic and SED. Smaller classes let teachers give each student more targeted instruction and timely feedback, helping kids grasp key math concepts and reading skills before misconceptions set in. With fewer students, teachers can run	$2,961,785.00	No

Action #	Title	Description	Total Funds	Contributing
		flexible, small-group lessons and differentiated activities that build foundational fluency in both ELA and math. The action(s) align with allowable fund uses in the area of: A--Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Research shows that class size reduction can significantly improve academic achievement, particularly for students who are historically underserved, by allowing for more individualized attention and tailored instruction (Finn & Achilles, 1999). Studies like the Tennessee STAR project have demonstrated that smaller classes in the early grades lead to higher student performance and long-term educational benefits.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Operate with Increasing Efficiency and Effectiveness	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
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 broad goal was established in alignment with our Clovis Unified Strategic Plan. Efficiency and effectiveness are important goals as they relate to how we execute our actions. When we work efficiently, we use less time, resources, and/or human effort to do our job. Effectiveness looks at the quality of the results we achieve. If we are effective in what we do, we will consistently reach our goals and objectives. When we are efficient and effective, our students are more likely to succeed in and meet their individual growth potential. Students and parents are comfortable with the school setting and students feel safe, emotionally and physically at school. We measure different metrics to audit our efficient and effective operations. We measure suspension and chronic absenteeism rates. On our annual surveys, we measure student and parent involvement in school and the perceptions of safety. Operating our schools efficiently and effectively means we are offering all our students access to a broad course of subjects and are pushing them to achieve academically. This goal includes actions for our grounds and maintenance facilities. We will continue to fund a health center in the district to help with overall well-being and improve attendance. We know that student learning is maximized when they have access to proper instructional materials and resources to meet their individual needs. We know that when we operate with increasing efficiency and effectiveness we strive for our maximum potential as we work to make the best decisions for our students and help them to be in a better position to achieve great things. Goal 2 is in direct support of Goal 1, Maximizing Achievement for ALL students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced ELA Met or Exceeded	All: 66.2% EL: 20.0% LI: 53.8% FY: 18.5%	All: 67.1% EL: 22.3% LI: 56.0% FY: 26.5%	All: 67.8% EL: 15.2% LI: 55.0% FY: 19.7%	All: 70% EL: 23% LI: 56% FY: 21%	All: +1.6% EL: -4.8% LI: +1.2% FY: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 22-23 Data Source: DataQuest	Data Year: 23-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest	Data Year: 25-26 Data Source: DataQuest	
2.2	Smarter Balanced Math Met or Exceeded	All: 51.0% EL: 17.5% LI: 36.9% FY: 11.1% Data Year: 22-23 Data Source: DataQuest	All: 52.4% EL: 19.5% LI: 40.1% FY: 15.9% Data Year: 23-24 Data Source: DataQuest	All: 54.1% EL: 19.1% LI: 39.8% FY: 15.5% Data Year: 2024-25 Data Source: DataQuest	All: 55% EL: 20% LI: 39% FY: 14% Data Year: 25-26 Data Source: DataQuest	All: +3.1% EL: 1.6% LI: +2.9% FY: +4.4%
2.3	Smarter Balanced ELA Distance from Standard	All: 38.8 EL:-13.9 LI: 7.9 FY: -53.5 Data Year: 22-23 Data Source: Dashboard	All: 42.4 EL: -12.6 LI: 9.9 FY: -68.2 Data Year: 23-24 Data Source: Dashboard	All: 44 EL: -6 LI: 12.2 FY: -66 Data Year: 2024-25 Data Source: Dashboard	All: 47.9 EL:-4.9 LI: 16.9 FY: -44.5 Data Year: 25-26 Data Source: Dashboard	All: +5.2 EL: +7.9 LI: +4.3 FY: -12.5
2.4	Smarter Balanced Math Distance from Standard	All: -0.7 EL: -45 LI: -33.4 FY: -95.4 Data Year: 22-23 Data Source: Dashboard	All: 3.1 EL: -46.4 LI: -31.7 FY: -127.2 Data Year: 23-24 Data Source: Dashboard	All: 5.7 EL: -39.9 LI: -30.1 FY: -143.5 Data Year: 2024-25 Data Source: Dashboard	All: 10 EL: -36 LI: -24.4 FY: -86.4 Data Year: 25-26 Data Source: Dashboard	All: +6.4 EL: +5.1 LI: +3.3 FY: -48.1
2.5	Local ELA Assessment	All: 51%	All: 52%	All: 59%	All:55%	All:+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 16% SED: 28% FY: 23% Data Yr: 23-24 Data Source: Local Benchmark Assessment	EL: 15% SED: 38% FY: 23% Data Yr: 24-25 Data Source: Local Benchmark Assessment	EL: 28% SED: 50% FY: 28% Data Yr: 25-26 Data Source: Local Benchmark Assessment	EL:19% SED: 31% FY: 26% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	EL:+12% SED: +22% FY: +5%
2.6	Local Math Assessment	All: 37% EL: 13% SED: 25% FY: 9% Data Yr: 23-24 Winter Data Source: Local Benchmark Assessment	All: 42% EL: 14% SED: 27% FY: 14% Data Yr: 24-25 Data Source: Local Benchmark Assessment	All: 64% EL: 42% SED: 55% FY: 37% Data Yr: 25-26 Data Source: Local Benchmark Assessment	All: 41% EL:16% SED: 28% FY: 12% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	All:+27% EL:+29% SED: +30% FY: +28%
2.7	EAP ELA	All: 80.5% EL: 18.9% LI: 71.1% FY: 23.6% Data Year: 22-23 Data Source: DataQuest	All: 80.2% EL: 11.3% LI: 71.6% FY: *Less than 10 students-data not reported Gateway All: 38.0% Data Year: 23-24 Data Source: DataQuest	All: 77.3% EL: 15.7% LI: 67.3% FY: 29.4% Data Year: 2024-25 Data Source: DataQuest	All: 85.5% EL: 21.9% LI: 74.1% FY: 26.6% Data Year: 26-27 Data Source: DataQuest	All: -3.2% EL: -3.2% LI: -3.8% FY: +5.8%
2.8	EAP Math	All: 45.3% EL: 5.4% SED: 32.3% FY: *Less than 10 students-data not reported	All: 48.6% EL: 12.5% LI: 36.8% FY: *Less than 10 students-data not reported	All: 48.6% EL: 13.9% LI: 36.1% FY: 15.4% SWD: 7.4% Gateway All: 1.0%	All: 50.3% EL: 8.4% SED: 35.3% FY: 16.4% SWD: 11.2% Gateway All: 5.5%	All: +3.3% EL: +8.5% LI: +3.8% FY: N/A (baseline not reported)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 22-23 Data Source: DataQuest	SWD: 11.2% Gateway All: 5.4% Data Year: 23-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest	Data Year: 26-27 Data Source: DataQuest	SWD: N/A (baseline not reported) Gateway All: N/A (baseline not reported)
2.9	School Attendance Rate	93.9% *Disaggregated data by subgroup was not available Data Year: 2022-2023 Data Source: Local Data	94.5% *Disaggregated data by subgroup was not available Data Year: 23-24 Data Source: Local Data	94.4% *Disaggregated data by subgroup was not available Data Year: 2024-25 Data Source: Local Data	95% *Disaggregated data by subgroup was not available Data Year: 25-26 Data Source: Local Data	All: +0.5%
2.10	Chronic Absenteeism	All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2% Enterprise: 63.2% Data Year: 22-23 Data Source: DataQuest	All: 14.7% EL: 16.4% SED: 20.5% FY: 29.4% Weldon: 26.5% Enterprise: 34.2% Data Year: 23-24 Data Source: DataQuest	All: 15.1% EL: 15.1 SED: 21.1% FY: 29.0% Weldon: 24.2% Enterprise: 22.5% Data Year: 2024-25 Data Source: DataQuest	All: 15.7% EL: 15.4% SED: 21.3% FY: 26.9% Weldon: 32.7% Enterprise: 61.7% Data Year: 25-26 Data Source: DataQuest	All: -2.1% EL: -1.8% SED: -1.7% FY: +0.6% Weldon: -10% Enterprise: -40.7%
2.11	Middle School Drop Out Rate	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23 Data Source: CALPADS Fall 1	All: 0.03% EL: 0% SED: 0% FY: 0% Data Year: 23-24 Data Source: CALPADS Fall 1	All: 0.1% EL: 0.0% SED: 0.09% FY: 0.0% Data Year: 2024-25 Data Source: CALPADS	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 25-26 Data Source: CALPADS Fall 1	All: +0.1% EL: 0.0% SED: +0.09% FY: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fall 1		
2.12	High School Drop Out Rate	All: 1% EL: 1.7% SED: 1.7% FY: 10.5% Data Year: 22-23 Data Source: DataQuest	All: 1.9% EL: 0% SED: 1.4% FY: 0% Data Year: 23-24 Data Source: 1.24	All: 0.3% EL: 0.0% SED: 0.2% FY: 0.0% Data Year: 2024-25 Data Source: CALPADS *FINAL	All: 0.5% EL: 1.0% SED: 1.0% FY: 9% Data Year: 25-26 Data Source: DataQuest	All: -0.7% EL: -1.7% SED: -1.5% FY: -10.5%
2.13	High School Graduation Rate	All: 95.9% EL: 93.0% LI: 94.9% FY: 78.9% Data Year: 22-23 Data Source: DataQuest	All: 96.8% EL: 96.0% LI: 95.6% FY: 87.0% SWD: 70.6% Data Year: 23-24 Data Source: DataQuest	All: 95.6% EL: 87.4% LI: 94.2% FY: 65.5% SWD: 70.9% Data Year: 2024-25 Data Source: Dashboard	All: 96% EL: 94% LI: 95.1% FY: 79.1% SWD: 62.6% Data Year: 25-26 Data Source: DataQuest	All: -0.3% EL: -5.6% LI: -0.7% FY: -13.4% SWD: N/A (baseline not reported)
2.14	Suspension Rate	All: 4.7% EL: 4.3% SED: 6.7% FY: 22.8% African-American: 11.4% Boris: 8.0% Gettysburg: 3.1% Clark: 12.4% CCDS Secondary: 35.4% Gateway: 24.3% Data Year: 22-23	All: 4.0% EL: 3.8% SED: 5.8% FY: 26.8% African-American: 9.4% Boris: 4.1% Gettysburg: 1.4% Clark: 9.5% CCDS Secondary: 33.2% Gateway All: 26.6%	All: 3.9% EL: 4.6% SED: 5.7% FY: 26.7% African American: 11.4% Boris: 3.8% Gettysburg: 2.3% Clark: 7.5% CCDS Secondary: 23.5% Gateway All: 28.9%	All: 3.6% EL: 3.4% SED: 5.8% FY: 21.9% African-American: 10.5% Boris: 7.1% Gettysburg: 2.2% Clark: 11.5% CCDS Secondary: 34.5% Gateway: 22.4% Data Year: 25-26	All: -0.8% EL: +0.3% SED: -1.0% FY: +3.9% African American: 0.0% Boris: -4.2% Gettysburg: -0.8% Clark: -4.9% CCDS Secondary: -11.9% Gateway: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	Data Year: 23-24 Data Source: Dashboard	Data Year: 2024-25 Data Source: Dashboard	Data Source: Dashboard	
2.15	Expulsion Rate	All: 0.1% EL: 0.1% LI: 0.2% FY: 0.3% Data Year: 22-23 Data Source: DataQuest	All: 0.1% EL: 0.1% LI: 0.1% FY: 0.6% Data Year: 23-24 Data Source: DataQuest	All: 0.1% EL: 0.0% LI: 0.1% FY: 0.7% Data Year: 2024-25 Data Source: DataQuest	All: 0.1% EL: 0.1% LI: 0.1% FY: 0.2% Data Year: 25-26 Data Source: DataQuest	All: 0.0% EL: -0.1% LI: -0.1% FY: +0.4%
2.16	Parent Overall Safety Satisfaction	85% Data Year: 23-24 Data Source: SART Survey	89% Data Year: 24-25 Data Source: SART Survey	90% Data Year: 25-26 Data Source: SART Survey	87% Data Year: 26-27 Data Source: SART Survey	+5%
2.17	Staff Overall Safety Satisfaction	81% Data Year: 23-24 Data Source: Climate Assessment	95% Data Year: 24-25 Data Source: Climate Assessment	97% Data Year: 25-26 Data Source: Climate Assessment	83% Data Year: 26-27 Data Source: Climate Assessment	+16%
2.18	Student Overall Safety Satisfaction	All: 73% EL: 78% SED: 73% FY: 72% Data Year: 23-24 Data Source: LCAP Student Survey	All: 83% EL: 80% SED: 83% FY: 73% Data Year: 24-25 Data Source: LCAP Student Survey	All: 84% EL: 81% SED: 83% FY: 75% Data Year: 25-26 Data Source: LCAP Student Survey	All: 76% EL: 80% SED: 75% FY: 74% Data Year: 26-27 Data Source: LCAP Student Survey	All: +11% EL: +3% SED: +10% FY: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Parent Overall Connectedness to School	87% Data Year: 22-23 Data Source: SART Survey	90% Data Year: 24-25 Data Source: SART Survey	89% Data Year: 25-26 Data Source: SART Survey	89% Data Year: 26-27 Data Source: SART Survey	+2%
2.20	Staff Overall Connectedness to School	86% Data Year: 23-24 Data Source: LCAP Student Survey	84% Data Year: 24-25 Data Source: LCAP Student Survey	96% Data Year: 25-26 Data Source: LCAP Student Survey	88% Data Year: 26-27 Data Source: LCAP Student Survey	+10%
2.21	Student Overall Connectedness to School	All: 69% EL: 78% SED: 70% FY: 69% Data Year: 23-24 Data Source: LCAP Student Survey	All: 72% EL: 82% SED: 73% FY: 73% Data Year: 24-25 Data Source: LCAP Student Survey	All: 73% EL: 80% SED: 71% FY: 71% Data Year: 25-26 Data Source: LCAP Student Survey	All: 71% EL: 80% SED: 72% FY: 71% Data Year: 26-27 Data Source: LCAP Student Survey	All: +4% EL: +2% SED: +1% FY: +2%
2.23	Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule	100% Data Year: 22-23 Source: Dashboard	100% Data Year: 23-24 Source: Dashboard	100% Data Year: 2025-26 Source: Dashboard	100% Data Year: 25-26 Source: Dashboard	No Change
2.24	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 22-23 Source: Dashboard	Full Implementation Data Year: 23-24 Source: Dashboard	Full Implementation Data Year: 2025-26 Source: Dashboard	Full Implementation Data Year: 25-26 Source: Dashboard	No Change

Goal Analysis [2025-26]

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

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

Action 1: Custodial and Grounds Services
No substantive difference in planned action compared to the actual implementation. This action was effectively carried out by maintaining appropriate staffing levels and providing necessary supplies and equipment to ensure all school sites remained clean, safe, and well-maintained. Regular cleaning schedules, campus upkeep, and timely response to site needs supported a positive learning environment and contributed to overall student and staff well-being across CUSD.

Action 2: Maintenance & Repair of School Facilities
No substantive difference in planned action compared to the actual implementation. This action was fully executed through the coordination of maintenance staff and allocation of materials to address facility repairs and operational needs across all school sites. Preventative maintenance, timely work orders, and responsive repair services ensured that facilities remained functional, safe, and conducive to learning.

Action 3: Student Health Center
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by expanding access to on-site health services, including basic medical care, health screenings, and referrals for additional services. These supports were especially beneficial for EL, FY, and LI students, helping to reduce barriers to care and supporting consistent attendance and overall student wellness.

Action 4: Aligned Instructional Materials & Supplies
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by ensuring all schools had access to standards-aligned instructional materials and supplies in compliance with the Williams Act. Ongoing monitoring and distribution of updated resources supported high-quality instruction and equitable access to learning materials for all students.

Action 5: Supplemental Resources
No substantive difference in planned action compared to the actual implementation. This action was successfully implemented by providing EL, FY, and LI students with access to i-Ready for both Math and ELA. This platform offered diagnostic assessments, targeted lessons, and progress monitoring, allowing teachers to differentiate instruction and better meet individual student learning needs.

Action 6: Increased Access to Technology
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by ensuring students had access to devices, internet connectivity, and digital learning tools necessary to support instruction. EL, FY, and LI students particularly benefited from increased access, allowing for greater participation in both in-class and extended learning opportunities.

Action 7: VAPA Support

No substantive difference in planned action compared to the actual implementation. This action was fully carried out by providing resources, materials, equipment, and administrative support for visual and performing arts programs. These efforts expanded student access to creative learning opportunities and supported the integration of arts into the broader educational experience.

Action 8: Increase Connection Points to School
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by reducing or eliminating financial barriers to school events, activities, and programs. As a result, participation among EL, FY, and LI students increased, helping to strengthen school connectedness, engagement, and a sense of belonging.

Action 9: Transition SRLs
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by increasing staffing of Student Relations Liaisons (SRLs) and Instructional Assistants to support students academically and socially. These staff members provided targeted interventions, built relationships, and connected students to resources through dedicated Transition Teams at each high school.

Action 10: Transition Directors
No substantive difference in planned action compared to the actual implementation. This action was implemented by establishing leadership roles to oversee and coordinate Transition Team efforts. Transition Directors ensured consistency in services, monitored student progress, and supported EL, FY, and LI students in accessing academic and social supports.

Action 11: Transition Counselors
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by providing counseling support focused on course placement, credit monitoring, and access to academic interventions. Transition Counselors worked closely with students to ensure they remained on track for graduation and connected to appropriate supports.

Action 12: Transition LD’s
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by assigning a Transition Learning Director at each comprehensive secondary site. These leaders oversaw programs, coordinated staff efforts, and ensured alignment of services designed to increase student connectedness and academic success.

Action 13: Diverse Student Engagement and Support
No substantive difference in planned action compared to the actual implementation. This action was implemented by designating an administrator to promote equitable practices and student engagement across sites. Initiatives such as student success conferences and targeted supports helped foster inclusivity, celebrate diversity, and strengthen students’ sense of belonging and respect.

Action 14: African American Suspension Support
No substantive difference in planned action compared to the actual implementation. This action was fully implemented through targeted strategies including data analysis, staff training, individualized interventions, and ongoing monitoring. Collaboration across departments supported efforts to reduce suspension rates and address disparities impacting African American students.

Action 15: Elementary Suspension Support
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by providing training, resources, and interventions focused on improving student behavior at the elementary level. Data-informed practices and restorative approaches were emphasized to reduce suspensions and support positive behavior development. This action will address the following Reds on the 2023 Dashboard: Site Level Boris: All students, Hispanic, White Fancher Creek--African American, White Fort Washington--White Gettysburg--Hispanic Mountain View--Hispanic Pinedale--White Reagan--Two or More Races Red Bank--White.

Action 16: Middle School Suspension Support
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by expanding behavioral supports, offering professional development, and closely monitoring discipline data. These efforts aimed to reduce suspension rates and improve overall student outcomes at the middle school level. This action addresses the following Reds on the 2023 Dashboard: Site Level Clark--All student groups, Asian, EL, Hispanic, Two or More Races Alta Sierra--African American Granite Ridge--African American, EL, Reyburn--African American, EL

Action 17: High School Suspension Support
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by increasing staffing, providing targeted training, and expanding restorative practices at the high school level. Enhanced data monitoring and intervention systems supported efforts to reduce suspensions and improve student behavior. This action addresses the following Reds on the 2023 Dashboard: Site Level Buchanan--African-American Clovis High--Hispanic Clovis West--African-American

Action 18: Chronic Absenteeism Support
No substantive difference in planned action compared to the actual implementation. This action was fully implemented through comprehensive strategies including family outreach, staff training, attendance monitoring, and incentive programs. These efforts were designed to address barriers to attendance and improve student engagement and consistency. This action addresses the following Reds on the 2023 Dashboard: Alta Sierra, African American Cedarwood, Asian, Two or More Races Enterprise, All Students Enterprise, Hispanic Fancher Creek, African American, White Nelson, African American Pinedale, White Weldon, All students, Hispanic, White.

Additionally, with LRBEG funds, implementation of this action/service included Home Liaisons support improved attendance by proactively engaging chronically absent students and families, identifying and addressing barriers to attendance, connecting families with needed resources, and fostering strong relationships that promoted a sense of belonging and regular school participation, particularly among American Indian, Foster Youth, Homeless, African American, Pacific Islander, and Socioeconomically Disadvantaged students.

Action 19: Technical Assistance Support to Reduce Suspension Rates
No substantive difference in planned action compared to the actual implementation. This action was fully implemented in partnership with the Fresno County Office of Education, providing structured technical assistance, professional development, and data-driven improvement processes. The use of research-based models supported schools in implementing effective strategies to reduce suspension rates.

Overall Successes:
We believe the positive outcomes reflected in the data were the result of a comprehensive and consistent implementation of supports focused on student engagement, school climate, academic intervention, and equitable access to resources. Investments in safe and well-

maintained campuses, aligned instructional materials, expanded technology access, and supplemental academic programs such as i-Ready helped strengthen student learning, particularly in Math and ELA. In addition, the expansion of Transition Teams, counseling services, Student Relations Liaisons, and health supports increased students' connection to school and provided targeted interventions for English Learners, Foster Youth, and Low-Income students. We also saw improvements tied to focused efforts on reducing suspensions and chronic absenteeism through restorative practices, staff training, family outreach, and data-driven interventions. Collectively, these actions contributed to improved attendance, lower suspension and dropout rates, stronger academic progress, and increased student engagement and persistence across multiple student groups.

Overall Challenges:
While many actions were successfully implemented, we experienced challenges related to staffing shortages, increasing student needs, and maintaining consistency across sites. Recruiting and retaining qualified staff in areas such as counseling, instructional support, and specialized intervention services remained difficult, which at times impacted the level and timeliness of support provided to students. In addition, chronic absenteeism, behavioral needs, and ongoing academic gaps continued to require intensive interventions and coordination with families and community resources. Ensuring consistent implementation of restorative practices, attendance supports, and targeted interventions across all schools also required ongoing professional development, monitoring, and collaboration to meet the diverse needs of student groups.

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 2.3 This action increased due to increased FTE. In 2025-26, one of the nurses funded out of this action started mid-year. The 2026-27 budget represents the full year's funding of the contracted position.

Action 2.5 The District maintains a multi-year textbook projection that includes the planning, tracking, and utilization of supplemental instructional materials and supports. Variations in the supplemental curriculum expenditure budget reflect planned investments in textbooks and curriculum resources intended for implementation during the 2026–27 school year.

Action 2.6 Technology Refresh operates on a multi-year plan. Additional funding represents planned investment in computer refresh spending based on student needs.

Action 2.9 Increases in this action represent an intentional increase in FTE for Student Relation Liaison staff, for the Transition/Impact team.

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

Action 1: Custodial and Grounds Services
Metric: Student Connectedness
Effectiveness: Mostly Effective
There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups.

We believe custodial and grounds efforts contributed to maintaining a safe, clean, and welcoming environment, which supports student connectedness across campus. Consistent upkeep and responsiveness to site needs likely helped sustain stable outcomes for SED, EL, and FY, even with minor variations among subgroups.

Action 2: Maintenance & Repair of School Facilities
Metric: Student Connectedness, Staff Connectedness
Effectiveness: Effective
There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Staff connectedness increased by 10%.

We believe maintenance and repair of school facilities helped ensure that learning environments remained functional, safe, and supportive for students. Timely repairs and ongoing upkeep likely minimized disruptions and contributed to stable connectedness outcomes across SED, EL, and FY, despite slight subgroup variations.

Action 3: Student Health Center
Metric: Chronic Absenteeism, Student Connectedness, Educational Partner Input
Effectiveness: Somewhat effective
Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because the Student Health Center helps address health-related barriers that can improve attendance for some students, particularly EL and LI. Access to medical services likely contributed to initial improvements in chronic absenteeism by supporting student well-being. However, continued elevated rates among FY and inconsistent progress overall indicate that revisiting the support may be necessary. We believe the Student Health Center played an important role in supporting students' physical and emotional well-being, contributing to a stable sense of connectedness. Access to health services and consistent support likely helped maintain positive outcomes across SED, EL, and FY, even with minor variations among subgroups.

Action 4: Aligned Instructional Materials & Supplies
Metric: ELA & Math Met/Exceeded
Effectiveness: Mostly Effective

ELA and Math results show overall improvement for all students, with continued gains in performance. LI and FY demonstrated growth, while EL showed a decline in ELA but some progress in Math, indicating mixed outcomes across subgroups. Overall, the data reflects positive academic progress, though not consistently across all student groups.

We believe this action is mostly effective because access to aligned instructional materials ensures consistency in curriculum and supports high-quality instruction, contributing to overall improvements in ELA and Math performance. These resources help teachers better meet grade-level standards and provide students with the tools needed for academic success. However, mixed outcomes among subgroups indicate that while materials are impactful, revisiting the support may be necessary.

Action 5: Supplemental Resources
Metric: ELA & Math Met/Exceeded, ELA & Math Distance from Standard, ELA & Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students.. Educational partners emphasized the need for supplemental resources to provide targeted support, close learning gaps, and ensure all students have access to the tools and interventions necessary to achieve academic success.

We believe supplemental resources are mostly effective because they provide targeted support and differentiated instruction, contributing to overall improvements in ELA and Math SBAC performance and progress toward standards. These resources help address individual learning needs, leading to gains for many students. However, mixed outcomes among EL and FY suggest that while supports are beneficial, revisiting the support may be necessary.

Action 6: Increased Access to Technology
Metric: ELA & Math Met/Exceeded, ELA & Math Distance from Standard, ELA & Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
For ELA SBAC Met/Exceeded the following groups increased: all students. The following groups decreased: EL, LI, and FY. For Math SBAC Met/Exceeded the following groups increased: all students and EL. The following groups decreased: LI and FY. For ELA Distance from Standard the following groups increased: all students, EL and LI. FY decreased. For Math Distance from Standard the following groups increased: all students, EL, and LI. FY decreased. Local assessments showed an increase in both ELA and Math for EL, SED, and FY students.. Educational partners emphasized the need for supplemental resources to provide targeted support, close learning gaps, and ensure all students have access to the tools and interventions necessary to achieve academic success.

We believe increased access to technology is mostly effective because it expands opportunities for personalized learning, allowing students to engage with targeted instruction that supports growth in ELA and Math. Digital tools provide immediate feedback and adaptive support, contributing to overall improvement and progress toward standards. However, mixed outcomes among EL and FY indicate that revisiting the support may be necessary.

Action 7: VAPA Support
Metric: Chronic Absenteeism, Student Connectedness, Educational Partner Input
Effectiveness: Mostly effective
Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because participation in visual and performing arts can increase student engagement and sense of belonging, which may encourage more consistent attendance for some students. These programs provide meaningful connections to school, particularly for EL and LI, contributing to initial improvements in absenteeism. However, continued challenges for FY and overall inconsistency suggest that while arts engagement supports attendance, revisiting the support may be necessary. We believe Visual and Performing Arts provided meaningful opportunities for student expression, engagement, and connection to the school community. Participation in these programs likely supported a sense of belonging and helped sustain consistent connectedness outcomes across SED, EL, and FY, despite minor subgroup differences.

Action 8: Increase Connection Points to School
Metric: Chronic Absenteeism, Student Connectedness, Educational Partner Input
Effectiveness: Mostly effective
Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because increasing opportunities for events and engagement helps strengthen students' connection to school, making them more motivated to attend regularly. Greater access can reduce barriers and create a more welcoming environment, contributing to initial improvements in attendance for some groups. However, ongoing challenges for FY and inconsistent trends overall indicate that while engagement efforts are beneficial, revisiting the support may be necessary.

Action 9: Transition SRL's
Metric: Chronic Absenteeism, Student Connectedness, Graduation Rate, Educational Partner Input
Effectiveness: Somewhat effective

Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. Graduation rates remained relatively stable overall with a slight decline. LI showed minimal improvement, while EL and FY experienced notable decreases, indicating disparities among subgroups. Overall, the data reflects inconsistent outcomes across student groups, with stability for some and declines for others. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because student relations liaisons and aides provide personalized support, build relationships, and help identify and address barriers that impact attendance. Their consistent check-ins and connections to resources likely contributed to initial improvements for some student groups. However, continued challenges, particularly for FY, indicate that while these supports are valuable, revisiting the support may be necessary. We believe student relations liaisons helped strengthen connections between students and the school by providing targeted support and building trusting relationships. Their outreach and responsiveness likely contributed to maintaining consistent connectedness outcomes across SED, EL, and FY, even with some variation among subgroups.

Action 10: Transition Directors
Metric: Chronic Absenteeism, Student Connectedness, Graduation Rate, Educational Partner Input
Effectiveness: Somewhat effective
Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. Graduation rates remained relatively stable overall with a slight decline. LI showed minimal improvement, while EL and FY experienced notable decreases, indicating disparities among subgroups. Overall, the data reflects inconsistent outcomes across student groups, with stability for some and declines for others. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because Transition Directors provide consistent, personalized support that helps identify and reduce barriers contributing to absenteeism, particularly for EL, FY, and LI students. Their coordination with agencies and focus on relationship-building likely supported initial improvements in attendance by increasing student engagement and access to resources. However, ongoing challenges, especially for FY, indicate that while these supports are impactful, revisiting the support may be necessary.

Action 11: Transition Counselors
Metric: Graduation Rate, Educational Partner Input
Effectiveness: Somewhat effective

Graduation rates remained relatively stable overall with a slight decline. LI showed minimal improvement, while EL and FY experienced notable decreases, indicating disparities among subgroups. Overall, the data reflects inconsistent outcomes across student groups, with stability for some and declines for others. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because Transition Counselors provide individualized academic guidance and consistent monitoring, which can increase student engagement and motivation to attend school regularly. Their collaboration with families and focus on removing barriers to success likely contributed to initial improvements in attendance for some student groups. However, continued inconsistencies, particularly for FY, suggest that while these supports are valuable, revisiting the support may be necessary.

Action 12: Transition LD's
Metric: Chronic Absenteeism, Student Connectedness, Graduation Rate, Educational Partner Input

Effectiveness: Somewhat effective
Chronic absenteeism showed initial improvement followed by a slight increase, indicating inconsistent progress overall. EL and LI demonstrated some improvement, while FY remained elevated with minimal change. Overall, the data reflects uneven outcomes across student groups, with continued challenges in improving attendance consistently. Graduation rates remained relatively stable overall with a slight decline. LI showed minimal improvement, while EL and FY experienced notable decreases, indicating disparities among subgroups. Overall, the data reflects inconsistent outcomes across student groups, with stability for some and declines for others. There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support.

We believe this action is somewhat effective because Transition Learning Directors strengthen coordination of interventions and increase student connectedness by linking EL, FY, and LI students to appropriate supports and engagement opportunities. Their oversight of programs and collaboration with staff likely contributed to initial improvements in attendance by addressing barriers and promoting participation in school activities. However, ongoing inconsistencies, particularly for FY, indicate that while these efforts are impactful, revisiting the support may be necessary.

Action 13: Diverse Student Engagement and Support
Metric: Student Connectedness, Educational Partner Input
Effectiveness: Mostly Effective
There is a slight improvement in overall student connectedness, with small gains seen among EL and FY students while SED students remained the same, suggesting that efforts are somewhat effective but not yet producing strong or consistent growth across all groups. Educational partners noted the effectiveness and indicated a continued need for support. Parents and guardians provided positive feedback regarding the District's Diverse Student Engagement and Support services, specifically highlighting the value of the Student Success Conferences, culturally responsive learning opportunities, family engagement efforts, and staff training focused on supporting English Learners, Foster Youth, Low-Income students, and students with exceptional needs. Families reported that these services helped students feel more respected, represented, connected to their school community, and supported in achieving academic success.

We believe diverse student engagement and student success conferences created intentional spaces for students to feel heard, supported, and connected to their school community. These efforts likely contributed to maintaining stable connectedness outcomes across SED, EL, and FY, even as engagement levels varied slightly among subgroups.

Action 14: African American Suspension Support
Metric: Suspension Rate
Effectiveness: Somewhat Effective
The African American suspension rate showed no overall improvement, remaining unchanged across the comparison period. While some school sites demonstrated reductions, others experienced increases, indicating inconsistent outcomes across locations. Overall, the data reflects uneven progress, with improvements in some areas offset by declines in others.

We believe this action is somewhat effective because providing professional development and structured root cause analysis helps school sites better understand and address the factors contributing to suspension rates for African American students. The use of continuous improvement cycles and progress monitoring likely supported reductions at some sites by allowing for timely adjustments to interventions. However, inconsistent results across sites indicate that while these strategies are impactful, they are not yet producing uniform improvements across all locations.

Action 15: Elementary Suspension Support
Metric: Suspension Rate
Effectiveness: Somewhat effective
The suspension rate went down for the following groups: Boris all students, Fancher Creek African American, and Red Bank White. The suspension rate went up for the following groups: Boris White, Boris Hispanic, Fort Washington White, Gettysburg all students, Gettysburg Hispanic, and Mountain View Hispanic. There was no change for Pinedale White and Reagan Two or More Races.

We believe the decrease in suspension rates among targeted student groups is largely due to the implementation of restorative practices, structured recess opportunities, social-emotional learning (SEL), and individualized mentorship provided by staff such as Student Relations Liaisons and Transition Directors. These efforts helped create a more supportive school climate by teaching positive behavior skills, building strong student-adult relationships, and offering culturally responsive support tailored to student needs. By focusing on proactive interventions instead of punitive approaches, schools supported students in improving behavior, resulting in fewer suspensions and increased connectedness, though additional attention is still needed at our schools.

Action 16: Middle School Suspension Support
Metric: Suspension Rate
Effectiveness: Somewhat Effective

The action was effective for the following schools where the suspension rate went down: Clark all students, Clark Asian, Clark Hispanic, Clark EL, Alta Sierra African American, Reyburn African American, and Reyburn EL. The suspension rate somewhat effective only for the following schools where the suspension rate increased: Clark Two or More Races, Clark SWD, and Granite Ridge EL.

We believe this action was effective because it created supportive and structured environments through social-emotional learning, restorative practices, and increased student engagement. By building positive relationships, providing targeted supports, and using data to guide interventions, schools addressed behavior proactively. This focus on connection and prevention helped reduce suspension rates and improve overall student outcomes.

Action 17: High School Suspension Support
Metric: Suspension Rate
Effectiveness: Somewhat Effective
The suspension rate went down for Buchanan African American. The suspension rate went up for Clovis West African American. The suspension rate did not change for Clovis High Hispanic.

We believe this action was somewhat effective because targeted supports such as mentoring, restorative practices, and increased interventions contributed to reduced suspension rates for African American students at Buchanan. However, inconsistent outcomes across sites, including increased rates at Clovis West and no change at Clovis High for Hispanic students, indicate that these strategies were not uniformly effective. While the plans show promise, additional refinement and consistent implementation are needed to achieve more equitable results across all student groups.

Action 18: Chronic Absenteeism Support
Metric: Chronic Absenteeism Rate
Effectiveness: Effective
The following groups decreased in chronic absenteeism: Alta Sierra African American, Cedarwood Two or More Races, Enterprise Hispanic, Fancher Creek African American, Fancher Creek White, Fugman SWD, Garfield SWD, Nelson African American, Weldon Hispanic, and Weldon White. The following groups increased in chronic absenteeism: Cedarwood Asian, Pinedale White, and Weldon SWD.

We believe this action was effective because targeted strategies such as family outreach, personalized interventions, incentives, and consistent monitoring contributed to decreased chronic absenteeism for many student groups, including African American, Hispanic, and White students across multiple sites. Efforts to build relationships with families, address root causes, and provide meaningful supports helped improve attendance for a majority of identified groups. However, increases among some subgroups indicate that while the approach is largely effective, continued refinement is needed to ensure consistent success across all student populations. We believe Home Liaisons funded by LREBG contributed to the reductions in chronic absenteeism among several student groups by proactively engaging families, identifying barriers to attendance, connecting students with needed supports and resources, and fostering stronger school-family relationships that encouraged consistent school attendance.

Action 19: Technical Assistance Support to Reduce Suspension Rates

Metric: Suspension Rate
Effectiveness: Effective
Six Intermediate schools were involved in our efforts. Of the Six sites, four saw decreases in their suspension rates by at least 2%. The other two sites ran into unforeseen barriers throughout the year that effected their ability to fully implement their theory of improvement causing one to maintain their previous rates and one to have a slight increase in rates. Kastner maintained their rate, Granite increased, and Reyburn, CCDS, Alta, and Clark decreased.

We believe the on-going huddles and data analysis allowed for school sites and the district DA coordinator to work collaboratively through the PDSA cycles. The data was used to modify the plan as needed and to adjust change ideas that were not working or implement change ideas that were working. Sites used the data analyzed in the huddles to make strategic decisions to adjust their plans and improve their suspension rates.

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

Action 2.8
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.9
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.10
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.11
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.12
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.16
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.17
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.18
Program title verbiage changed from "Transitions" to "IMPACT" to reflect the new name of the program.

Action 2.19

Implement a revised intake process for FY.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Custodial and Grounds Services	Provide custodial and grounds services that will provide a direct and indirect role in Clovis Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and cleanliness Positive school climate Support for student engagement Resource allocation Community perception Environmental impact	$39,497,111.00	No
2.2	Maintenance & Repair of School Facilities	Provide maintenance and repair of school facilities that will provide a direct and indirect role in Clovis Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and health Comfort and accessibility Positive learning environment Reduced disruptions Teacher morale and effectiveness Community perception and support	$20,734,910.00	No
2.3	Student Health Center	To support meeting students' health needs, Clovis Unified will provide the following: A student health center Nurse practitioner Licensed vocational nurse	$719,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Aligned Instructional Materials & Supplies	Successfully implementing the California Content Standards and offering a rigorous, broad course of study requires aligned instructional materials and supplies. Provide aligned instructional materials and supplies and professional development surrounding the instructional materials and supplies,	$5,780,839.00	No
2.5	Supplemental Resources	To academic achievement, Clovis Unified will provide the following: Supplemental resources & materials	$723,680.00	Yes
2.6	Increased Access to Technology	To support student needs to have access to technology for learning Clovis Unified will ensure students have access to devices.	$600,000.00	Yes
2.7	VAPA Support	To support student connectedness through VAPA involvement, Clovis Unified will provide the following: Repairing and purchasing of performing arts equipment to use as “loaners.” Provide additional materials and resources. Administrative support, support staff, and teachers on special assignment to assist the Visual and Performing Arts programs throughout the district	$963,733.00	Yes
2.8	Increase Connection Points to School	To increase connection points, Clovis Unified will provide the following: Reduce or eliminate student attendance charges at school events and charges for Unitrack college courses Parent academies IMPACT team centers material and supplies to make meaningful connections and provide educational opportunities. Trips and exposure to experiences that offer mentoring and leadership-building skills	$595,379.00	Yes
2.9	IMPACT SRL’s	To support students’ sense of belonging and connection, Clovis Unified will provide the following for IMPACT Teams to support students:	$4,130,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Relations Liaisons (SRLs) Instructional Assistants (IAs)		
2.10	IMPACT Directors	To support students' connectedness to school, attendance, and academic success, Clovis Unified will provide the following for IMPACT Teams: IMPACT Directors	$1,286,148.00	Yes
2.11	IMPACT Counselors	To support students' to remain on track to graduate, Clovis Unified will provide the following for IMPACT Teams: IMPACT Counselors	$1,253,439.00	Yes
2.12	IMPACT LD's	To support students' through the IMPACT Teams, Clovis Unified will provide: IMPACT Learning Directors for each of the 5 comprehensive high schools	$1,551,553.00	Yes
2.13	Diverse Student Engagement and Support	To address the critical need to improve perceptions of fairness, value, and respect toward students due to their diverse backgrounds, Clovis Unified will provide the following: Provide an administrator dedicated to promoting equitable and engaging classrooms. Student success conferences focused on various backgrounds Resources, motivational speakers, transportation, and supplies/materials to support the student success conferences	$285,495.00	Yes
2.14	African American Suspension Support	The LEA examined the needs of African American students by looking at state and local data at the district and site levels. This action will address the following Reds on the 2023 Dashboard: LEA Level African American: Suspension Rates	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Clovis Unified will provide professional development to support root cause analysis through the improvement science model for individual school sites which will enable them to develop individualized plans centered on African American suspension rates. Professional development will also be provided to meet the individual needs of school site plans. Sites will utilize research-based intervention strategies to decrease suspension rates in their African-American subgroup. Through continuous improvement cycles, sites will also maintain on-going progress monitoring of their suspension data throughout the school year and modify their plans accordingly. Ongoing support will be provided by the Accountability Department in conjunction with Student Services and School Attendance Department.		
2.15	Elementary Suspension Support	Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at elementary schools. The LEA examined suspension rates for state and local data at the district and site levels. This action will address the following Reds on the 2023 Dashboard: Site Level Boris: All students, Hispanic, White Fancher Creek--African American, White Fort Washington--White Gettysburg--Hispanic Mountain View--Hispanic Pinedale--White Reagan--Two or More Races Red Bank--White These purchases are aimed at supporting the above students in their behavior. Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support.	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention. Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions. Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans. Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension. Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students. Boris--All Students Provide more structured recess activities and intramurals. Boris--White Institute Restorative Justice practices as an alternative to suspension practices for White students. Establish clarity regarding schoolwide expectations and provide incentives through Positivity Project and PBIS character education and practices for White students. Boris--Hispanic Institute Restorative Justice practices as an alternative to suspension practices for Hispanic population. In addition, Boris will establish an adult mentor group for Hispanic males that will work with the students on time management, self-control, presentation/grooming, and academic success. Establish clarity regarding schoolwide expectations and provide incentives		

Action #	Title	Description	Total Funds	Contributing
		through Positivity Project and PBIS character education and practices with a focus on Hispanic culture and social-emotional well being of the students. Boris will focus on the more active involvement in co-curriculars for the white population of students with the potential for leadership positions in student council, etc. Fancher Creek--African American Implementing small group services for students focused making best choices and equipping students with strategies to navigate conflicting situations effectively. These sessions will be facilitated by administrators and support staff on a regular basis. The goal is to provide targeted interventions that empower students to manage their impulses and thrive in various social settings. Implementing one phone call a week for African-American students who have been suspended to reinforce a supportive and encouraging environment, fostering stronger connections between families and the school community. Fort Washington--White Implementing a comprehensive approach to promote positive behavior and socio-emotional learning (SEL) among our students. This includes adopting a PBIS (Positive Behavioral Interventions and Supports) initiative, integrating Positivity Project lessons, and incorporating morning messages focused on SEL. Additionally, utilizing check-in/check-out interventions to provide personalized support. Efforts also involve implementing the Second Step curriculum through small group sessions and utilizing Clovis Support and Intervention. Collaborating with All-for-Youth for additional resources and support, and developing individual student behavior plans to address specific needs Gettysburg--All Students Gettysburg will reduce the use of exclusionary discipline for SWDs by utilizing restorative approaches. Hire staff to offer structured recess to provide learning opportunities with a staff member that can model positive social and emotional skills. Provide a multi-tiered system of support for behavior and use positive reinforcement when SWDs are following clear and consistent expectations. Provide All for Youth services and staff training for Clovis Support and Intervention (CSI) to provide non-punitive		

Action #	Title	Description	Total Funds	Contributing
		approach to make a positive impact on behaviors that could be the result of a disability. Gettysburg--Hispanic Enhance the school environment by hiring staff to facilitate structured recess activities, fostering positive reinforcement for Hispanic students. Additionally, collaborate with All for Youth to expand resources and support network for Hispanic students. Equip the staff with effective intervention strategies by providing Clovis Support and Intervention training sessions. These initiatives aim to create a nurturing and supportive atmosphere conducive to Hispanic students' success and well-being. Mountain View--Hispanic Provide Parent Nights/Resources that address specific areas of development including adapting behaviors to your social environment (home vs school) for Hispanic students and families. This will utilize purchased curriculum and district personnel. Staff collaborate with the Curriculum, Instruction, and Accountability Department to help develop staff strategies to support Hispanic students through professional development on site. Pinedale--White Hire a full-time Student Relations Liaison (SRL) position to the team. The SRL will play a vital role in the efforts to support White students' well-being and success. Responsibilities will include the following for White students: serving as a mentor, conducting check-ins/check-outs, facilitating Clovis Support and Intervention groups, and collecting data on students struggling with emotional regulation both inside and outside the classroom. Additionally, the SRL will collaborate with educators to integrate Second Step lessons into classroom activities, further promoting social-emotional learning. This position reflects our commitment to providing comprehensive support to White students, addressing their individual needs, and fostering a positive school environment conducive to learning and growth. We believe that the SRL will make a significant impact on the well-being and suspension rates for White students.		

Action #	Title	Description	Total Funds	Contributing
		Reagan--Two or More Races Implementing small group services for students who are two or more races, focused on impulse control, equipping students with strategies to navigate conflicting situations effectively. These sessions will be facilitated by the counselor and will occur once a week. The goal is to provide targeted interventions that empower students to manage their impulses and thrive in various social settings. Red Bank--White Utilize the following to target support for White students: PBIS Bobcat Buddies, led by 1st-grade teachers, which utilizes the Second Step program to address emotional and social deficiencies among select 1st and 2nd-grade students. Structured Recess provides guidance and education in positive social play for students in grades 2-4, led by a credentialed teacher during lunch recess. The program emphasizes play-based learning and includes a leadership component where older students serve as positive role models and leaders, demonstrating desirable peer interaction. Expand the Clovis Support and Intervention groups by doubling the number of staff trained to run these groups, offering more support and intervention .Peer buddy program where selected students volunteer their time to interact and engage with younger students in our special education classrooms and programs during recess. The Kindness Club for primary students to learn about and practice kindness. Students are recommended to the club by classroom teachers who recognize the need for this type of support.		
2.16	Middle School Suspension Support	Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at middle schools. The LEA examined suspension rates for state and local data at the district and site levels. This action will address the following Reds on the 2023 Dashboard:	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Site Level Clark--All student groups, Asian, EL, Hispanic, Two or More Races Alta Sierra--African American Granite Ridge--African American, EL, Reyburn--African American, EL These purchases are aimed at supporting the above students in their behavior. Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support. Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention. Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions. Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans. Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension. Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students. Clark-All students		

Action #	Title	Description	Total Funds	Contributing
		Revising lunch schedules and structured activities offered at lunch to students. Additionally, the following will occur: conducting chieftain connection lessons to support social-emotional learning to impact positive behavior choices, offering student clubs, utilizing campus monitors and additional staff for supervision, implementing positive behavior strategies throughout the school, utilizing the study strategies class to support students, and using the Navigate 360 Restorative Behavior Intervention curriculum. Bi weekly data monitoring to make adjustments to strategies. Clark-Asian Include strategies in all student groups in addition, encourage student to join the Asian Student Union club for additional supports and growth. With in the Asian Student Union club, present opportunities for students to get involved with the school community school. Monitor student discipline data to make adjustments to strategies Clark-EL Include strategies in all student groups in addition, use EL classes to specifically teach SEL and conflict resolution. Monitor student discipline data to make adjustments to strategies Clark-Hispanic Include strategies in all student groups in addition, encourage student to join the Latino student union club for additional supports and growth. With in the Latino Student Union club, present opportunities for students to get involved with the school community school. The Latino's make up almost half of the student population, 48%, strategies used will all student groups will benefit all Latino students. Monitor student discipline data to make adjustments to strategies. Clark-Two or more races Include strategies in all student groups in addition, target these students to get involved in school. Students will have a choice of co-curricular, visual performing art, or club. Participation will connect student to a positive adult on campus and support social and SEL needs. Alta Sierra--African American		

Action #	Title	Description	Total Funds	Contributing
		Conduct ongoing conferencing with Student Relations Liaisons and the IMPACT Team. Prior to suspensions, implement educationally, restorative, or progressive behavioral supports prior to suspension. Connect African American students to co-curricular activities. Conduct 2nd step lessons for conflict resolutions for African-American students. Conduct weekly group discussion opportunities on self-esteem, healthy teen relationships, bullying, and other pertinent topics. Granite Ridge--African-American Work with the African-American Student Leadership Team to identify concerns, address systematic problems along with educating the staff on cultural awareness. Granite Ridge--EL The Granite Ridge administration and staff will work with their IDAC (Intercultural Diversity Advisory Council) to identify problems of practice, address systematic concerns, and support the transition of their EL student population. Additionally, they will work to inform, train and support staff working with EL students inside and outside the classroom. Reyburn--African American Increase the number of African American students and staff participating in the campus check-in and check-out system. Participation in the check-in and check-out system will increase positive connections for students who might not otherwise have a trusted adult on campus and allow for that adult to individualize academic, social emotional, and behavioral interventions for our African American student population. Our Counseling team, Student Responsibility Center, and IMPACT Team will review monthly attendance, academic, co-curricular, and behavior data to find commonalities, review and implement best practices. Hire an additional campus monitor, SRL, and GIS to serve African American and EL students. Begin Positive Behavior celebrations and pilot the Positivity Project with a focus on African American students. Implement the 5 STAR Students positive behavior system focusing on African American students, and include focus group students in developing the system of positive behavior and academic rewards to encourage positive behavior. Reyburn-- EL		

Action #	Title	Description	Total Funds	Contributing
		Increase the number of EL students and full-time staff members participating in the campus check-in and check-out system. Participation in the check-in and check-out system will increase positive connections for students who might not otherwise have a trusted adult on campus and allow for that adult to individualize academic, social emotional, and behavioral interventions for our EL student population. Student Relations Liaisons, ELD teachers, and members of our IMPACT Team will make positive contact with our EL students and families to invite them to our site and district parent and family nights to better acquaint our EL students and families to the Reagan Educational Center school system. Counselors and IMPACT team members will review attendance, academic, co-curricular, and behavior data to find commonalities, and review best practices. Begin Positive Behavior celebrations and pilot the Positivity Project with a focus on EL students. Implement the 5 STAR Students positive behavior system focusing on EL students. EL Student focus groups will meet to discuss the positive behavior system of accountability and inform administration of effective incentives.		
2.17	High School Suspension Support	Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at high schools. Specifically, to address the following Reds on the 2023 Dashboard: The LEA examined suspension rates for state and local data at the district and site levels. This action will address the following Reds on the 2023 Dashboard: Site Level Buchanan--African-American Clovis High--Hispanic Clovis West--African-American These purchases are aimed at supporting the above students in their behavior.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support. Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention. Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions. Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans. Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension. Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students. Buchanan--African-American Support to decrease suspension for African-American students through the following initiatives: Re-entry meetings after a suspension: These meetings are crucial for reintegrating students back into the school community after a suspension. They provide an opportunity to identify any concerns or issues the African-American student may be facing and to offer appropriate support to ensure their successful return.		

Action #	Title	Description	Total Funds	Contributing
		Positivity Project: Focusing on a different character trait each week can help promote a positive school culture and reinforce important values among African-American students and staff. Flexible engagement hour: Offering a dedicated hour for choice and intervention allows African-American students to pursue activities they're passionate about while also providing support for those who may need extra assistance or guidance. Mentoring check-in with students: Regular check-ins with mentors from student services can provide students with valuable support and guidance, helping them navigate challenges and achieve their academic and personal goals. Educating African-American freshmen and new-to-district African-American students: Hosting expectation meetings and introducing them to support staff can help ease the transition for incoming students, ensuring they feel welcome and supported from the start. Diverse Hiring: Ensuring diversity, particularly within African-American student services, can help create a more inclusive and representative support system for the student body. Having mentors and contacts who reflect the diversity of the African-American student population can foster stronger connections and understanding. Clovis High--Hispanic Support to decrease suspension for Hispanic students through the following initiatives: Increased Level 2 Intervention: Identify Hispanic students who may benefit from additional academic or social-emotional support beyond the universal interventions provided at Level 1. This could involve small-group interventions, targeted skill-building activities, or counseling services tailored to meet student's specific needs. Data-Driven Decision Making: Use data to identify Hispanic students who are at risk of falling behind academically or experiencing social-emotional difficulties. Regular progress monitoring can help track Hispanic students'		

Action #	Title	Description	Total Funds	Contributing
		growth and inform decision-making regarding the intensity and duration of interventions. Collaborative Problem-Solving: Involve teachers, counselors, administrators, and other educational partners in collaborative problem-solving teams to develop and implement intervention plans for Hispanic students requiring Level 2 support. This multidisciplinary approach ensures that interventions are comprehensive and effectively address students' needs. Clovis West--African-American Create a system that connects at-risk African-American students to a trusted adult on campus. Continued collaboration with educational partners (IMPACT mentors, counselors, Mental Health Support Providers, Student Responsibility Center) and connecting African-American students to intentional opportunities where they can have a voice at the table such as the Principal's Advisory on Student Affairs. Provide incentives for African-American student growth and participation in these committees to African-American students. Invite community leaders to speak with the small groups about opportunities in the community, inspirational speakers, and encouraging participation within African-American student success conferences.		
2.18	Chronic Absenteeism Support	Clovis Unified will continue to provide additional support and resources to help students with improving attendance and reduce the chronic absenteeism rates for all schools in the LEA. After looking at the red indicators on the dashboard at both the LEA and site levels, Clovis Unified completed a needs assessment to examine the root causes of high chronic absenteeism rates for all schools. Specifically, to address the following Reds on the 2023 Dashboard: Alta Sierra, African American Cedarwood, Asian, Two or More Races Enterprise, All Students Enterprise, Hispanic Fancher Creek, African American, White	$899,325.00	No

Action #	Title	Description	Total Funds	Contributing
		Nelson, African American Pinedale, White Weldon, All students, Hispanic, White These purchases are aimed at supporting the above students in their attendance • Professional Development and Training: Investment in ongoing professional development for educators on how to make connections with families and students. • Staffing: Hiring additional staff to support making contacts with families. • Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans. • Incentives: items to incentivize students to attend school. Alta Sierra, African American • Ongoing conference with Student Relations Liaisons and IMPACT Team. Connection to co-curricular activities, 2nd step lessons for conflict resolution, and continue the Student Attendance Review Process. Cedarwood, Asian, Two or More Races • Educate parents/community about health guidelines for attendance during the beginning of the year/new student orientation. Educate parents about clearing absence. Educate teachers and the community about independent studies options. Provide incentive tickets for being present into drawing during higher weeks/days of absenteeism. Enterprise, All Students • Reduce chronic absenteeism through our plan, do, study act work Enterprise, Hispanic • Collaborate with students and families to develop a cultural understanding and underlying causes of chronic absenteeism. Provide family engagement, support services, personalized intervention, and partnerships to decrease rates. Fancher Creek, African American, White		

Action #	Title	Description	Total Funds	Contributing
		• Weekly attendance contracts for students with excessive absences tied to incentives for improving attendance. Nelson, African American • Continue Student Attendance Review Process and make personal phone calls home to offer assistance. Pinedale, White • Fund Instructional Assistant I Home Liaison for 4 hours a day to focus on building relationships with families who are struggling with attendance and tardies. Help to educate parents about the importance of being at school and provide incentives for improving attendance. Weldon, All Students • Provide incentives that draw attention to the importance of consistent daily school attendance. Keep our parents well informed of our progress towards increased daily student attendance. Weldon, Hispanic, White • Utilize support staff to do outreach with the Hispanic students who are chronically absent. Determine the underlying causes and provide support and incentives to students. Provide ongoing communication and education for parents to understand how to support their children. Keep parents well informed of our progress towards increased daily student attendance. LREBG Amount of Funds: $899,325 Action 2.18 Metrics: Chronic Absenteeism Student Group(s): All Students, American Indian, Foster Youth, Homeless, African American, Pacific Islander, Socioeconomically Disadvantaged Home Liaisons Home Liaisons will proactively reach out to chronically absent students—especially those who are American Indian, Foster Youth, Homeless, African American, Pacific Islander, and Socioeconomically Disadvantaged—to build trust with families, diagnose the root causes of absences, and connect them with transportation, housing, health, or academic supports. By removing these barriers and sustaining two-way communication, they foster a sense of belonging and accountability that		

Action #	Title	Description	Total Funds	Contributing
		increases daily attendance across all student groups. The action(s) align with allowable fund uses in the area of: C--Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research shows that home liaisons play a critical role in reducing chronic absenteeism by building strong relationships between schools and families, addressing barriers to attendance through early intervention and support (Sheldon & Epstein, 2004). Studies have found that consistent outreach and communication by home liaisons lead to improved student attendance and greater family engagement in the educational process (Chang & Romero, 2008).		
2.19	Technical Assistance Support to Reduce Suspension Rates	Clovis Unified will collaborate with Fresno County Office of Education to use the research-based improvement science model to provide professional development for administrators, teachers, student relations liaisons, and additional support staff to conduct a four-phase practice to reduce suspension rates. Phase 1 Articulate the problem of practice Perform a data dive Process their analysis Research knowledge Phase 2 Review user perspective Review research plan Review research knowledge Identify root causes Research root causes Phase 3 Research knowledge	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop aim Identify drivers Generate change ideas Plan for improvement journey Phase 4 Improvement Journey--monthly meetings through the year to review the effectiveness of the Theory of Improvement to ensure the identified changes are resulting in improvement Adapt the Theory of Improvement based on the monthly feedback from the users. 2024 DA Target groups: • Foster Youth (FY) in ELA, Math, Chronic Absenteeism, and Suspension • Homeless in ELA, Math, Chronic Absenteeism, and Suspension • Long Term English Learners (LTEL) in ELA, Math, and Suspension 2025 Target DA Target Subgroups: • Foster Youth (FY) in ELA, Math, Graduation Rate, and Suspension • Black/African American in Chronic Absenteeism, and Suspension Based on the district's 2024 Dashboard data, our intermediate cohort has continued their focus on decreasing suspension rates and are continuing to work through year 2 of their continuous improvement journey. They are continuing the work within their theory of improvement and are not only focusing on their site-specific subgroups but have added a focus on their FY students (if applicable). In addition to the work that these sites are doing, 3 of the sites have also been provided with professional development around restorative justice practices and have implemented these practices within their theory of improvement. Overall, so far this year we have seen a reduction in intermediate suspension rates at more than 2%.		

Action #	Title	Description	Total Funds	Contributing
		In the 2026-2027 school year, the intermediate schools will continue to attend Professional learning focused on data analysis, root cause analysis, and behavior interventions. This cohort of schools will continue to utilize the PDSA model to test their theories of improvement, modify change ideas, and adapt changes that are providing positive results. The intermediate sites will continue to hold huddles with their site teams to analyze data, looking at current trends, and discuss site needs as well as document their work within their PDSA's. In the spring of 2026, the district added an additional cohort of schools working within the continuous improvement model. The new cohort includes 5 schools who have higher rates of FY students who enroll within their school site boundary and the work of this group is intentionally devoted to decreasing our FY Subgroup suspension rates. The work for this group has not followed the traditional 4 phase plan that was utilized with our original cohorts, as our district director overseeing this work utilized a BTS format to get schools engaged in the work more quickly. The BTS included an expert group of employees from across the district and within the community who work with or support FY in some way. The expert group engaged in data analysis exercises; research activities grounded in discovering evidence-based practices and change ideas to support our FY students and decreasing suspension rates. The expert group utilized their findings to develop a clear aim, identify key drivers and create a theory of improvement. Additionally, the expert group created systems that aligned with the theory of improvement for our sites to utilize as part of the overall change package for sites. Our 5 pilot sites then were provided with professional learning grounding them in the improvement science model focused on data analysis and the implementation of the theory of improvement. These sites are currently implementing the change package, collecting both process and progress data, and are running PDSA's in order to monitor the progress and effectiveness of the theory of improvement. In the 2026-2027 school year, the FY suspension cohort of schools will continue their work around decreasing suspension rates through ongoing PL, ongoing data analysis, and by running PDSA cycles. Additionally, the district will spread the best practices that are being adopted at our cohort schools to other high-leverage sites that have a higher FY enrollment with		

Action #	Title	Description	Total Funds	Contributing
		the intention of spreading to all sites who support FY.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Hire, Develop, Sustain, and Value a High-Quality, Diverse Workforce	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was designed to build actions that lead to a high-quality workforce. This goal is well-aligned to our district's founding mantra that it is "People, Not Programs" that make the most difference in the lives of our students and it is people that will help students achieve their maximum potential. Goal 3 supports both Goal 2 and Goal 1. Without a quality workforce, we couldn't maximize student achievement and we couldn't operate with efficiency and effectiveness. This goal is written to ensure that we hire, develop and maintain diverse staff and embed our system with high-quality professional development to continue to build capacity in our people. In Clovis Unified, we value the whole child and know that it takes a village to support the myriad of issues that our schools face today. Not only are our classrooms centered on well-aligned curriculum and quality instruction, but staff work tirelessly to ensure that students have the social-emotional aspects supported and that they are entrenched in a culturally diverse and rich environment. For this goal, we measure our teacher assignments, ensuring that credentialed teachers are in place and adequately certified. We measure our professional development, using our systems to train 100% of our teachers in professional development throughout the year. We also consider our classrooms and measure the implementation of our standards across our district classrooms, guaranteeing that our students all are being taught with state-approved curriculum, aligned to state standards. Actions within this goal include all general operating costs. This goal also includes an action for learning directors to oversee programs at the school site and support professional learning across the district. An important action is funding for our district's professional development, supporting all teachers in teaching the standards, assisting with social-emotional learning, and providing a culturally rich environment for our diverse student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Smarter Balanced ELA Met or Exceeded	All: 66.2% EL: 20.0% LI: 53.8%	All: 67.1% EL: 22.3% LI: 56.0%	All: 67.8% EL: 15.2% LI: 55.0%	All: 70% EL: 23% LI: 56%	All: +1.6 EL: -4.8 LI: +1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 18.5% Data Year: 22-23 Data Source: DataQuest	FY: 26.5% Data Year: 23-24 Data Source: DataQuest	FY: 19.7% Data Year: 2024-25 Data Source: DataQuest	FY: 21% Data Year: 25-26 Data Source: DataQuest	FY: +1.2
3.2	Smarter Balanced Math Met or Exceeded	All: 51.0% EL: 17.5% LI: 36.9% FY: 11.1% Data Year: 22-23 Data Source: DataQuest	All: 52.4% EL: 19.5% LI: 40.1% FY: 15.9% Data Year: 23-24 Data Source: DataQuest	All: 54.1% EL: 19.1% LI: 39.8% FY: 15.5% Data Year: 2024-25 Data Source: DataQuest	All: 55% EL: 20% LI: 39% FY: 14% Data Year: 25-26 Data Source: DataQuest	All: +3.1 EL: +1.6 LI: +2.9 FY: +4.4
3.3	Smarter Balanced ELA Distance from Standard	All: 38.8 EL:-13.9 LI: 7.9 FY: -53.5 Data Year: 22-23 Data Source: Dashboard	All: 42.4 EL: -12.6 LI: 9.9 FY: -68.2 Data Year: 23-24 Data Source: Dashboard	All: 44 EL: -6 LI: 12.2 FY: -66 Data Year: 2024-25 Data Source: Dashboard	All: 47.9 EL:-4.9 LI: 16.9 FY: -44.5 Data Year: 25-26 Data Source: Dashboard	All: +5.2 EL: +7.9 LI: +4.3 FY: -12.5
3.4	Smarter Balanced Math Distance from Standard	All: -0.7 EL: -45 LI: -33.4 FY: -95.4 Data Year: 22-23 Data Source: Dashboard	All: 3.1 EL: -46.4 LI: -31.7 FY: -127.2 Data Year: 23-24 Data Source: Dashboard	All: 5.7 EL: -39.9 LI: -30.1 FY: -143.5 Data Year: 2024-25 Data Source: Dashboard	All: 10 EL: -36 LI: -24.4 FY: -86.4 Data Year: 25-26 Data Source: Dashboard	All: +6.4 EL: +5.1 LI: +3.3 FY: -48.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Local ELA Assessment	All: 51% EL: 16% SED: 28% FY: 23% Data Yr: 23-24 Data Source: Local Benchmark Assessment	All: 52% EL: 15% SED: 38% FY: 23% Data Yr: 24-25 Data Source: Local Benchmark Assessment	All: 59% EL: 28% SED: 50% FY: 28% Data Yr: 25-26 Data Source: Local Benchmark Assessment	All:55% EL:19% SED: 31% FY: 26% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	All:+8% EL:+12% SED: +22% FY: +5%
3.6	Local Math Assessment	All: 37% EL: 13% SED: 25% FY: 9% Data Yr: 23-24 Winter Data Source: Local Benchmark Assessment	All: 42% EL: 14% SED: 27% FY: 14% Data Yr: 24-25 Data Source: Local Benchmark Assessment	All: 64% EL: 42% SED: 55% FY: 37% Data Yr: 25-26 Data Source: Local Benchmark Assessment	All: 41% EL:16% SED: 28% FY: 12% Data Year: 26-27 Winter Data Source: Local Benchmark Assessment	All:+27% EL:+29% SED: +30% FY: +28%
3.7	EAP ELA	All: 80.5% EL: 18.9% LI: 71.1% FY: 23.6% Data Year: 22-23 Data Source: DataQuest	All: 80.2% EL: 11.3% LI: 71.6% FY: *Less than 10 students-data not reported Data Year: 23-24 Data Source: DataQuest	All: 77.3% EL: 15.7% LI: 67.3% FY: 29.4% Data Year: 2024-25 Data Source: DataQuest	All: 85.5% EL: 21.9% LI: 74.1% FY: 26.6% Data Year: 25-26 Data Source: DataQuest	All: -3.2 EL: -3.2 LI: -3.8 FY: +5.8
3.8	EAP Math	All: 45.3% EL: 5.4% SED: 32.3% FY: *Less than 10 students-data not reported	All: 48.6% EL: 12.5% LI: 36.8% FY: *Less than 10 students-data not reported	All: 48.6% EL: 13.9% LI: 36.1% FY: 15.4% SWD: 7.4% Gateway All: 1.0%	All: 50.3% EL: 8.4% SED: 35.3% FY: 16.4% SWD: 11.2	All: +3.3 EL: +8.5 SED: +3.8 FY: Not available at baseline for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 22-23 Data Source: DataQuest	SWD: 11.2% Data Year: 23-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest	Data Year: 25-26 Data Source: DataQuest	SWD: -0.8
3.9	Appropriately Assigned and Fully Credentialed Teachers	88.4% Clear Data Year: 23-24 Data Source: SARC	87.4% Clear Data Year: 24-25 Data Source: SARC	87.1% Clear Data Year: 2025-26 Data Source: SARC	90% Clear Data Year: 26-27 Data Source: SARC	-1.3%
3.10	Access to Standards-Aligned Instructional Materials	100% Data Year: 23-24 Data Source: Williams Act	100% Data Year: 24-25 Data Source: Williams Act	100% Data Year: 2025-26 Data Source: Williams Act	100% Data Year: 26-27 Data Source: Williams Act	No Change
3.11	Facilities Maintained in Good Repair	100% Data Year: 23-24 Data Source: Dashboard	100% Data Year: 24-25 Data Source: Dashboard	100% Data Year: 2025-26 Data Source: Dashboard	100% Data Year: 26-27 Data Source: Dashboard	No Change
3.12	Implementation of Standards for All Students and Enable Els Access to CCSS and ELD Standards	100% Data Year: 23-24 Data Source: Dashboard	100% Data Year: 24-25 Data Source: Dashboard	100% Data Year: 2025-26 Data Source: Dashboard	100% Data Year: 26-27 Data Source: Dashboard	No Change
3.13	Provide Professional Development	100% of certificated teachers attended	100% of certificated teachers attended	100% of certificated teachers attended	100% of certificated teachers attended	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 Data Source: Dashboard	Data Year: 24-25 Data Source: Dashboard	Data Year: 2025-26 Data Source: Dashboard	Data Year: 26-27 Data Source: Dashboard	
3.14	Implement CA Content Standards Via Walk Through and Formal Teacher Observations	100% Data Year: 23-24 Data Source: Dashboard	100% Data Year: 24-25 Data Source: Dashboard	100% Data Year: 2025-26 Data Source: Dashboard	100% Data Year: 26-27 Data Source: Dashboard	No Change

Goal Analysis [2025-26]

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

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

Action 1: On-going Operating Costs
No substantive difference in planned action compared to the actual implementation. This action was fully implemented and supported the continuation of essential programs and services through ongoing operational funding. Resources were allocated to areas such as instructional materials, utilities, transportation, custodial services, staffing, salaries and benefits, intervention programs, and co-curricular activities. These investments ensured students had consistent access to a wide range of educational opportunities and support services throughout the year.

Additionally, with LRBEG, implementation of this action included providing expanded school-based mental health services, counseling supports, and social-emotional interventions to address barriers impacting student learning, attendance, and engagement. These supports helped students access timely emotional and behavioral assistance, strengthened school connectedness, and contributed to improved academic participation and reduced chronic absenteeism for targeted student groups.

Action 2: Professional Development
No substantive difference in planned action compared to the actual implementation. This action was fully implemented by providing staff and resources to support the academic success of EL, FY, and LI students. Efforts focused on implementing California content standards, incorporating AVID strategies, and developing new curriculum and assessments. Ongoing professional development equipped staff with the skills needed to deliver high-quality, standards-aligned instruction that addressed the diverse needs of these student groups.

Overall Successes:
We believe the positive outcomes reflected in the data were supported by the district's continued investment in essential operational services, student supports, and professional learning opportunities. Maintaining stable funding for staffing, instructional materials, transportation, custodial services, intervention programs, and co-curricular activities ensured students had consistent access to high-quality educational experiences and support systems throughout the year. In addition, expanded mental health services and social-emotional supports helped address barriers impacting student engagement, attendance, and learning, contributing to improved school connectedness and reduced chronic absenteeism. Ongoing professional development focused on California standards, AVID strategies, and curriculum development strengthened instructional practices and helped staff better meet the needs of English Learners, Foster Youth, and Low-Income students. Collectively, these actions contributed to stronger academic participation, improved learning conditions, and continued progress for multiple student groups.

Overall Challenges:
While these actions were successfully implemented, we experienced challenges related to increasing student academic, behavioral, and social-emotional needs, as well as the ongoing demand for staffing and support services across the district. Providing consistent mental health services and interventions for all students requiring support remained challenging due to the growing need for counseling and social-emotional resources. In addition, ensuring staff had sufficient time for meaningful professional development, collaboration, and implementation of new instructional strategies required continued coordination and support. We also recognized the need to further strengthen targeted interventions for student groups who continue to experience achievement gaps, chronic absenteeism, and barriers to academic success.

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 3.2 Feedback emphasized expanding academic opportunities, increasing rigor and strengthening college and career pathways. Additional funding for AVID to support rigorous coursework and post-secondary readiness was added. The District expects to see new ongoing costs with adding more AVID designated schools and supporting site and district professional development needs. Staff feedback highlighted the need for ongoing professional development and instructional support. This ensures that teachers can access training aligned to student need with without disrupting instruction. Feedback also identified additional need for curriculum design teams. CDTs provide time for teachers to develop and refine curriculum to meet diverse student needs. Additional funding was allocated as a result of community partners' emphasis on the importance of high-quality instruction and consistent support across classrooms.

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

Action 1: On-going Operating Costs
Metric: ELA & Math Met/Exceeded
Effectiveness: Mostly Effective
LI students show the most consistent performance across both ELA and Math, with gains that are generally maintained over time. EL students demonstrate uneven progress, particularly in ELA, where initial improvement is followed by a decline, suggesting a need for more sustained support. FY students show some improvement in both areas, but their progress is not consistently maintained, indicating that current interventions may not be strong enough to sustain growth. Chronic absenteeism decreased for all students, EL, SWD, Homeless, SED, and American Indian. It increased for African American, Pacific Islander, and LTELs.

We believe ongoing operating costs have contributed to sustaining and improving outcomes for LI, EL, and FY students by ensuring consistent access to qualified staff, instructional materials, and targeted supports. We believe continued investment in professional development has strengthened instructional practices to better meet the needs of these student groups, particularly for EL and FY where progress has been less stable. We also believe that maintaining resources for intervention programs, academic support, and student services has helped sustain gains over time and promote more consistent achievement across all groups.

Action 2: Professional Development
Metric: ELA & Math Met/Exceeded, ELA & Math Distance from Standard, ELA & Math Local Assessment, Educational Partner Input
Effectiveness: Mostly Effective
ELA and Math SBAC results show overall improvement for all students, but mixed outcomes across subgroups, with some declines among EL and FY, indicating uneven progress. Distance from Standard improved overall and for several subgroups. Local assessments will be determined in Spring 2026. Educational partners noted the effectiveness and indicated a continued need for support.

We believe professional development has contributed to improved outcomes for LI, EL, and FY students by strengthening teachers' ability to deliver high-quality, standards-aligned instruction. We believe ongoing training has supported educators in implementing targeted strategies that better address the diverse learning needs of these student groups, particularly for EL and FY where progress has been less consistent. We also believe that continued focus on professional learning has helped build staff capacity, leading to more effective interventions and more consistent student achievement over time.

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

Action 3.2
Additional Teachers on Special Assignment, stipends to provide support for new teachers and administrators, develop curriculum, and provide professional development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	On-going Operating Costs	On-going operating costs to maintain existing programs and services to students such as: operational expenses instructional supplies mental health support for non-IEP students	$473,525,004.00	No

Action #	Title	Description	Total Funds	Contributing
		utility costs transportation services custodial services induction teachers administration clerical support salaries statutory and benefits existing intervention services co- curricular programs Amount of Funds: $473,525,004 LREBG $806,835 Mental health services help address trauma and social-emotional needs that hinder learning Metrics: Math & ELA & Chronic Absenteeism Student Group(s): All Students, English Learners, LTELs, Foster Youth, Homeless, SED, American Indian, African American, Pacific Islander, and SED. The District's need assessment has identified students in need of social-emotional supports as set forth in this Action # 3.1. Providing mental health support services for non-IEP students can address emotional and behavioral barriers to learning, allowing them to better engage with academic content. These services help create a stable and supportive environment, which is essential for recovering from learning loss. The action(s) align with allowable fund uses in the area of B--Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. C--Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research shows that school-based mental health services significantly reduce chronic absenteeism; for example, a 2023 study of North Carolina		

Action #	Title	Description	Total Funds	Contributing
		school districts found a 29% decrease in absenteeism when telehealth mental health services were available (Healthy Schools Campaign, 2023). These supports also improve academic outcomes by enhancing attendance, reducing behavioral issues, and promoting student engagement (CARS-RP, n.d.).		
3.2	Professional Development	To support the academic achievement of EL, FY, and LI, Clovis Unified will provide the following: Personnel to implement California's content standards Personnel to implement AVID strategies Personnel to develop new curricular units and assessments aligned with standards Provide professional development Provide additional Teachers on Special Assignment, stipends to provide support for new teachers and administrators, develop curriculum, and provide professional development.	$4,094,602.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maximize Achievement for ALL Students at Gateway High School Over the upcoming three years, Gateway aims to enhance academic achievement for all students, with a specific focus on LI students, targeting an increase of 5% in proficiency levels in English Language Arts (ELA) and mathematics and distance from standard, as measured by SBAC results, along with progress monitoring through local benchmark assessments. Over the upcoming three years, Gateway aims to enhance academic achievement for all students, with a specific focus on LI students and Hispanic students. It targets an increase of 3% in proficiency levels on the College and Career Dashboard Indicator for LI and Hispanic students. As we move into year two of our plan and revisit the Red indicators on the Dashboard, we will be adding a focus for our new Reds on the Dashboard: graduation rates for Hispanic students at Gateway. Our goal is to increase graduation rates for Hispanic by 3%. 2023 Reds: All Students: ELA, Math, and CCI, Gateway High School SED: ELA, Math, and CCI, Gateway High School Hispanic: CCI, Gateway High School 2024 Reds: Hispanic: Graduation, Gateway High School 2025 Reds: All Students: ELA & Math SED: ELA & Math	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data underscores the need to persist in efforts at Gateway High (designated as an Equity Multiplier site) aimed at ELA, math, and the College and Career Indicator (CCI) performance, especially among LI students for ELA and math and Hispanic students for CCI. Educational partners have particularly highlighted a need for increased support to address the diverse needs of our student

population. Our approach to improving ELA and math performance involves targeted interventions aligned with our goals, with progress monitoring and measures of our effectiveness using California Dashboard metrics (ELA and math SBAC) for LI students. Additionally, educational partners have voiced the need for additional support for Hispanic students to prepare and explore post-secondary options.

Based on a local needs assessment, Hispanic students at the alternative site have lower college and career readiness, as well as ELA and math achievement, due to factors such as limited access to advanced coursework and resources and potential language barriers that can impact academic performance. Additionally, socio-economic challenges can further hinder their academic progress and readiness for post-secondary opportunities.

Based on a local needs assessment, low-income students at the alternative site have lower college and career readiness and ELA and math achievement due to limited access to educational resources, extracurricular opportunities, and advanced coursework. Additionally, socio-economic challenges such as instability at home, food insecurity, and less access to academic support services can further impede their academic progress.

Gateway collaborated with educational partners to inform their communities about the Equity Multiplier funds, ensuring them that there's a focus on guaranteeing fair and equitable distribution of resources to support all students, regardless of background or circumstances. Additionally, there were discussions centered on various aspects of student performance and support systems. They shared data from their dashboards, with an emphasis on state indicators that were in the red to gather input on how to improve in those specific areas. After reviewing this information and engaging in discussions centered on academic, social-emotional, and behavioral supports, the schools set a goal to improve student achievement, with a focus on ELA, math, and CCI. This indicates a commitment to fostering a positive and supportive atmosphere that promotes student success in all aspects of their education.

The LEA examined the needs of all students by looking at state and local data at the district and site levels. In addition to supporting all students, this action will address the following Reds on the 2023 Dashboard.

All Students: ELA, Math, and CCI, Gateway High School
SED: ELA, Math, and CCI, Gateway High School
Hispanic: CCI, Gateway High School

Additionally, our analysis of the 2024 Dashboard data highlights the need to continue focusing on improving the Graduation Rate for Hispanic students. A series of meetings were held with educational partners to review the data and feedback was gathered. Educational partners recognized a critical need to support Hispanic students at alternative education schools due to the red indicators on the dashboard, which highlighted disproportionately low graduation rates. These data points signaled systemic gaps that required targeted interventions and culturally responsive resources to improve academic outcomes. To address this, we are implementing targeted interventions, progress monitoring, and effectiveness measures aligned with the California Dashboard Graduation Rate metric. A local needs assessment identified that Hispanic students at the alternative site face lower graduation rates due to limited access to advanced coursework, language barriers, and socio-economic challenges. These factors negatively impact their academic performance and readiness for post-secondary opportunities. Gateway collaborated with educational partners to share information about the Equity Multiplier funds, review dashboard data, and gather input on improving areas identified as needing support. Following these discussions, the schools set a goal to improve overall student achievement, with a specific focus on increasing the Graduation Rate for Hispanic students.

This goal will also address the following Reds on the 2024 Dashboard:
All Students: CCI, Suspension Rate, Gateway High School
SED: CCI, Suspension Rate, Gateway High School
Hispanic: CCI, Graduation Rate, Suspension Rate, Gateway High School
EL: Suspension Rate, Gateway High School
SWD: Suspension Rate, Gateway High School

There were unspent funds from the 2024-25 school year due to staffing shortages, delayed hiring processes, and challenges in implementing planned programs within the school year timeline. These factors collectively contributed to the underspending despite the identified needs. The unspent funds will remain in these goals to be used to improve academic achievement.

Additionally, our review of the 2025 Dashboard data underscores the ongoing need to strengthen performance in ELA and Math for both all students and those identified as SED. A series of meetings with educational partners was conducted to analyze the data and gather input. Through these discussions, partners identified a critical need to better support SED students and all students at alternative education sites, particularly in response to red indicators on the Dashboard that reflect disproportionately low achievement in ELA and Math.
These findings pointed to systemic gaps requiring focused interventions and responsive resource allocation to improve academic outcomes. In response, we are implementing targeted supports, ongoing progress monitoring, and measures of effectiveness aligned with California Dashboard ELA and Math indicators. A local needs assessment further revealed that students at the alternative sits, especially those who are SED, experience lower performance levels in ELA and Math, inconsistent attendance patterns, gaps in prior learning, and heightened social-emotional and external challenges.
Gateway worked collaboratively with educational partners to share information about Equity Multiplier funds, review Dashboard data, and gather feedback on priority areas for improvement. As a result of these collaborative efforts, the schools established a goal of increasing overall student achievement, with a particular emphasis on improving ELA and Math outcomes for both SED students and all students.

Educational partner input from the 2025-26 school year influenced the 2026-27 LCAP.

This action will also address the following Reds on the 2025 Dashboard:
Gateway, All Students, ELA & Math
Gateway, SED, ELA & Math

Unspent funds from the 2025-26 school year resulted from staffing shortages, delays in the hiring process, and challenges in implementing planned programs within the established school-year timeline. Despite clearly identified needs, these factors collectively limited full expenditure of the allocated resources. The remaining funds will be carried forward within these goals and strategically used to support efforts to improve academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Smarter Balanced ELA Met or Exceeded	Gateway All: 27.2% Gateway LI: 19.8% Data Year: 22-23 Data Source: DataQuest	Gateway All: 38.0% Gateway LI: 33.4% Data Year: 23-24 Data Source: DataQuest	Gateway All: 26.0% Gateway LI: 25.9% Data Year: 2024-25 Data Source: DataQuest	Gateway All: 30% Gateway LI: 22% Data Year: 25-26 Data Source: DataQuest	Gateway All: -1.2 Gateway LI: +6.1
4.2	Smarter Balanced Math Met or Exceeded	Gateway All: 2.5% Gateway LI: 1.0% Data Year: 22-23 Data Source: DataQuest	Gateway All: 5.4% Gateway LI: 2.13% Data Year: 23-24 Data Source: DataQuest	Gateway All: 1.0% Gateway LI: 1.3% Data Year: 2024-25 Data Source: DataQuest	Gateway All: 5% Gateway LI: 3.0% Data Year: 25-26 Data Source: DataQuest	Gateway All: -1.5 Gateway LI: +0.3
4.3	Smarter Balanced ELA Distance from Standard	Gateway All: 62.3 points below Gateway LI: 83.8 points below Data Year: 22-23 Data Source: Dashboard	Gateway All: -35.5 Gateway LI: -41.8 Data Year: 23-24 Data Source: DataQuest	Gateway All: -69.5 Gateway LI: -72.8 Data Year: 2024-25 Data Source: Dashboard	Gateway All: -52.9 Gateway LI: -73.8 Data Year: 25-26 Data Source: Dashboard	Gateway All: -7.2 Gateway LI: +11.0
4.4	Smarter Balanced Math Distance from Standard	Gateway All: 194 points below standard Gateway LI: 207.4 points below standard Data Year: 22-23 Data Source: Dashboard	Gateway All: -165.1 Gateway LI: -164.7 Data Year: 23-24 Data Source: DataQuest	Gateway All: -227.7 Gateway LI: -226.8 Data Year: 2024-25 Data Source: Dashboard	Gateway All: -184 Gateway LI: -197.4 Data Year: 25-26 Data Source: Dashboard	Gateway All: -33.7 Gateway LI: -19.4
4.5	CCI Indicator	Gateway All: 7.7% prepared	Gateway All: 4.9% prepared	Gateway All: Low 7.5%	Gateway All: 10% prepared	Gateway All: -0.2 Gateway LI: -0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gateway LI: 5.4% prepared Gateway Hispanic: 6.8% prepared Data Year: 22-23 Data Source: Dashboard	Gateway LI: 1.4% prepared Gateway Hispanic: 4.5% prepared Data Year: 23-24 Data Source: Dashboard	Gateway LI: Low 5.3% Gateway Hispanic: Low 10.5% Data Year: 2024-25 Data Source: Dashboard	Gateway LI: 8% prepared Gateway Hispanic: 9% prepared Data Year: 25-26 Data Source: Dashboard	Gateway Hispanic: +3.7
4.6	Graduation Rate	Gateway Hispanic: 83.6% Data Year: 22-23 Data Source: Dashboard	Gateway Hispanic: 64.4% Data Year: 23-24 Data Source: Dashboard	Gateway Hispanic: 68.4% Data Year: 2024-25 Data Source: Dashboard	Gateway Hispanic: 68.0% Data Year: 25-26 Data Source: Dashboard	Gateway Hispanic: -15.2

Goal Analysis [2025-26]

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

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

Action 1: Instructional Supplemental Resources
No substantive difference in planned action compared to the actual implementation. This action was implemented by providing supplemental resources to support SED and Hispanic students, including tutoring, targeted academic interventions, language assistance, and access to technology and digital platforms. Additional materials, staff stipends, and support positions were also allocated to strengthen achievement in ELA and mathematics, while expanding opportunities for students to explore college and career pathways.

Action 2: Professional Development
No substantive difference in planned action compared to the actual implementation. This action was implemented through targeted professional development for staff, focusing on strengthening Tier 1 and Tier 2 instructional practices in ELA and math to better support SED students. Additional training for counselors and staff emphasized college and career readiness, equipping them to guide all students—especially SED and Hispanic students—in developing the skills and knowledge needed for future pathways.

Action 3: Additional Academic Support Through Community Agencies

No substantive difference in planned action compared to the actual implementation. This action was implemented by partnering with community organizations to provide expanded academic support, intervention services, and career readiness opportunities. These collaborations specifically addressed learning loss among SED and Hispanic students and increased access to post-secondary pathways.

Overall Successes:
The implementation of supplemental instructional resources, targeted professional development, and partnerships with community agencies contributed to growth in college and career readiness and academic performance. Tutoring, interventions, language support, technology access, and expanded college and career exploration opportunities helped improve CCI outcomes for All students, LI, and Hispanic students, while additional ELA and math supports contributed to gains for LI students. Professional development strengthened Tier 1 and Tier 2 instructional practices and enhanced staff capacity to support college and career readiness. Community partnerships further expanded intervention services and post-secondary opportunities, contributing to improved graduation outcomes for Hispanic students and supporting long-term student success.

Overall Challenges:
Challenges with implementation included addressing ongoing learning gaps and varying levels of student engagement while ensuring consistent access to interventions and support services for LI, SED, and Hispanic students. Staffing capacity, scheduling constraints for tutoring and professional development, and maintaining consistent participation in supplemental programs also impacted implementation. In addition, coordinating services with community agencies and ensuring students fully accessed available college and career readiness opportunities required continued collaboration and monitoring throughout the year.

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

Goal 4 is supported with LCFF Equity Multiplier (EM) funds. The fiscal year 2024-25 was the first year EM funds were allocated to school districts. During the school year, administration had to pivot several times and re-prioritize the use of the funds in a way that would have the greatest impact on students. Additionally, the sites had other, expiring grant dollars that they were able to allocate to develop the programs proposed in Goal 4 and Goal 5. Carryover of $353,908 will be re-allocated to to actions in Goal 4 and Goal 5 to maximize the impact.
4.1 Grant dollars were used to implement this action, requiring less EM funds. Of the carryover $24,803 will be added to this specific action in 2026-27.
4.2 Grant dollars were used to implement this action, requiring less EM funds. Of the carryover $15,000 will be added to this specific action in 2026-27.
4.3 Grant dollars were used to implement this action, requiring less EM funds. Of the carryover $30,000 will be added to this specific action in 2026-27.

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

Action 1: Instructional Supplemental Resources
Metric: ELA, Math, and CCI
Effectiveness: Somewhat Effective

All students decreased in ELA and Math, and increasing in their suspension rates. All students improved in their CCI rate. SED students decreased in ELA, Math, and increased their suspension rates. SED students improved in their CCI rate. Hispanic students increased their CCI and graduation rates. EL students increased their suspension rates, while SWD decreased their suspension rate.

The use of supplemental instructional resources was somewhat effective in addressing the identified Dashboard indicators for Gateway High School student groups. While All Students and SED students experienced declines in ELA and Math performance and increases in suspension rates, improvements in College and Career Indicator (CCI) outcomes for All Students, SED students, and Hispanic students, as well as increased graduation rates for Hispanic students, demonstrate that targeted instructional supports, intervention resources, and college and career readiness programs positively impacted student outcomes. Additionally, the decrease in suspension rates for SWD students suggests that supplemental behavioral and student support resources contributed to improved student engagement and school climate for that subgroup.

Action 2: Professional Development
Metric: ELA, Math, and CCI
Effectiveness: Somewhat Effective
All students decreased in ELA and Math, and increasing in their suspension rates. All students improved in their CCI rate. SED students decreased in ELA, Math, and increased their suspension rates. SED students improved in their CCI rate. Hispanic students increased their CCI and graduation rates. EL students increased their suspension rates, while SWD decreased their suspension rate.

The use of professional development was somewhat effective in addressing the identified Dashboard indicators for Gateway High School student groups. Professional development focused on instructional strategies, student engagement, intervention practices, and college and career readiness supports contributed to improvements in College and Career Indicator (CCI) outcomes for All Students, SED students, and Hispanic students, as well as improved graduation rates for Hispanic students. Although ELA and Math performance declined for All Students and SED students and suspension rates increased for several groups, staff training in differentiated instruction, restorative practices, and targeted student supports helped strengthen overall student readiness and contributed to decreased suspension rates for SWD students. Continued professional development will be necessary to further improve academic achievement and behavioral outcomes for all identified student groups.

Action 3: Additional Academic Support Through Community Agencies
Metric: ELA, Math, and CCI
Effectiveness: Somewhat Effective
All students decreased in ELA and Math, and increasing in their suspension rates. All students improved in their CCI rate. SED students decreased in ELA, Math, and increased their suspension rates. SED students improved in their CCI rate. Hispanic students increased their CCI and graduation rates. EL students increased their suspension rates, while SWD decreased their suspension rate.

The use of academic support through community agencies was somewhat effective in addressing the identified Dashboard indicators for Gateway High School student groups. Partnerships with community agencies provided students with additional academic interventions, mentoring, counseling, behavioral supports, and college and career readiness opportunities that contributed to improvements in College and Career Indicator (CCI) outcomes for All Students, SED students, and Hispanic students, as well as increased graduation rates for Hispanic

students. While ELA and Math performance declined for All Students and SED students and suspension rates increased for several groups, the additional wraparound supports and student services helped improve student engagement and contributed to decreased suspension rates for SWD students. Continued collaboration with community agencies will remain important in supporting the academic, behavioral, and social-emotional needs of targeted 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.

Changes were made in the following parts to reflect the new Reds on the 2025 Dashboard (Gateway, All Students, ELA & Math Gateway, SED, ELA & Math): Goal Description, Explanation of the Why the LEA has Developed this Goal, and Measuring and Reporting Results.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Supplemental Resources	After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of ELA, Math, College and Career Indicator (CCI) scores: Specifically, to address the following Reds on the 2023 Dashboard: Gateway, All Students, ELA, Math, & CCI Gateway, SED, ELA, Math, & CCI Gateway, Hispanic, CCI & Graduation Rate In addition, this action will also address the following Reds on the 2024 Dashboard: Gateway, All Students, CCI & Suspension Rate Gateway, SED, CCI & Suspension Rate Gateway, Hispanic, CCI, Graduation & Suspension Rates Gateway, EL, Suspension Gateway, SWD, Suspension Rate This action will also address the following Reds on the 2025 Dashboard: Gateway, All Students, ELA & Math Gateway, SED, ELA & Math	$33,499.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide resources to implement supplemental programs tailored to meet the specific needs of SED students, including tutoring and academic support, interventions, and language support programs. Additionally, provide access to technology and other platforms to support learning. Ensure that these resources are aligned with student needs and focus on enhancing academic achievement, particularly in English Language Arts (ELA) and mathematics. Provide resources for SED and Hispanic students that support accessing post-secondary options such as online platforms to develop their career interests, knowledge of requirements for a career, and additional resources to support CCI. This may include providing necessary supplies, offering stipends for staff involved, and creating additional positions to support the successful implementation of these supplemental resources. In addition, provide additional academic resources, including targeted tutoring, language support, and access to technology, to help address learning gaps and strengthen the academic skills of Hispanic students. By offering personalized support and enhancing college and career readiness, these resources will increase student engagement and success, ultimately improving graduation rates. Gateway will utilize $33,499 for this action.		
4.2	Professional Development	After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of ELA, Math, and CCI scores: Specifically, to address the following Reds on the 2023 Dashboard: Gateway, All Students, ELA, Math, & CCI Gateway, SED, ELA, Math, & CCI Gateway, Hispanic, CCI & Graduation Rate In addition, this action will also address the following Reds on the 2024 Dashboard: Gateway, All Students, CCI & Suspension Rate Gateway, SED, CCI & Suspension Rate	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Gateway, Hispanic, CCI, Graduation & Suspension Rates Gateway, EL, Suspension Gateway, SWD, Suspension Rate This action will also address the following Reds on the 2025 Dashboard: Gateway, All Students, ELA & Math Gateway, SED, ELA & Math Provide targeted professional development sessions for staff aimed at implementing effective tier 1 and tier 2 systems and strategies for ELA and math for SED students. These sessions should empower educators with the tools and techniques necessary to identify and address the underlying factors contributing to low performance in English Language Arts (ELA) and mathematics. Through these trainings, teachers can learn how to differentiate instruction, provide targeted interventions, and create supportive learning environments that meet the targeted needs of SED students. Additionally, provide professional development for counselors and staff to assist all students, specifically SED and Hispanic students to be academically prepared for college and career readiness, as well as teaching them to have the appropriate tools to successfully navigate the steps to their career pathway. Provide professional development in academic instruction to strengthen staff expertise in delivering standards-aligned, differentiated support for Hispanic students. By enhancing instructional practices and addressing learning gaps, this targeted training will help boost academic achievement and ultimately improve graduation rates for Hispanic students. Gateway will utilize $60,000 for this action.		
4.3	Additional Academic Support	After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the causes of ELA, Math, and CCI scores: Specifically, to address the following Reds on the 2023 Dashboard: Gateway, All Students, ELA, Math, & CCI Gateway, SED, ELA, Math, & CCI	$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Gateway, Hispanic, CCI & Graduation Rate In addition, this action will also address the following Reds on the 2024 Dashboard: Gateway, All Students, CCI & Suspension Rate Gateway, SED, CCI & Suspension Rate Gateway, Hispanic, CCI, Graduation & Suspension Rates Gateway, EL, Suspension Gateway, SWD, Suspension Rate This action will also address the following Reds on the 2025 Dashboard: Gateway, All Students, ELA & Math Gateway, SED, ELA & Math Collaborate with community partners to provide access to additional academic, intervention, and career readiness resources for all students, specifically SED and Hispanic students facing learning loss and needing access to post-secondary options. Additionally, provide academic intervention specialists, staff, and resources to support targeted support. Gateway will utilize $220,000 for this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Maximize Engagement for ALL Students at Clovis Community Day School (CCDS) Elementary, Clovis Community Day School (CCDS) Secondary, and Gateway High School. Over the next three years, Clovis Community Day School Secondary and Gateway will reduce suspension rates for all students, particularly among CCDS Secondary White by 5% CCDS Secondary SED by 5% CCDS Secondary Hispanic by 5% Gateway all students by 5% Gateway Hispanic students by 5% Gateway EL students by 5% Gateway FY students by 7% Gateway SED students by 5% Gateway SWD students by 5% Over the next three years, Clovis Community Day School Secondary and Gateway will reduce chronic absenteeism among CCDS Secondary, SED students by 5% Clovis Community Day School Elementary will reduce chronic absenteeism by 5% and suspension rate by 5%. This goal will also address the following Reds on the 2024 Dashboard: CCDS, Secondary, All Students, suspension rate & chronic absenteeism rate CCDS, Secondary, Hispanic, chronic absenteeism rate CCDS, Secondary, SED, suspension rate & chronic absenteeism rate CCDS, Secondary, White, suspension rate Gateway, All Students, suspension rate & chronic absenteeism rate Gateway, Hispanic, suspension rate Gateway, SED, suspension rate & chronic absenteeism rate Gateway, EL, suspension rate Gateway, SWD, suspension rate By June 2027, Gateway High School and Clovis Community Day School (CCDS) will improve student outcomes by reducing suspension rates and chronic absenteeism through targeted	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	interventions, relationship-building supports, attendance monitoring, and behavioral supports. Specifically, Gateway will decrease suspension rates by at least 1% for All Students, African American students, English Learners, Socioeconomically Disadvantaged students, and White students. CCDS Secondary will decrease chronic absenteeism rates by at least 1% for All Students and Socioeconomically Disadvantaged students and decrease suspension rates by at least 1% for Hispanic students, Students with Disabilities, and White students. CCDS Elementary will decrease both suspension rates and chronic absenteeism rates for All Students by at least 1%, as measured by 2027 California Dashboard data. This action will also address the following Reds on the 2025 Dashboard: Gateway, All Students Gateway, African American, suspension rate Gateway, EL, suspension rate Gateway, SED, suspension rate Gateway, White, suspension rate This action will also address the following Oranges on the 2025 Dashboard: CCDS, Secondary, All Students, chronic absenteeism CCDS, Secondary, SED, chronic absenteeism rate CCDS, Secondary, Hispanic, suspension rate CCDS, Secondary, SWD, suspension rate CCDS, Secondary, White, suspension rate This action will also address the following Yellows on the 2025 Dashboard: CCDS, Elementary, All Students suspension rate CCDS, Elementary, All Students chronic absenteeism	

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Clovis Community Day School (Elementary) is receiving $50,000, Clovis Community Day School (Secondary) is receiving $219,996, and Gateway receives a total of $481,043 for Equity Multiplier funds which $350,519 is captured in goal 4, and $130,524 is captured in goal 5. Our analysis of the 2023 Dashboard data highlights the critical need to continue our efforts in reducing suspension rates among all students, in particular, English Learners (EL), Foster Youth (FY), Low-Income (LI), Hispanic, White, and Students with Disabilities (SWD) attending Clovis Community Day School (CCDS) Secondary and Gateway High School, both of which are designated as Equity Multiplier sites.

Additionally, there is a need to reduce chronic absenteeism among SED students at CCDS Secondary, FY students at Gateway, and all students at CCDS Elementary. This necessity is further underscored by feedback from our educational partners, who have stressed the importance of enhanced support to meet the diverse needs of our student population.

Based on a local needs assessment, Hispanic and EL students at the alternative site have higher suspension rates due to factors such as cultural, socioeconomic, language, academic, and family challenges. FY students have higher suspension rates due to trauma, instability, mental health, and a lack of support. SED students have higher chronic and suspension rates due to family factors, academic challenges, and economic stressors. SWD students have higher suspension rates due to academic, social-emotional, and behavioral challenges.

CCDS Elementary, CCDS Secondary, and Gateway High School communicated with their educational partners about their Equity Multiplier funds centered on improving the reds on their dashboard. Reducing the chronic absenteeism rates and suspension rates were of significance for all educational partners. They stressed the importance of providing resources, professional development, and support for staff, as well as utilizing outside resources to increase student connectedness at school for all students, specifically SED and FY students to increase their attendance and reduce chronic absenteeism. Of particular concern was that the funds support resources, professional development, and additional outside support to reduce the suspension rates for all students at Gateway, specifically Hispanic, EL, FY, SED, and SWD students. When looking seeking for ways to reduce the suspension rates, special attention should be given to the unique social and economic needs of the student groups.

Additionally, based on a local needs assessment, Hispanic and SED students at CCDS Secondary experience higher chronic absenteeism rates due to cultural, socioeconomic, language, academic, and family-related challenges. CCDS Secondary collaborated with educational partners to prioritize the use of Equity Multiplier funds toward reducing chronic absenteeism and suspension rates for Hispanic, SED, and other high-need student groups by providing additional resources, professional development, and support. A local needs assessment revealed that higher suspension and absenteeism rates among Hispanic, EL, FY, SED, and SWD students are largely driven by cultural, socioeconomic, academic, behavioral, and mental health challenges. CCDS Secondary collaborated with educational partners to focus Equity Multiplier funds on addressing areas marked red on their dashboard, particularly reducing chronic absenteeism rates for Hispanic and SED students. Educational partners emphasized the need for providing resources, professional development, and external support to strengthen student connectedness and improve attendance.

Our analysis of the 2024 Dashboard data highlights the need to continue focusing on improving the chronic absenteeism for SED and Hispanic students at the Secondary Clovis Community Day School. A series of meetings were held with educational partners to review the data and feedback was gathered. Educational partners recognized a critical need to support Hispanic and SED students at alternative education schools due to the red indicators on the dashboard, which highlighted disproportionately high chronic absenteeism rates. These data points signaled systemic gaps that required targeted interventions and responsive resources to improve academic outcomes. To address this, we are implementing targeted interventions, progress monitoring, and effectiveness measures aligned with the California Dashboard chronic absenteeism metric. Hispanic and low-income students had higher chronic absenteeism rates due to factors such as transportation issues, unstable housing, and the need to support family responsibilities. Language barriers and limited school engagement also contributed to inconsistent attendance and a lack of connection with school communities. Secondary Clovis Community Day School collaborated with educational partners to share information about Equity Multiplier funds, review dashboard data, and gather input on improving areas identified as needing support. Following these discussions, the schools set a goal to improve overall student achievement, with a specific focus on decreasing the chronic absenteeism rate for SED and Hispanic students.

This goal will also address the following Reds on the 2024 Dashboard:
All Students: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary
All Students: Suspension Rate, Chronic Absenteeism Rate, Gateway High School
Hispanic: Chronic Absenteeism, Clovis Community Day School, Secondary
Hispanic: Suspension Rate, Gateway High School
SED: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary
SED: Suspension Rate, Chronic Absenteeism Rate, Gateway High School
White: Suspension Rate, Clovis Community Day School, Secondary
EL: Suspension Rate, Gateway High School
SWD: Suspension Rate, Gateway High School

Our analysis of the 2025 Dashboard data highlights the need to continue focusing on reducing suspension rates at Gateway for African American, English Learner (EL), Socioeconomically Disadvantaged (SED), and White student groups, as well as addressing chronic absenteeism and suspension rates at Clovis Community Day School (CCDS), particularly at the secondary level. A series of meetings were held with educational partners in 2025-26 to review these data trends and gather input. Educational partners identified a critical need to provide targeted behavioral, social-emotional, and attendance supports due to the red and orange indicators, which reflect disproportionately high suspension rates and chronic absenteeism among specific student groups. These data points indicate systemic inequities that require intentional intervention and resource allocation. To address these needs, we are implementing targeted interventions, including restorative practices, increased access to counseling and support services, attendance monitoring systems, and family engagement strategies aligned with California Dashboard metrics. Contributing factors to these outcomes include inconsistent engagement, unmet social-emotional needs, and external challenges such as transportation, housing instability, and limited access to support services. CCDS and Gateway will continue to collaborate with educational partners to review Equity Multiplier funding, analyze updated data, and refine strategies aimed at improving student outcomes. As a result, schools have established goals focused on reducing suspension rates across identified student groups and decreasing chronic absenteeism, while also maintaining attention to emerging areas such as elementary suspension rates to ensure early intervention and long-term student success.

This action will also address the following Reds on the 2025 Dashboard:
Gateway, African American, suspension rate
Gateway, EL, suspension rate
Gateway, SED, suspension rate
Gateway, White, suspension rate

This action will also address the following Oranges on the 2025 Dashboard:
CCDS, Secondary, All Students, chronic absenteeism
CCDS, Secondary, SED, chronic absenteeism rate
CCDS, Secondary, Hispanic, suspension rate
CCDS, Secondary, SWD, suspension rate
CCDS, Secondary, White, suspension rate

This action will also address the following Yellows on the 2025 Dashboard:
CCDS, Elementary, All Students, suspension rate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	CCDS Elementary: *not significant to report CCDS Secondary: 71.6% Gateway FY: 48.0% Data Year: 22-23 Data Source: DataQuest	CCDS Elementary: *not significant to report CCDS Secondary: 63.8% Gateway All: 73.4% Gateway LI: 75.6% Gateway FY: 75.0% CCDS Secondary Hispanic: 68.8% CCDS Secondary SED: 66.7% Data Year: 23-24 Data Source: DataQuest	CCDS Elementary: 29.4% CCDS Secondary: 74.1% Gateway FY: 76.9% Gateway All: 75.6% Gateway LI: 77.9% CCDS Secondary Hispanic: 79.7% CCDS Secondary SED: 74.5% Data Year: 2024-25 Data Source: DataQuest	CCDS Elementary: 0.5% CCDS Secondary: 70.1% Gateway All: 75.9% Gateway LI: 74.6% Gateway FY: 46.5% CCDS Secondary Hispanic: 67.8% CCDS Secondary SED: 65.7% Data Year: 25-26 Data Source: DataQuest	CCDS Elementary: *no baseline CCDS Secondary: +2.5% Gateway All: N/A (baseline not reported) Gateway LI: N/A (baseline not reported) Gateway FY: +28.9% CCDS Secondary Hispanic: N/A (baseline not reported) CCDS Secondary SED: N/A (baseline not reported)
5.2	Suspension Rate	CCDS Elementary: *not significant to report CCDS Secondary: 35.4% CCDS Secondary Hispanic: 35% CCDS Secondary SED 35.5% CCDS Secondary White 35.6% Gateway All: 24.3%	CCDS Elementary: *not significant to report CCDS Secondary: 33.2% CCDS Secondary Hispanic: 33.6% CCDS Secondary SED: 35.3% CCDS Secondary White: 43.2%	CCDS Elementary: 3.3% CCDS Secondary: 23.5% CCDS Secondary Hispanic: 24.1% CCDS Secondary SED: 23.1% CCDS Secondary White: 18.4%	CCDS Elementary: 3.0% CCDS Secondary: 26.4% CCDS Secondary Hispanic: 40% CCDS Secondary SED 40.5% CCDS Secondary White 40.6%	CCDS Elementary: new group added CCDS Secondary: -11.9% CCDS Secondary Hispanic: -10.9% CCDS Secondary SED: -12.4% CCDS Secondary White: -17.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gateway EL: 13.6% Gateway FY: 41.7% Gateway Hispanic: 24.3% Gateway LI: 26.4% Gateway SWD: 35.3% Data Year: 22-23 Data Source: Dashboard	Gateway All: 26.6% Gateway EL: 15.8% Gateway FY: 63% Gateway Hispanic: 31% Gateway LI: 28.9% Gateway SWD: 47.4% Data Year: 23-24 Data Source: Dashboard	CCDS Secondary SWD: 12.9% Gateway All: 28.9% Gateway EL: 24.2% Gateway FY: 52.6% Gateway Hispanic: 29.2% Gateway LI: 31.0% Gateway SWD: 32.6% Gateway African American: 41.2% Gateway White: 29.2% Data Year: 2024-25 Data Source: Dashboard	CCDS Secondary SWD: 10% Gateway All: 15.3% Gateway EL: 4.6% Gateway FY: 32.7% Gateway Hispanic: 15.3% Gateway LI: 17.4% Gateway SWD: 26.3% Gateway African American: 35% Gateway White: 15.3% Data Year: 25-26 Data Source: Dashboard	CCDS Secondary SWD: new group added Gateway All: +4.6% Gateway EL: 10.6% Gateway FY: 10.9% Gateway Hispanic: 4.9% Gateway LI: -9% Gateway SWD: -2.7% Gateway African American: new group added Gateway White: new group added

Goal Analysis [2025-26]

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

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

Action 1: Enrichment Resources
No substantive difference in planned action compared to the actual implementation. This action was successfully carried out by allocating resources to enrichment programs designed to meet the social-emotional, behavioral, academic, and family engagement needs of EL, FY, Hispanic, White, SWD, and SED students. Funding supported materials, staff stipends, and additional personnel to better align programs with student needs, increase engagement, and contribute to reductions in chronic absenteeism and suspension rates.

Action 2: Professional Development

Overall, implementation of this action focused on providing professional development in restorative justice, trauma-informed practices, mentoring techniques, and social-emotional supports to better address the needs of Hispanic, EL, FY, SED, SWD, and All student groups identified on the Dashboard. While the planned actions were implemented, actual expenditures were lower than anticipated due to new staff becoming acquainted with Equity Multiplier funding guidelines and because schools identified additional needs and resource priorities that were not fully aligned within the constraints of the action language, creating challenges in fully utilizing allocated funds during the implementation period.

Action 3: Additional Social-Emotional and Behavioral Support through Community Agencies
No substantive difference in planned action compared to the actual implementation. This action was fully executed through partnerships with community agencies to expand access to mental health services and counseling supports for EL, FY, Hispanic, White, SWD, and SED students experiencing behavioral challenges. These collaborations provided targeted interventions, such as substance abuse education and anger management, helping to remove barriers to consistent attendance and reduce disciplinary incidents.

Overall Successes
We believe the successes of these actions included the expansion of enrichment programs, mental health services, and targeted behavioral supports that increased student engagement and strengthened school connections for EL, FY, Hispanic, White, SWD, and SED students. Professional development provided staff with restorative justice, trauma-informed, and mentoring strategies to better support student social-emotional and behavioral needs, while partnerships with community agencies expanded access to counseling and intervention services that helped reduce barriers related to chronic absenteeism and disciplinary incidents.

Overall Challenges
Suspension rates increased for Gateway All Students, EL, and SED groups, signaling persistent disparities and a need for more targeted interventions for these populations. Furthermore, chronic absenteeism rates rose for CCDS Secondary All Students, Hispanic, and SED students, as well as for Gateway Foster Youth, indicating that barriers to consistent attendance remain significant. These trends suggest that while behavioral outcomes are improving in some areas, attendance continues to be a critical concern, particularly for vulnerable student groups, and will require enhanced strategies focused on engagement, support services, and addressing underlying factors impacting student attendance.

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 5 is supported with LCFF Equity Multiplier (EM) funds. The fiscal year 2024-25 was the first year EM funds were allocated to school districts. During the school year, administration had to pivot several times and re-prioritize the use of the funds in a way that would have the greatest impact on students. Additionally, the sites had other, expiring grant dollars that they were able to allocate to develop the programs proposed in Goal 4 and Goal 5. Carryover of $353,908 will be re-allocated to to actions in Goal 4 and Goal 5 to maximize the impact.
5.1 The funds were fully utilized. Of the carryover $149,105 will be added to this specific action in 2026-27.
5.2 Grant dollars were used to implement this action, requiring less EM funds. Of the carryover $10,000 will be added to this specific action in 2026-27.
5.3 Grant dollars were used to implement this action, requiring less EM funds. Of the carryover $125,000 will be added to this specific action in 2026-27.

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

Action 1: Enrichment Resources
Metric: Suspension Rate, Chronic Absenteeism
Effectiveness: Somewhat Effective
For the Reds in 2023, suspension rates decreased for: CCDS Secondary Hispanic, CCDS Secondary SED, CCDS Secondary White, Gateway FY, Gateway Hispanic, and Gateway SWD. It increased for the following: Gateway All Students, Gateway EL, and Gateway SED. Chronic absenteeism rates did not decrease. CCDS Secondary increased in chronic absenteeism, while CCDS Elementary All Students did not have a baseline in 2023.

For the Reds in 2024, suspension rates decreased for: CCDS Secondary All Students, CCDS Secondary SED, CCDS Secondary White, Gateway Hispanic and Gateway SWD. It increased for Gateway All Students, Gateway SED, and Gateway EL. Chronic absenteeism rates did not decrease. It increased for all of the following: CCDS Secondary All Students, CCDS Secondary Hispanic, CCDS Secondary SED, Gateway All Students and Gateway SED.

We believe the enrichment resources provided through this action contributed positively to student engagement, school connectedness, and behavior by offering programs and supports that addressed students' academic, social-emotional, and engagement needs. Through enrichment activities, family engagement opportunities, additional staffing, and resources designed to promote positive behavior and academic motivation, students had increased access to meaningful experiences that strengthened their connection to school and relationships with staff and peers.

For the student groups identified as Red on the 2023 California Dashboard, suspension rates decreased for CCDS Secondary Hispanic, CCDS Secondary Socioeconomically Disadvantaged, CCDS Secondary White, Gateway Foster Youth, Gateway Hispanic, and Gateway Students with Disabilities. Suspension rates increased for Gateway All Students, Gateway English Learners, and Gateway Socioeconomically Disadvantaged students. Chronic absenteeism rates did not decrease; CCDS Secondary experienced an increase in chronic absenteeism, while CCDS Elementary All Students did not have a baseline in 2023.

For the student groups identified as Red on the 2024 California Dashboard, suspension rates decreased for CCDS Secondary All Students, CCDS Secondary Socioeconomically Disadvantaged, CCDS Secondary White, Gateway Hispanic, and Gateway Students with Disabilities. Suspension rates increased for Gateway All Students, Gateway Socioeconomically Disadvantaged students, and Gateway English Learners. Chronic absenteeism rates again did not decrease and increased for CCDS Secondary All Students, CCDS Secondary Hispanic, CCDS Secondary Socioeconomically Disadvantaged, Gateway All Students, and Gateway Socioeconomically Disadvantaged students.

We believe the reductions in suspension rates across multiple student groups over consecutive years suggest that enrichment opportunities, increased student engagement, positive behavior supports, and stronger school connections helped many students remain engaged in school and avoid behaviors resulting in disciplinary consequences. However, the increases in suspension rates for some groups indicate that additional targeted supports may be necessary to address the unique needs of those students.

While the action appears to have positively influenced behavior outcomes, the increases in chronic absenteeism suggest that enrichment services alone were not sufficient to overcome attendance barriers. We believe factors such as transportation challenges, housing instability,

health concerns, and family circumstances continued to impact attendance for some students despite increased opportunities for engagement and connection to school.

Overall, we believe this action was mostly effective because it was associated with improvements in suspension rates across multiple student groups and helped strengthen student engagement and school connectedness. However, the lack of improvement in chronic absenteeism demonstrates a continued need to enhance attendance-focused interventions and family outreach efforts to address barriers that extend beyond the school setting.

Action 2: Professional Development
Metric: Suspension Rate, Chronic Absenteeism
Effectiveness: Somewhat Effective
For the Reds in 2023, suspension rates decreased for: CCDS Secondary Hispanic, CCDS Secondary SED, CCDS Secondary White, Gateway FY, Gateway Hispanic, and Gateway SWD. It increased for the following: Gateway All Students, Gateway EL, and Gateway SED. Chronic absenteeism rates did not decrease. CCDS Secondary increased in chronic absenteeism, while CCDS Elementary All Students did not have a baseline in 2023.

For the Reds in 2024, suspension rates decreased for: CCDS Secondary All Students, CCDS Secondary SED, CCDS Secondary White, Gateway Hispanic and Gateway SWD. It increased for Gateway All Students, Gateway SED, and Gateway EL. Chronic absenteeism rates did not decrease. It increased for all of the following: CCDS Secondary All Students, CCDS Secondary Hispanic, CCDS Secondary SED, Gateway All Students and Gateway SED.

We believe the professional development provided to staff in restorative practices, mentoring strategies, trauma-informed instruction, cultural responsiveness, and behavioral intervention techniques contributed to improved staff capacity to address the academic, social-emotional, and behavioral needs of students. These services equipped educators with tools to build stronger relationships, implement proactive behavior supports, and address the root causes of student disengagement, including mental health needs, family challenges, and school connectedness.

For the student groups identified as Red on the 2023 California Dashboard, suspension rates decreased for CCDS Secondary Hispanic, CCDS Secondary Socioeconomically Disadvantaged, CCDS Secondary White, Gateway Foster Youth, Gateway Hispanic, and Gateway Students with Disabilities. However, suspension rates increased for Gateway All Students, Gateway English Learners, and Gateway Socioeconomically Disadvantaged students. Chronic absenteeism rates did not decrease, with CCDS Secondary showing an increase, while CCDS Elementary All Students did not have a baseline in 2023.

For the student groups identified as Red on the 2024 California Dashboard, suspension rates decreased for CCDS Secondary All Students, CCDS Secondary Socioeconomically Disadvantaged, CCDS Secondary White, Gateway Hispanic, and Gateway Students with Disabilities. Suspension rates increased for Gateway All Students, Gateway Socioeconomically Disadvantaged students, and Gateway English Learners. Chronic absenteeism again did not decrease and increased for CCDS Secondary All Students, CCDS Secondary Hispanic, CCDS Secondary Socioeconomically Disadvantaged, Gateway All Students, and Gateway Socioeconomically Disadvantaged students.

We believe these mixed results suggest that while professional development strengthened staff practices and contributed to reductions in suspension rates across multiple student groups, the impact was not consistent across all sites or populations. The increases in suspension rates for some Gateway student groups indicate that additional coaching, ongoing implementation support, and deeper fidelity to restorative and trauma-informed practices may be needed to fully realize desired outcomes.

We also believe the lack of improvement in chronic absenteeism indicates that professional development alone is insufficient to address attendance challenges. Attendance is influenced by complex external factors such as mental health concerns, transportation barriers, housing instability, and family circumstances. While staff training improves awareness and response strategies, these broader barriers require more intensive, coordinated systems of support beyond classroom-level interventions.

Overall, we believe this action was mostly effective because it was associated with reductions in suspension rates across several student groups over time, suggesting improved staff capacity and more consistent use of restorative and relationship-based practices. However, the continued increases in chronic absenteeism and inconsistent suspension trends highlight the need for continued refinement of implementation, ongoing coaching, and expanded system-level supports to strengthen impact across all student groups.

Action 3: Additional Social-Emotional and Behavioral Support through Community Agencies
Metric: Suspension Rate, Chronic Absenteeism
For the Reds in 2023, suspension rates decreased for: CCDS Secondary Hispanic, CCDS Secondary SED, CCDS Secondary White, Gateway FY, Gateway Hispanic, and Gateway SWD. It increased for the following: Gateway All Students, Gateway EL, and Gateway SED. Chronic absenteeism rates did not decrease. CCDS Secondary increased in chronic absenteeism, while CCDS Elementary All Students did not have a baseline in 2023.

For the Reds in 2024, suspension rates decreased for: CCDS Secondary All Students, CCDS Secondary SED, CCDS Secondary White, Gateway Hispanic and Gateway SWD. It increased for Gateway All Students, Gateway SED, and Gateway EL. Chronic absenteeism rates did not decrease. It increased for all of the following: CCDS Secondary All Students, CCDS Secondary Hispanic, CCDS Secondary SED, Gateway All Students and Gateway SED.

We believe the mental health services, counseling resources, behavioral interventions, and support provided by engagement intervention specialists contributed to positive behavior outcomes for several student groups identified as Red on the California Dashboard. For the 2023 Red indicators, suspension rates decreased for CCDS Secondary Hispanic, Socioeconomically Disadvantaged, and White students, as well as Gateway Foster Youth, Hispanic students, and Students with Disabilities. Similarly, for the 2024 Red indicators, suspension rates decreased for CCDS Secondary All Students, Socioeconomically Disadvantaged students, and White students, along with Gateway Hispanic students and Students with Disabilities. We believe these improvements were supported by targeted counseling services, behavioral interventions, family outreach, and individualized student supports that helped address underlying social-emotional and behavioral needs before they escalated into disciplinary incidents.

At the same time, suspension rates increased for Gateway All Students, English Learners, and Socioeconomically Disadvantaged students in both the 2023 and 2024 Red indicators. We believe these results suggest that while the services were effective for some student groups, additional targeted interventions and supports may be necessary to address the ongoing behavioral and engagement challenges

experienced by these populations. The complexity of student needs, including social-emotional, academic, and environmental factors, may require more intensive and sustained supports to achieve consistent improvements.

Chronic absenteeism outcomes were less favorable. For the 2023 Red indicators, chronic absenteeism did not decrease, with CCDS Secondary experiencing an increase, while CCDS Elementary did not have a baseline for comparison. For the 2024 Red indicators, chronic absenteeism also did not decrease and instead increased for CCDS Secondary All Students, Hispanic students, and Socioeconomically Disadvantaged students, as well as Gateway All Students and Socioeconomically Disadvantaged students. We believe that while counseling and behavioral supports can positively influence student engagement and connectedness, attendance is often impacted by broader factors such as family circumstances, transportation challenges, housing instability, health concerns, and other barriers that may not be fully addressed through these services alone.

Overall, we believe this action was partially effective. The consistent reductions in suspension rates across several identified student groups suggest that the mental health, counseling, and behavioral support services helped improve student behavior and engagement. However, the continued increases in suspension rates for some groups and the lack of improvement in chronic absenteeism indicate a need to strengthen attendance-focused interventions, expand family outreach efforts, and enhance coordination of services to better address the underlying barriers affecting student attendance and success.

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.

Changes were made in the following parts to reflect the new:

Reds on the 2025 Dashboard:
Gateway, African American, suspension rate
Gateway, EL, suspension rate
Gateway, SED, suspension rate
Gateway, White, suspension rate

Oranges on the 2025 Dashboard:
CCDS, Secondary, All Students, chronic absenteeism
CCDS, Secondary, SED, chronic absenteeism rate
CCDS, Secondary, Hispanic, suspension rate
CCDS, Secondary, SWD, suspension rate
CCDS, Secondary, White, suspension rate

Yellows on the 2025 Dashboard
CCDS, Elementary, All Students, suspension rate

The new reds, oranges, and yellow impacted the following: Goal Description, Explanation of the Why the LEA has Developed this Goal, and Measuring and Reporting Results.

Action 1: Enrichment Resources
New student groups and indicators were added to this action due to their status as new:
Reds on the 2025 Dashboard:
Gateway, African American, suspension rate
Gateway, EL, suspension rate
Gateway, SED, suspension rate
Gateway, White, suspension rate

Oranges on the 2025 Dashboard:
CCDS, Secondary, All Students, chronic absenteeism
CCDS, Secondary, SED, chronic absenteeism rate
CCDS, Secondary, Hispanic, suspension rate
CCDS, Secondary, SWD, suspension rate
CCDS, Secondary, White, suspension rate

Yellows on the 2025 Dashboard
CCDS, Elementary, All Students, suspension rate

Action 2: Professional Development
New student groups and indicators were added to this action due to their status as new:
Reds on the 2025 Dashboard:
Gateway, African American, suspension rate
Gateway, EL, suspension rate
Gateway, SED, suspension rate
Gateway, White, suspension rate

Oranges on the 2025 Dashboard:
CCDS, Secondary, All Students, chronic absenteeism
CCDS, Secondary, SED, chronic absenteeism rate
CCDS, Secondary, Hispanic, suspension rate
CCDS, Secondary, SWD, suspension rate
CCDS, Secondary, White, suspension rate

Yellows on the 2025 Dashboard
CCDS, Elementary, All Students, suspension rate

Action 3: Additional Social-Emotional and Behavioral Support through Community Agencies
New student groups and indicators were added to this action due to their status as new:
Reds on the 2025 Dashboard:

Gateway, African American, suspension rate
Gateway, EL, suspension rate
Gateway, SED, suspension rate
Gateway, White, suspension rate

Oranges on the 2025 Dashboard:
CCDS, Secondary, All Students, chronic absenteeism
CCDS, Secondary, SED, chronic absenteeism rate
CCDS, Secondary, Hispanic, suspension rate
CCDS, Secondary, SWD, suspension rate
CCDS, Secondary, White, suspension rate

Yellows on the 2025 Dashboard
CCDS, Elementary, All Students, suspension rate

Action 5.1
Language was revised to include vehicles, safety materials/devices (radios, cameras), and a gym audio system.

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
5.1	Enrichment Resources	The LEA examined the needs of all students by looking at state and local data at the district and site levels. In addition to supporting all students, this action will address the following Reds on the 2023 Dashboard CCDS Elementary, all students, chronic absenteeism CCDS Secondary, SED, chronic absenteeism CCDS Secondary Hispanic, suspension CCDS Secondary SED, suspension CCDS Secondary White, suspension Gateway, all students, suspension Gateway, EL, suspension: Gateway, FY, suspension Gateway, Hispanic, suspension Gateway, SED, suspension Gateway, SWD, suspension	$120,225.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will also address the following Reds on the 2024 Dashboard: CCDS, Secondary, All Students, suspension & chronic absenteeism CCDS, Secondary, Hispanic, chronic absenteeism CCDS, Secondary, SED, suspension & chronic absenteeism CCDS, Secondary, White, suspension Gateway, All Students, suspension & chronic absenteeism Gateway, Hispanic, suspension Gateway, SED, suspension & chronic absenteeism Gateway, EL, suspension Gateway, SWD, suspension This action will also address the following Reds on the 2025 Dashboard: Gateway, African American, suspension Gateway, EL, suspension Gateway, SED, suspension Gateway, White, suspension This action will also address the following Oranges on the 2025 Dashboard: CCDS, Secondary, All Students, chronic absenteeism CCDS, Secondary, SED, chronic absenteeism CCDS, Secondary, Hispanic, suspension CCDS, Secondary, SWD, suspension CCDS, Secondary, White, suspension This action will also address the following Yellows on the 2025 Dashboard: CCDS, Elementary, All Students, suspension rate Provide resources for enrichment programs tailored to students, particularly EL, FY, Hispanic, White, SWD, and SED students to support social-emotional needs, behavioral needs, academic motivation, and parental involvement initiatives. Provide necessary supplies, stipends for staff involved, and additional positions to support these initiatives. Ensure alignment with students needs to enhance engagement and mitigate chronic absenteeism and suspension rates. Providing additional enrichment resources tailored to the cultural, academic, and social-emotional needs of Hispanic, SED, African		

Action #	Title	Description	Total Funds	Contributing
		American, White, SWD, and elementary alternative education students can increase engagement and strengthen their connection to school. By offering relevant programs, activities, and supports, students are more likely to attend regularly, reducing chronic absenteeism. Many Gateway, CCDS Secondary, and CCDS Elementary students may need individualized transportation for re-engagement meetings, attendance recovery, counseling, alternative discipline supports, college/career activities, or safe return to campus. For African American, EL, SED, and White students in Red for suspension, transportation can reduce missed opportunities for early intervention before behavior escalates. Using a Tier 4 Logic Model/Theory of Action, if Gateway, CCDS Secondary, and CCDS Elementary provides reliable transportation for students with high discipline and attendance needs, then students can consistently access school, intervention meetings, restorative conferences, counseling, and positive engagement activities, so that staff can address behavior causes earlier and reduce suspension outcomes. Radios can help staff to have immediate communication tools and help them to coordinate restorative practices, PBIS interventions, de-escalation strategies, counseling supports, and supervision during high-risk situations, then adults can respond more quickly and consistently to student needs, prevent conflicts from escalating, and increase opportunities for students to remain engaged in school. As a result, behavior incidents involving student groups identified in Red are less likely to result in exclusionary discipline, student connectedness may improve, and suspension and chronic absenteeism rates may decrease. Radios supplement services by improving coordination and response time and increase the effectiveness of existing support. Cameras can identify supervision gaps, review incident patterns, and verify incident details, and use this information to inform restorative practices, PBIS interventions, de-escalation strategies, and supervision plans, then staff can respond more consistently, implement preventive supports more effectively, and make fair, objective discipline decisions. As a result, recurring conflicts may decrease, student connectedness may improve, and suspension and chronic absenteeism rates may decrease for student		

Action #	Title	Description	Total Funds	Contributing
		groups identified in Red, including African American, English Learner, Socioeconomically Disadvantaged, and White students. An audio gym system serves as a supplemental tool to support, not supplant, the restorative practices, PBIS, de-escalation strategies, and student engagement activities implemented by staff and administrators. The system allows staff to clearly communicate behavioral expectations, recognize positive student behaviors, facilitate community-building assemblies, provide consistent PBIS messaging, and conduct restorative and educational activities with large groups of students. By improving communication and student engagement during assemblies, meetings, and schoolwide activities, the audio system helps create a positive school climate and reinforces the behavioral and social-emotional supports already provided by staff. The audio system does not replace restorative conferences, PBIS instruction, counseling services, or de-escalation interventions. Rather, it enhances staff's ability to deliver these supports consistently to larger groups of students and reinforces key messages related to school expectations, belonging, safety, and positive behavior. Using a Tier 4 Logic Model/Theory of Action, if staff utilize an audio gym system to communicate PBIS expectations, recognize positive student behaviors, facilitate restorative and community-building activities, and reinforce messages that promote school connectedness and engagement, then students will have increased opportunities to understand behavioral expectations, feel connected to the school community, and engage positively with peers and staff. As a result, behavior incidents may decrease, student connectedness may improve, and suspension and chronic absenteeism rates may decrease for student groups identified in Red. Gateway, CCDS, Secondary, and CCDS, Elementary will use Equity Multiplier funds to strengthen student re-engagement, campus safety, supervision, communication, and positive school climate systems for student groups performing in the Red on the 2025 Dashboard Suspension Indicator, including African American, English Learner, Socioeconomically Disadvantaged, and White students; Oranges on the 2025 Dashboard		

Action #	Title	Description	Total Funds	Contributing
		including: CCDS, Secondary, All Students, chronic absenteeism, CCDS, Secondary, SED, chronic absenteeism, CCDS, Secondary, Hispanic, suspension, CCDS, Secondary, SWD, suspension, CCDS, Secondary, White, suspension; Yellows on the 2025 Dashboard: CCDS, Elementary, All Students, suspension rate. Funds will support transportation vehicles, communication radios, safety systems, and facility equipment that directly enable timely intervention, restorative responses, increased student connection, and access to school-based supports. CCDS Elementary will uitlize $38,384, CCDS Secondary will utilize $21,841, Gateway will utilize $60,000 towards this action.		
5.2	Professional Development	After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of chronic absenteeism and suspension rates: Specifically, to address the following Reds on the 2023 Dashboard: CCDS Elementary, all students, chronic absenteeism CCDS Secondary, SED, chronic absenteeism CCDS Secondary Hispanic, suspension CCDS Secondary SED, suspension CCDS Secondary White, suspension Gateway, all students, suspension Gateway, EL, suspension: Gateway, FY, suspension Gateway, Hispanic, suspension Gateway, SED, suspension Gateway, SWD, suspension This action will also address the following Reds on the 2024 Dashboard: All Students: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary All Students: Suspension Rate, Chronic Absenteeism Rate, Gateway High School Hispanic: Chronic Absenteeism, Clovis Community Day School, Secondary Hispanic: Suspension Rate, Gateway High School SED: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
		SED: Suspension Rate, Chronic Absenteeism Rate, Gateway High School White: Suspension Rate, Clovis Community Day School, Secondary EL: Suspension Rate, Gateway High School SWD: Suspension Rate, Gateway High School This action will also address the following Reds on the 2025 Dashboard: Gateway, African American, suspension Gateway, EL, suspension Gateway, SED, suspension Gateway, White, suspension This action will also address the following Oranges on the 2025 Dashboard: CCDS, Secondary, All Students, chronic absenteeism CCDS, Secondary, SED, chronic absenteeism CCDS, Secondary, Hispanic, suspension CCDS, Secondary, SWD, suspension CCDS, Secondary, White, suspension This action will also address the following Yellows on the 2025 Dashboard: CCDS, Elementary, All Students, suspension rate Provide comprehensive professional development sessions for staff focused on implementing restorative justice practices and effective mentoring technique for students, particularly EL, FY, Hispanic, White, SWD, and SED students. These sessions should equip educators with the skills and strategies needed to address the root causes contributing to chronic absenteeism and/or suspension for: All students: mental health support Hispanic: cultural, language, and parental support EL: enhance language and cultural support FY: trauma informed practices, restorative justice, parental engagement SED: social-emotional and behavioral support SWD: understanding IEPs and policies and procedures, effective strategies to reduce suspension Providing professional development focused on the social-emotional and behavioral needs of Hispanic, SED, African American, White, SWD, and		

Action #	Title	Description	Total Funds	Contributing
		elementary alternative education students equips staff with strategies to create more supportive and inclusive learning environments. By addressing students' unique challenges and fostering stronger relationships, schools can improve student engagement and reduce chronic absenteeism. Clovis Community Day (Secondary) will utilize $4,000 and Gateway will utilize $10,000 towards this action.		
5.3	Additional Social-Emotional and Behavioral Support	After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of chronic absenteeism and suspension rates: Specifically, to address the following Reds on the 2023 Dashboard: CCDS Elementary, all students, chronic absenteeism CCDS Secondary, SED, chronic absenteeism CCDS Secondary Hispanic, suspension CCDS Secondary SED, suspension CCDS Secondary White, suspension Gateway, all students, suspension Gateway, EL, suspension Gateway, FY, suspension Gateway, Hispanic, suspension Gateway, SED, suspension Gateway, SWD, suspension This action will also address the following Reds on the 2024 Dashboard: All Students: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary All Students: Suspension Rate, Chronic Absenteeism Rate, Gateway High School Hispanic: Chronic Absenteeism, Clovis Community Day School, Secondary Hispanic: Suspension Rate, Gateway High School SED: Suspension Rate, Chronic Absenteeism Rate, Clovis Community Day School, Secondary SED: Suspension Rate, Chronic Absenteeism Rate, Gateway High School White: Suspension Rate, Clovis Community Day School, Secondary EL: Suspension Rate, Gateway High School	$218,932.00	No

Action #	Title	Description	Total Funds	Contributing
		SWD: Suspension Rate, Gateway High School Collaborate with community partners to provide access to additional mental health services and counseling resources for students, particularly EL, FY, Hispanic, White, SWD, and SED students facing behavioral challenges such as drug education and anger management. By leveraging these collaborations, we can ensure that students receive the support they need to overcome obstacles that may impede their attendance or lead to negative behaviors. Additionally, provide engagement intervention specialists, staff, and resources to support targeted support. Clovis Community Day School (Elementary) will utilize $13,313, Clovis Community Day (Secondary) will utilize $192,119, and Gateway will utilize $13,500 towards this action.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$50,996,074	$0

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
10.188%	0.387%	$1,854,229.00	10.575%

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
1.2	**Action:** Class Size Reduction **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.	We will reduce class sizes at the elementary school level to better meet the individual learning needs of EL, FY, and LI students. In our experience, reducing class sizes is a positive step toward providing EL, FY, and LI students with more individualized instruction from their teachers that can target gaps in achievement on an ongoing basis. This will allow teachers to monitor and respond to individual student's needs and growth gains.	ELA and math SBAC percent proficient for EL, FY, LI and all students ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students

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	Based on a local needs assessment, these student groups need additional opportunities for individualized instruction at the elementary level to ensure strong foundational reading and math skills at our schools with the most needs. Educational partners stated that to support EL, FY, and LI students smaller class sizes would provide more effective instruction to support their academic needs in particular with Math and ELA. **Scope:** Schoolwide	Specific to EL, additional individualized instructional opportunities will provide increased language support, scaffolding, and targeted instruction to fill learning gaps. To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. All elementary schools participating in this action have an unduplciated pupil count above 40 percent. Research has shown that intentional and explicit instruction positively impacts the reading trajectory of all students, especially those with economic disadvantages, demonstrating that reducing class sizes positively affects student achievement (Mathis, 2016). The payoff from class-size reduction is greater for low-income and minority children. Conversely, increases in class size are likely to be especially harmful to these populations -- who are already more likely to be subjected to large classes (Mathis, 2016). We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students	Educational partner input for EL, FY, LI and all students

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		will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.5	**Action:** Career Technical Education Courses **Need:** A review of the Career Technical Education (CTE) pathway completion rate indicates there is a need to ensure EL, FY, and LI students still have access and support to all CTE offerings, as compared to all students. A local needs assessment identified that EL, FY, and LI students need increased opportunities to participate in CTE programs to increase access to relevant and engaging curriculum and instruction that prepares them for coursework beyond high school to build the skills necessary for success in a particular career path. Educational partners stated that the CTE courses are supporting the unique needs of EL, FY, and LI to explore their interests, have access to real world hands-on experiences, and exposure to post-secondary options. **Scope:** Schoolwide	To ensure EL, FY, and LI students have access to CTE courses, CUSD will ensure increased access to language supports, differentiation, scaffolds, and resources based on the needs of foster youth, low-income, and English-learner students. To increase access to CTE courses and pathways, Clovis will ensure counselors are communicating to EL, FY, and LI students and families the increased opportunities that students have to participate in a CTE pathway. The additional CTE offerings and supports are designed to meet the needs and interests most associated with EL, FY, and LI students. Supplies: Textbooks and instructional materials specific to the career technical field; consumable supplies like art materials, construction materials, laboratory chemicals, etc.; Office supplies for administrative tasks; software licenses for industry-specific programs or simulations. Equipment: Machinery and tools relevant to the career pathway, such as automotive repair tools, welding equipment, culinary appliances, healthcare simulation equipment, etc. Computers, laptops, tablets, and other technology devices for students to use in class. Specialty equipment for specific programs. Certifications: Funding students to take industry-recognized certification exams upon completing certain courses. Membership fees for professional	CTE pathway completion Rate for EL, FY, LI, and all students

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		organizations that offer certifications relevant to the field. Training materials and resources to prepare students for certification exams. Staff: Hiring qualified teachers with expertise and experience in the career technical field. Providing professional development opportunities for existing staff to stay current with industry trends and teaching methodologies. Hiring support staff to assist students in their learning and career planning. Ongoing Teacher Support: Funding teachers to attend workshops, conferences, and seminars related to their field. Providing stipends for teachers who mentor students in extracurricular activities or competitions related to the career pathway. Subscription to professional journals or online resources that provide teaching resources, lesson plans, and industry updates. To maintain effectiveness throughout the academic year, we will educate EL, FY, and LI students and families on what a CTE Completer is required to finish. This would become a regular part of the conversation about CTE that counselors have with students when talking about CTE. Additionally, there will be ongoing professional development on the root cause of why students are not CTE Completers. We will revisit the subgroup discrepancies at the CTE Counselor/LD quarterly meetings. Additionally, we will continue educating all educational partners on the new criteria for Dashboard Completers, which is to complete a Dual Enrollment course outside the student's pathway.	

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		Clovis High, Clovis East, Clovis West High, Buchanan, and Clovis South schools have an unduplicated pupil count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Services for students are determined based on the identified student needs, and the aim is to ensure access for all high school EL, FY, and LI students for CTE offerings. This action is based on the considerations and unique needs of our EL, LI, and FY students at the high school level. We believe this action is the most effective use of the funds to increase CTE Pathway Completion for EL, FY, and LI students supported by educational research. According to America's Promise Alliance, "Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere." Research demonstrates that CTE programs prepare students for college and career readiness (Southern Regional Education Board, 2012; Neild et. al., 2013).CTE can enhance other valuable skills. Research shows that possessing "soft skills" like perseverance, grit, self-efficacy, work ethic, and conscientiousness can increase life outcomes for the identified students. According to the Fordham Institute, CTE can be a game-changer for the most vulnerable students. CTE during high school confers the greatest benefit on students who need it the most, particularly when it comes to college attendance. Obtaining an industry-recognized credential	

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		(IRC)—a license or certificate demonstrating competency in a particular field—can be transformative for such young people, providing an economic boost for the whole family that gives them hope for a better future and a way out of poverty. Studies also show that, compared to non-concentrators, CTE concentrators are more likely to avoid poverty by remaining employed or participating in educational training programs—no matter what career path they choose after high school (Northern, 2022). We expect that the CTE Pathway Completion rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis.	
1.6	**Action:** Licensing to Provide Online College and Career Planning **Need:** A review of College and Career indicator for EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, these student groups need to have access to academic, college and career exploration for post-secondary planning because they have less awareness of the options, and need more guidance to navigate and prepare for the post-secondary process.	We aim to increase college and career exploration and postsecondary planning for EL, FY, and LI students. These groups need additional support to access academic, college, and career exploration for postsecondary planning. In addition, we have identified that these student groups need more guidance to navigate and prepare for the postsecondary process. Purchasing a license for Xello will provide a tool for EL, FY, and LI 6th-grade students in CUSD to explore college and career opportunities and learn about their post-secondary plans' requirements and how to access their goals. In Fall 2024, California Colleges (a free online platform) was available for EL, FY, and LI students	College and Career Indicator (CCI) for EL, FY, LI and all students

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	Educational partners stated that to support EL, FY, and LI students need to have opportunities and exposure to career possibilities to continue to enroll in classes and pathways to access their postsecondary plans. **Scope:** Schoolwide	(grades 7-12). California Colleges provideed tools for college, career, and financial aid planning. CUSD will provide professional development for CUSD counselors to be trained to utilize the California Colleges platform, integrate CCGI tools into counseling lessons, use actionable data to monitor A-G completion and implement best practices to ensure students are informed regarding post-secondary opportunities. Quarterly professional development will be provided to equip CUSD counselors to implement and determine best practices for utilizing California Colleges to best serve the unique needs of EL, FY, and LI students. In addition, this action will provide support to develop the writing of curriculum for Tier 1 lessons that incorporate Xello and California Colleges tools into classroom lessons to serve EL, FY, and LI students during the year and summer. Student services are determined based on the identified student needs, and the aim is to ensure early exposure for all EL, FY, and LI students to career paths. This action is based on the considerations and unique needs of our EL, LI, and FY students at the high school level and 6th grade level. We believe this action is the most effective use of the funds to increase college and career readiness for EL, FY, and LI students, as supported by educational research. According to the American School Counselor Association (ASCA), school counselors provide	

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		resources and opportunities that help students explore their strengths, interests, and career fields that align with these attributes as part of a school counseling program. These efforts help support vulnerable student groups, plan for and choose postsecondary pathways, and create opportunities for students to develop college and career-readiness skills that help them successfully navigate postsecondary education and the world of work. We expect that the Career College Indicator for EL, FY, and LI students will improve; however, because all students will benefit, this action is provided on a school-wide basis for all high schools.	
1.8	**Action:** Instructional Supplemental Support for Sites **Need:** A review of Smarter Balanced and local data indicates that EL, FY, and LI students need to improve their scores on ELA and Math state and local assessments compared to the all-student group. A needs assessment revealed that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students exhibit diverse needs and circumstances. Optimal support for these students involves providing tutoring and intervention services directly at their school sites, leveraging their sense of comfort and positive relationships with adult staff members.	CUSD will provide supplemental resources aligned to EL, FY, and LI students' individual needs for each school site. Based on a local needs assessment, CUSD created a list of approved services to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with EL, FY, and LI students. Tutoring and academic support: A local needs assessment shows that providing extra help for students struggling academically can significantly improve their progress. These supports could include instructional assistants, supplemental curriculum, printer and ink cartridges dedicated solely for student use, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling, costs of	ELA and math SBAC percent proficient for EL, FY, LI and all students ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students Educational partner input for EL, FY, LI and all students

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	Qualitative feedback from parents and staff indicates a desire to offer more individualized supplemental resources and interventions at the school sites for EL, FY, and LI students. Local data shows that tailoring resources to these specific student needs at each school site can be essential in promoting their academic success. Educational partners stated that sites' having access to and flexibility to provide additional academic supplemental support based on their individual needs is critical to the students' success. To better meet the specific needs of Foster Youth, as highlighted by the 2023 Red Dashboard indicator, we conducted a thorough root cause analysis. Our investigation revealed that the low math scores of Foster Youth students stem from inadequate progress monitoring. This deficiency resulted in a lack of proactive provision of additional support and interventions by teachers and tutors. **Scope:** LEA-wide	student transcripts for college entrance, or college readiness. Additionally, science resources, supplies, and materials can strengthen ELA and math performance by reinforcing literacy and numeracy skills through hands-on, cross-disciplinary learning. Science activities often require students to read informational text, write explanations, analyze data, and apply mathematical concepts, which deepens understanding in both ELA and math. Additionally, engaging, real-world applications increase student motivation and comprehension, helping students—especially EL, LI, and FY—build transferable skills that support overall academic achievement. Language support programs: A local needs assessment shows that targeted language development programs can help English learner students improve their language skills and integrate into mainstream classrooms. These supports could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher or support provider. Access to technology: Local needs assessment shows that ensuring EI, FY, and LI students access necessary technological resources, such as computers or tablets, can facilitate their learning, especially in an increasingly digital world. These supports could include devices, supplemental digital curriculum, hotspots, educational technology training, and support.	

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		Educational workshops and programs for teachers: Local needs assessment shows that organizing workshops or programs that address the specific needs of EL, FY, and LI student groups can empower them to overcome barriers and succeed academically. These supports could include professional development for teachers and other educational supporters, as well as conferences, resources, and student conferences. Specifically for Foster Youth: The LEA will implement tutoring sessions with trained mentors who understand the unique challenges faced by foster youth, offering personalized academic support and progress tracking. In addition, we will organize workshops and professional development programs for teachers that focus on trauma-informed teaching strategies and techniques for creating inclusive classroom environments that support foster youth's academic and socio-emotional needs at each school site. Specifically, to support math for FY, each site will conduct monthly academic data reviews for all FY students and ensure each FY student has access to tutoring and in-class support. Site Area Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively and that staff members are actively addressing the learning gaps of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at their respective school sites. This collaboration is vital to ensure accountability, maximize impact, and foster	

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		equitable opportunities for the unique needs of these student groups. These services and supports will increase opportunities for the academic support described above to meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining EL, FY, and LI students' unique needs. To maintain effectiveness throughout the academic year, we will implement regular check-ins to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students, offering options such as after-school or before-school support as needed. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Site allocation amounts are based on the percentage of unduplicated pupils on each site. Sites with higher unduplicated pupil counts receive more funds to ensure the allocations are tailored to each school's unique needs for FY, LI, and EL students. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Research shows that supplemental support generally enhances students' academic performance and has been proven effective compared to those who did not receive supplemental support. It has also been shown to	

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		reduce dropout rates and increase students' pass rates (Adebola, 2021). In addition, Extending learning opportunities and diversifying the strategies to support learning is vital. The greater the variety of learning techniques available, the higher the probability students will benefit (OECD, 2010c). This action is designed to meet the unique needs of EL, FY, and LI students, specifically Foster Youth. However, because we expect all students struggling academically to benefit, this action is provided LEA-wide.	
1.9	**Action:** Enrichment Supplemental Support for Sites **Need:** A review of student connectedness data indicates a need to increase support for school engagement and student connectedness for EL, FY, and LI students compared to all students. Qualitative feedback from parents and staff indicates a desire to offer more individualized enrichment support at the school sites for EL, FY, and LI students. Local data indicates that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students may miss out on extracurricular opportunities if a district fails to provide them, often due to financial limitations or insufficient prioritization of such programs. This lack of support can lead to barriers such as unaffordable participation fees, transportation	CUSD will provide enrichment resources aligned to EL, FY, and LI students' individual needs for each school site. Based on a local needs assessment, CUSD created a list of approved expenses to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with EL, FY, and LI students. Social-emotional support: Local needs assessment shows that Foster youth and low-income students frequently encounter socio-emotional challenges outside the classroom, and offering counseling or mentoring services can support their social and emotional well-being. These supports could include student relations liaison, social and emotional environments/materials/support, PBIS signage, incentives, supplemental SEL curriculum, and school psychologists to provide SEL supports (non-IEP related). This approach is crucial because local data shows that addressing the socio-emotional challenges faced by Foster youth	Student Connectedness EL, FY, LI and all students Educational Partner Input EL, FY, LI and all students

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	issues, or insufficient staffing to accommodate their needs, ultimately hindering these students' engagement in extracurricular activities and depriving them of the academic motivation and achievement benefits associated with participation. Educational partners stated that sites' having access to and flexibility to provide additional enrichment supplemental support based on their individual needs was critical to the student’s success. **Scope:** LEA-wide	and low-income students through social-emotional support services can foster a sense of belonging, resilience, and emotional stability, ultimately enhancing their overall academic success and well-being. Academic Motivation: Local needs assessment shows that being part of a team or club can provide EL, FY, and LI students with a sense of belonging and purpose, leading to increased motivation in their academic pursuits. Local data shows that extracurricular activities can positively impact their attitude toward school and academic achievement. These supports could include resources, supplies, entrance fees, transportation, and staff needed for EL, FY, and LI students to access the enrichment opportunities (clubs, sports, teams, co-curriculars, history day, science fair, spelling bee, and other opportunities). Parent and guardian involvement initiatives: Local needs assessment shows that engaging LI, FY, and EL parents and guardians in their children's education can create a supportive environment at home and improve overall student outcomes. These supports could include written and oral translations for parents and parent and family engagement opportunities such as literacy and science nights. Enrichment Opportunities: Local needs assessment shows that field trips and other student opportunities can benefit English learners, low-income students, and foster youth by providing opportunities to experience learning outside the classroom, exposing them to real-world	

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		applications of what they have been studying. To maximize the benefits, it's crucial to ensure that field trips are designed inclusively, considering the specific needs and circumstances of English learners, low-income students, and foster youth. These supports could include language support, trip costs, transportation, college trips, and other necessary supplemental supports. Site Area Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively and that staff members are actively addressing the social and emotional needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at their respective school sites. This collaboration is vital to ensure accountability, maximize impact, and foster equitable opportunities for the unique needs of these student groups. These services and supports will increase opportunities for the academic support described above to meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining the unique needs of EL, FY, and LI students. These services and supports will provide increased opportunities for enrichment, as described above, that best meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining the unique needs of EL, FY, and LI students. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Site allocation	

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		amounts are based on the percentage of unduplicated pupils on each site. Sites with higher unduplicated pupil counts receive more funds to ensure the allocations are tailored to each school's unique needs for FY, LI, and EL students. We believe this action is the most effective use of the funds to increase student connectedness for EL, FY, and LI students supported by educational research. Researchers have identified several barriers to student participation, ranging from the more tangible, including family or work responsibilities, limited resources for equipment or other expenses, and transportation or other logistical difficulties, to the more complex, such as lack of interest in or alienation from school and its activities (Kleese and D'Onofrio, 1994). Research shows that increasing student engagement improves attendance rates and engagement (Centers for Disease Control and Prevention, 2018). This action is designed to meet the unique needs of EL, FY, and LI students; however, because we expect that all students struggling academically will benefit, this action is provided LEA-wide.	
1.10	**Action:** Summer Intervention Learning Academy **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.	In our experience, providing additional learning time in the summer is a positive step toward providing EL, FY, and LI students with more targeted instruction from their teachers that can address gaps in achievement. We will provide a Summer Intervention Learning Academy staffed with administrators, teachers, and additional support staff who will receive professional development, supplemental resources, curriculum,	ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	Based on a local needs assessment, it's evident that providing these student groups with additional time and opportunities to complete coursework, as well as opportunities for skill review and mastery of grade-level standards, would be instrumental in addressing their academic needs and fostering success. Educational partners stated that to support EL, FY, and LI; students need additional academic opportunities to develop skills outside of the traditional school year. **Scope:** Schoolwide	systems, and structures to meet better the individual learning needs of EL, FY, and LI students. Strategies and services for EL, FY, and LI students will be improved to increase the effectiveness of summer school. At the elementary level, staff will be trained to use research-based strategies (Kevin Clark) to develop language acquisition strategies. At the middle school level, 6th-8th grade students will be immersed in accelerating their reading, writing, oral language, academic vocabulary, study, self-determination, and leadership skills. Scholars will engage in interactive team-building activities focusing on developing a comfortable and connected scholarly community while accelerating language acquisition and providing access to rigorous coursework aligned with the content standards. At the high school level, each site will have a newcomer model to support newcomers with intense instruction for language acquisition. The research-based strategies will benefit all EL, FY, and LI students. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Services for students are determined based on the identified student needs. The aim is to ensure access to summer school for EL, FY, and LI students regardless of the school they attend. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.	

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		Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss, (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter, & Cross, 2012). We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	
1.11	**Action:** Push-In for K-6 Teachers **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, these student groups necessitate supplementary personnel dedicated to targeting and facilitating the cultivation of foundational skills essential for their academic development. Educational collaborators have articulated that augmenting staffing levels would enhance the efficacy of instruction tailored to the academic needs of EL, FY, and LI students, particularly with ELA and Math.	We will provide push-in teachers and/or instructional assistants to work alongside regular classroom teachers to provide targeted support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This decision comes after observing that these students will benefit from additional assistance tailored to their individual learning needs and ongoing assessment of their academic progress. By integrating these extra resources into the classroom, we can continuously adjust the teaching methods to better suit the unique requirements of these students, ensuring they receive the support necessary for their success. Some adjustments to teaching methods may include providing differentiated instruction, offering more visual aids and hands-on activities, incorporating culturally relevant content, and implementing frequent progress monitoring to track student growth effectively. To sustain efficacy throughout the academic year, we intend to institute routine check-ins and fortify	ELA and math SBAC percent proficient for EL, FY, LI and all students ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students Educational partner input for EL, FY, LI and all students

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	Scope: Schoolwide	our Teacher Grade Level Expectations (TGLE) to evaluate advancement and efficiency for EL, FY, and LI students. Additionally, we will administer targeted professional development sessions for push-in teachers and instructional assistants to adeptly cater to the requirements of our EL, FY, and LI students. Site Area Administrators will engage in collaborative efforts with the district to ensure that staff members are diligently addressing the educational gaps discerned among EL, FY, and LI students at their respective sites. Services for students are determined based on the identified student needs. The aim is to ensure access to increased in-class support for EL, FY, and LI students regardless of their school. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Research indicates that having additional staff (teachers and instructional assistants) has a positive impact on student achievement, in particular with math and reading (Hemelt, Ladd, & Clifton, 2021) We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.12	**Action:** Additional Support for Core Classes and College & Career Success	We will provide additional support classes such as Academic Seminars, Study Skills, science and math support classes, and AVID to meet the	Graduation Rate for EL, FY, LI, and all students

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	Need: An examination of graduation rates, college/career readiness, and English Language Arts (ELA) and Math SBAC scores reveals that EL, FY, and LI students are falling behind the overall student population, highlighting the need to improve their academic performance. A local needs assessment indicates that when EL, FY, and LI students have access to support programs that target academic skills, their success rate in core classes increases. EL, FY, and LI students would benefit from educational support that provides targeted intervention and skill development in critical areas such as study skills, reading comprehension, writing, and mathematics. Based on local experience, EL, FY, and LI students must have access to additional opportunities that facilitate their path to educational achievement and high school graduation; these students necessitate supplementary support classes. In addition, Educational partners emphasized the importance of maintaining support classes within the district, noting that they afford students additional instruction crucial for addressing academic gaps, offering further intervention, and exposing them to various postsecondary pathways. **Scope:**	individual learning needs of EL, FY, and LI students. Academic Seminar assists with developing study skills strategies for academic success and developing awareness of learning/growth by monitoring/charting progress. The class focuses on providing intervention to help develop reading comprehension skills, writing skills, and language skills. In addition, teachers set aside a limited amount of time each week to support students with homework assignments specific to their core areas of study. Study Skills provides an opportunity for EL, FY, and LI students to participate in the acquisition of those skills necessary to organize their time, use textbooks and library facilities efficiently, make decisions that optimize success in high school and the future, and take notes efficiently. The science and math support classes will provide EL, FY, and LI students with additional support in their core science and math classes. They will focus on reviewing and reinforcing key concepts, hands-on activities to reinforce what is taught in the core class, individualized instruction, homework assistance, test preparation, and self-reflection on progress. Study skills classes will provide EL, FY, and LI students with the skills to be successful in their core classes: time management, organization, note-taking, reading comprehension, critical thinking, test-taking strategies, and study habits.	College/Career Indicator (CCI) for EL, FY, LI, and all students ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	Schoolwide	AVID also provides identified students with additional strategies, including the WICOR model (writing, inquiry, collaboration, organization, reading), and goal planning support to ensure that LI, FY, and EL students have an academic plan throughout high school. The targeted strategies from these classes include supporting skills, behaviors, and techniques for academic success and increased opportunities for individualized instruction to meet better the learning needs of FY, LI, and EL students. To ensure sustained effectiveness for EL, FY, and LI students, we will reinforce the academic and behavioral Multi-Tiered System of Support (MTSS) processes and leverage Professional Learning Communities (PLCs) to meticulously analyze subgroup data and monitor student progress within intervention courses. Furthermore, we will add two metrics to measure student growth and college and career readiness. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups and is designed to be the most effective use of funds to increase ELA and Math	

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		proficiency for EL, FY, and LI students supported by educational research. Additional Instruction in Core Classes and College and Career Readiness: Research shows that providing additional support programs that target academic skills and individual determination influences school success, including increases in graduation and college career readiness (College Spark Washington, 2006; NWEA 2015). This action is designed to meet the unique needs of EL, FY, and LI students. However, we expect that all students struggling academically will benefit. This action is provided on a school-wide basis at intermediate and high schools.	
1.13	**Action:** Secondary Intervention **Need:** Analysis of both Smarter Balanced assessments and local data in English Language Arts (ELA) and Mathematics suggests that the academic performance of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students falls below that of the overall student population, highlighting the need for improvement in their achievement levels. Based on a local needs assessment, these student groups need additional learning time to fill achievement gaps. English Learners (EL), Foster Youth (FY), and Low-Income (LI) students would benefit from targeted instruction, collaboration among educators,	Clovis Unified will enhance its support mechanisms by providing additional stipends, hourly intervention sessions, and/or instructional assistants specifically allocated to intermediate and high schools. EL, FY, and LI Students who have fallen behind may greatly benefit from additional learning time to bridge achievement gaps. This additional time allows educators to provide targeted instruction, remediation, and reinforcement of key concepts, thereby facilitating mastery and closing disparities in academic performance for EL, FY, and LI students. The core curriculum will be reinforced, and deliberate measures will be taken to aid EL, FY, and LI students address their specific academic needs. Teachers, instructional assistants, and core instructors will collaborate to address academic deficiencies.	ELA and Math SBAC Percent Proficient for EL, FY, LI and all students ELA and Math Local Assessments for EL, FY, LI and all students ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	and rigorous progress monitoring to ensure learning content and support are provided in response to the immediate learning needs and challenges faced by the identified students. Educational partners stated that additional intervention aimed at addressing prior learning gaps is needed to support EL, FY, and LI students. **Scope:** Schoolwide	During structured intervention sessions, staff will closely monitor progress and identify achievement gaps in key subject areas. Furthermore, the impact of additional learning strategies and concepts will be rigorously assessed, with findings shared collaboratively with students, their families, and other core academic teachers to ensure comprehensive support. To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will provide professional development and enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Funds are provided on a sliding scale based on each high school's unduplicated percentage. Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance college and	

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		career readiness, supported by educational research. Research shows that providing more time for students to learn positively influences overall student achievement (Andersen, et. al., 2016). Research shows that high-quality after-school programs improve students' educational outcomes, attendance, and social and emotional learning (National Conference of State Legislatures, 2021). Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.14	**Action:** Healthy Start Coordinator **Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of graduation rate data in the metric section indicates that there is a need to increase the graduation rates of EL, FY, and LI students compared to the all-student group. Based on a local needs assessment, these student groups would benefit from increased	CUSD will offer a Healthy Start Coordinator to ensure EL, FY, and LI students at alternative sites have access to resources and support for their attendance and graduation rates. The Healthy Start Coordinator will conduct interviews and assessments of EL, FY, and LI students and families. The coordinator will develop, coordinate, and execute case management plans and service referrals. Additionally, the coordinator organizes staff training programs to enhance the ability of teachers and school personnel to address the specific needs of EL, LI, and FY students. Their role is to support student well-being, provide	Chronic absenteeism rates for EL, FY, LI, and all students Graduation rates for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	support and services to ensure that they have access to the necessary resources to attend school and the supplies needed to be ready to learn. Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in maintaining daily healthy habits, increasing their attendance at school, and ensuring they have the tools they need to graduate. **Scope:** Schoolwide	resources for academic success, and implement programs to improve graduation rates and reduce chronic absenteeism, catering to the needs of EL, FY, and LI students. To increase graduation rates among EL students, the Healthy Start Coordinator will partner with counselors to assess their needs and progress. They will intensify progress monitoring and consultations to ensure EL students have the necessary resources to stay on the path to graduation. Alternative education schools are above the 40% unduplicated percentage. Clovis Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). We expect that the chronic absenteeism rate and graduation rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis.	
1.16	**Action:** Online Curriculum for Intervention & Credit Recovery	CUSD will provide an online credit recovery program to ensure EL, FY, and LI students have opportunities to make up failed classes.	Graduation rates for EL, FY, LI, and all students

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	Need: A review of graduation rate data in the metric section indicates that the graduation rates of EL, FY, and LI students need to be increased compared to the overall student population. Based on a local needs assessment, these student groups would benefit from opportunities to make up failed classes through teacher-driven online classes to help them graduate. Additionally, these students would benefit from expanded access to resources for credit recovery, skill development, English language proficiency, and intervention strategies tailored to their specific needs. In addition, there is a need to increase the collaborative efforts between credit recovery class instructors, counselors, and teachers to ensure supplementary supports are provided to EL, FY, and LI students. Educational partners emphasized that students require academic assistance to pass their classes and graduate. **Scope:** Schoolwide	This program will further aid EL, FY, and LI students by expanding students' access to resources for credit recovery, skill development, and English language proficiency. It also includes intervention strategies. A credit recovery program will particularly benefit EL, FY, and LI students by enabling them to earn high school credits more efficiently and stay on the path to graduation. To enhance graduation rates for EL students, credit recovery class instructors will collaborate with counselors to evaluate their needs and progress. ELD teachers onsite will provide supplementary strategies to support the instructors and the online credit recovery course. Intensified progress monitoring and consultations will ensure EL students have the resources to progress toward graduation. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance graduation rates, supported by educational research.	Educational Partner Input for EL, FY, LI, and all students

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		Students are more likely to drop out of school if they are deficient in credits at high school (Education Partnerships, Inc., n.d.). Credit recovery is a particularly effective strategy to prevent dropouts, especially for African American, Hispanic, and economically disadvantaged students, and to increase the likelihood of graduation (Viano, 2018). We expect that the graduation rates for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.17	**Action:** Increased Bus Routes **Need:** A review of the Career Technical Education (CTE) pathway completion rate indicates a need to ensure EL, FY, and LI students have access and support to all CTE offerings, as compared to all students. The local needs assessment highlighted the necessity for English Learner (EL) students to engage in college courses and Career Technical Education (CTE) programs. Furthermore, English Learner (EL), Foster Youth (FY), and Low-Income (LI) students need transportation access to community colleges to earn dual credit. Educational partners emphasized the importance of Career Technical Education (CTE) pathways and providing ongoing	To provide EL students with increased access to CTE courses and EL, FY, and LI students with access to community college courses for dual credit, CUSD provides additional bus routes for CTE pathways that are not offered at their site and community college courses. Counselors will work with their caseloads during registration to identify students from these subgroups who need additional transportation. The district lead counselor will communicate with lead counselors at each high school to incorporate their annual student counseling sessions into their four-year plans. This will educate students and families about the additional bus routes available for EL, FY, and LI students. Students will be identified and provided additional support to complete their CTE Pathway. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil count above 40 percent. Clovis North is slightly	CTE Pathway Completion Rate for EL, FY, LI, and all students

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	support for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. Additionally, partners have requested that counselors offer these student groups additional information about accessing transportation resources and the benefits of doing so. **Scope:** Schoolwide	below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to CART and community colleges for dual enrollment opportunities. This approach considers the unique needs of these student groups and is designed to be the most effective use of funds to enhance Career and Technical Education (CTE) Pathway Completion, supported by educational research. Research indicates that providing alternative forms of transportation gives access to programs that may be out of reach for some of our neediest students (Cook, 2021) We expect that the CTE Pathway Completion rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis.	
1.18	**Action:** Mentoring Services at Alternative Sites **Need:** A review of Smarter Balanced in ELA and Math, local data in ELA and Math, and student connectedness data indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.	CUSD will assign mentors to EL, FY, and LI students at Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, Gateway High School, and Enterprise School to provide support that can increase student connectedness and academic achievement. Mentor services at alternative education sites will offer tailored support and guidance to English learners (EL), Foster Youth (FY), and Low-Income (LI) students, aiming to strengthen their	Student Connectedness for EL, FY, LI and all students. ELA and Math SBAC Percent Proficient for EL, FY, LI and all students. ELA and Math SBAC distance from standard for EL, FY, LI and all students.

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	Based on a local needs assessment, these student groups in the alternative education setting would benefit from an increased connection to the school, which would positively impact their academics. These students need additional individualized support and help navigating academic and personal challenges. Educational partners stated that to support EL, FY, and LI, students; students need access to adults who provide direct support to ensure that they are connected to activities, resources, and academics at school. **Scope:** Schoolwide	connections to school and advance their academic progress. Through one-on-one tutoring, goal setting, and emotional support, mentors will assist the identified students in overcoming academic and personal challenges. Group mentoring sessions allow students to share experiences and create a supportive peer network. Mentors will work with students for additional one-on-one tutoring to help students fill gaps in learning by offering individualized attention and focused instructional opportunities. Local data shows this will support closing the achievement gap and fostering a greater sense of belonging among participants. Alternative education sites all have above a 40% unduplicated student count. Research shows statistically significant improvements for mentored youth compared to controls on several outcome measures, including perceived scholastic efficacy, truancy, and absenteeism (US Department of Education, 2009). This action is designed to improve academic achievement and increase connectedness for EL, FY, and LI students. Because we expect that all struggling students will benefit, it is provided on a school-wide basis.	Educational Partner Input for EL, FY, LI and all students.
1.19	**Action:** Opportunity Classes at Intermediate **Need:** A review of student connectedness rates for EL, FY, and LI students shows they are lower than those of the all-student group. Additionally, a review of the suspension	Clovis Unified will offer social-emotional support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, along with targeted assistance in academics and behavior through the Opportunities Class. This class, led by a credentialed teacher, will closely monitor students to ensure they are provided the support necessary to help them succeed.	Student Connectedness for EL, FY, LI and all students Suspension Rate for EL, FY, LI and all students

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	indicator on the California Dashboard reveals that the suspension rates for FY and LI are still higher than the all-student group. The local needs assessment indicates that EL, FY, and LI need an additional support class to address the social-emotional needs of at-risk students while providing tailored academic and behavioral support to address the learning requirements of the identified student groups. When looking at this need, we discovered the importance of providing additional social-emotional support at the junior high level. Students in this age range are undergoing critical developmental changes that impact their social-emotional well-being and academic success. Addressing these needs through additional support classes helps to mitigate issues such as anxiety, peer pressure, and identity formation, which are particularly pronounced during early adolescence for the identified student groups. Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in making positive choices and decreasing suspension rates. **Scope:** Schoolwide	Teachers work with these student groups in the opportunity classes to develop goals and action plans to remediate deficient academic areas. These classes help to increase academic achievement, build positive relationships with school staff, and support social-emotional learning. Through smaller classroom settings, teachers can support EL, FY, and LI students through more personalized intervention in small group instruction and provide mentoring and social-emotional support. To continue providing support through Opportunity classes and decrease suspension rates for EL, FY, and LI students, Opportunity class teachers will work closely with the discipline team, and progress monitor these students to provide additional support based on each child's unique needs. Additionally, professional development will allow teachers to increase their strategies and toolbox for academic, social-emotional, and behavioral support. By providing opportunity classes with dedicated teachers for the identified students at each intermediate school, Clovis Unified aims to foster this crucial sense of connection, ultimately promoting student engagement and appropriate behavior. Students perceive that they have access to caring adults who will help them feel better connected and supported through increased academic support and engagement in school. This class will provide students another location to focus on their immediate needs.	Educational Partner Input for EL, FY, LI and all students

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		Clark Intermediate, Reyburn Intermediate, and Kastner Intermediate have an unduplicated pupil count above 40 percent, while Alta Sierra Intermediate and Granite Ridge Intermediate are slightly below this threshold. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, ensuring that all middle school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to a safe learning environment and additional social and emotional support. This approach, which considers the unique needs of these student groups, is designed to be the most effective use of funds to enhance student connectedness and reduce suspension rates, supported by educational research. Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school (ESSA State Framework, n.d.). This research indicates that students are more inclined to exhibit positive behaviors when they feel a sense of belonging and connection within their school community. This action is designed to meet the needs most associated with EL, FY, and LI students; however, because all students would benefit from this service, it is offered on a school-wide basis at all of our intermediate schools.	
1.20	**Action:** CSI Support **Need:**	Clovis Unified will provide additional support for LI, EL, and FY students experiencing social-emotional challenges through our Clovis Support and Intervention (CSI) program. CSI provides a	Suspension rates for EL, FY, LI and all students

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	A review of suspension and chronic absenteeism rates indicates that EL, FY, and LI students' performance needs to improve compared to the all-student group. Based on a local needs assessment, these student groups need additional support to improve their self-esteem and develop coping skills to manage challenging situations. We believe that the social-emotional challenges have contributed to increased chronic absenteeism among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as feelings of disconnection, anxiety, and stress have led to reluctance or inability to attend school regularly. Educational partners stated that a continued focus on social-emotional support is needed to help the identified students feel connected and available to learn. **Scope:** LEA-wide	platform for students to express emotions healthily, improving school attendance by enabling access to adults and fostering effective coping skills for navigating challenges. Staffing for CSI will include clerical, management, and school site stipends. Clerical will oversee the application used by district coordinators, site coordinators, and group facilitators for the identified student referrals, CSI facilitator assignments, and scheduling. They will maintain the system, enabling site coordinators to manage referrals, assign groups, send out permission slips, and handle attendance based on EL, FY, and LI students' unique needs. Site coordinators will conduct intake and organize CSI groups. Support groups are developed based on social-emotional concerns that FY, LI, and EL students are challenged within their lives that impede their learning. CSI groups provide services to the identified students to help them reduce stress, support their mental health, and provide encouraging tools for overall improvement. Facilitators will conduct 8-week student support groups (2 per CSI group) addressing the social-emotional challenges faced by EL, FY, and LI students. These groups aim to reduce stress, support mental health, and provide tools for improvement tailored to the needs of these subgroups. Facilitators are trained in implementing strategies such as teaching social skills, fostering positive peer relationships, and promoting reflection and self-awareness specific to these student populations.	Chronic absenteeism rates for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		To maintain effectiveness, we will boost communication with staff via our CSI Teacher on Special Assignment (TOSA), who will give presentations at sites to educate staff on the needs of EL, FY, and LI students. The TOSA will also share participation data and survey results for these groups. Furthermore, we'll enhance outreach to inform all educational partners about CSI, ensuring student access and facilitating referrals. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. CSI services are determined and distributed based on individual LI, EL, and FY student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. This approach, which considers the unique needs of these student groups and is designed to be the most effective use of funds to enhance student attendance and reduce suspension rates, is supported by educational research. Research reveals that self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura).	

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		We expect that the suspension rate, chronic absenteeism rate, local CSI survey, and educational partner input for EL, FY, and LI students will benefit; however, because we expect that all students struggling with school attendance and making positive choices will benefit, this action is provided on an LEA-wide basis.	
1.22	**Action:** Additional Nursing Services **Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group must be decreased at the LEA level. Based on a local needs assessment, EL, FY, and LI student groups would benefit significantly from personnel who work directly with students and parents at the elementary school sites to reduce health concerns by increasing staff availability and eliminating health barriers that prevent regular attendance. Additionally, we looked at subgroup data at the site levels to better understand the unique needs at specific schools with high chronic absenteeism rates, to better meet the specific needs of EL and LI students at specific sites: Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI) as highlighted by the 2023 Dashboard indicator, we conducted an	Clovis Unified will provide additional nursing services at elementary schools. The extra nursing services enable school nurses to actively engage with FY and LI families and students actively, offering proactive support and necessary resources to maintain healthy habits. This involves linking with health centers and external agencies, providing nutrition and grooming resources, and offering direct, evidence-based support. At Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI) nursing staff will: Collaborate with teachers, registrars, and transition counselors to provide additional health support for chronically absent students. Utilize the Fresno County Mobile Health Unit to provide immunizations to families that do not have a medical provider. Provide education to families about the newly released CDPH Symptomatic Student Guidance - When to Keep Your Child Home from School. Provided health-related services at the school site for those without a primary care provider. For	Chronic absenteeism rates for EL, FY, LI, all students, Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI) and Enterprise (LI) Educational Partner Input for EL, FY, LI, all students, Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI).

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	additional thorough root cause analysis. Our investigation revealed that the high chronic absenteeism rates stem from a need for more preventative healthcare and better connections between home and school for the EL and LI students at these sites. Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in maintaining daily healthy habits and increasing their attendance at school. **Scope:** LEA-wide	example, see 2 Succeeds, which provides glasses to students on site, and Big Smiles Dental exams at school. Provide families without adequate vision insurance with VSP certificates or Lion's Club referrals. Initiate conversations with student's primary healthcare providers to discuss a student's health needs to attend school. Sierra Vista Children's Health Center, located on the site of one of our elementary schools, provides health-related services to all CUSD EL, FY, and LI students. Classroom lessons to elementary students on grooming/healthy hygiene habits. Enhancing relationships with community partners such as Valley Children's Hospital, Fresno State Audiology Department, and local community health providers. Professional development with teachers and staff on student illness and when students can remain in school. Participate in conversations regarding attendance concerns, complete SARB reports, and provide chronic illness verification forms to take to their healthcare provider. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Nursing services	

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		are determined and distributed based on individual student needs rather than the specific schools they attend. Nurses travel to different sites to meet these unique needs. Funded through the district, these services accommodate all students, regardless of their elementary school. The programs are designed to specifically support EL, FY, and LI students, ensuring they have access to necessary resources and support no matter which school they attend to help reduce chronic absenteeism. This action is supported by research. Research also indicates a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016). The perceptions of teachers and staff are that school nurses are vital to eliminating barriers to student learning (Baisch and Lunden, 2011). We expect that chronic absenteeism rates for FY, EL, and LI students will benefit. However, all students experiencing high volumes of poor attendance will also benefit at these particular sites; this action is provided on a school-wide basis.	
1.24	**Action:** Counselors to Reduce Caseloads **Need:** A review of graduation rate and the college career indicator (CCI) data indicates that EL, FY, and LI students need higher graduation rates and to increase their College and Career	This action aims to decrease counselors' caseloads, enabling them to provide more personalized attention and connect English Learner (EL), Foster Youth (FY), and Low-Income (LI) students with essential resources. This involves assisting and prioritizing these student groups in identifying and cultivating their unique strengths and interests and creating strategies to	Graduation Rate for EL, FY, LI, and all students College/Career Indicator (CCI) for EL, FY, LI, and all students

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	Readiness as compared to the all-student group. Based on a local needs assessment, our foster youth, low-income, and English learner students would benefit from additional support in planning their coursework, goal setting, and navigating post-secondary opportunities in high school. Furthermore, these groups need extra assistance to proactively remove the barriers they face, helping them meet the Clovis graduation requirements. Our educational partners stated that to support EL, FY, and LI students, they needed additional time to meet with students to discuss their academic progress, postsecondary plans, and social-emotional needs. **Scope:** Schoolwide	pursue academic and career aspirations effectively. The increased counseling services will provide more frequent contact and support for EL, FY, and LI students at the secondary school sites. By reducing the caseloads, counselors will be able to consult with EL, FY, and LI students more frequently throughout the year to discuss college plans, develop academic plans/courses to reach goals, review graduation credits, military options, NCAA requirements, registration, college entrance tests, and review transcripts. Adding a counselor allows for more personalized connections with each identified student and more deliberate monitoring of course completion and goal setting. Counselors will work with individually identified students to create a multi-year plan to ensure they are on track for graduation. Counselors will enhance services for EL, FY, and LI students to receive more frequent and individualized attention and connection to resources, including helping students identify and nurture specific strengths and interests and develop plans for achieving academic and career goals. The College/Career Indicator (CCI) will also be considered as it provides a measurement that represents the percentage of high school graduates who are prepared for college or a career (Advanced Placement Exams, a–g Completion, Career Technical Education Pathway Completion, College Credit Course, JROTC, Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11), State Seal of Biliteracy). The	Educational Partner Input for EL, FY, LI and all students

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		College/Career Indicator provides more information about student preparedness for college and career across measures and student groups beyond graduation rates. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to increased and personalized counseling opportunities. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance graduation and college and career readiness, supported by educational research. According to the American School Counselor Association (ASCA): Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1. For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness. This action is designed to benefit EL, FY, and LI students' access to a comprehensive counseling program that ensures they can graduate by	

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		meeting their academic, college career, and social/emotional needs. However, this action is provided school-wide because all students needing additional support will benefit.	
1.25	**Action:** GIS & SRLs for At-Risk Students **Need:** A review of chronic absenteeism and graduation rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to improve. Additionally, a review of the student connectedness rates for EL, FY, and LI students improved, and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness. A local needs assessment shows that English learners (EL), Foster Youth (FY), and Low-Income (LI) students need comprehensive support tailored to their specific challenges and circumstances. This includes individualized progress monitoring, enhanced coordination among support personnel, and targeted interventions to address barriers to academic success, aiming to improve graduation rates, reduce chronic absenteeism, and foster a greater sense of student connectedness. Educational partners indicated that the identified students would benefit significantly	Clovis Unified is taking proactive steps to support the success of at-risk students (EL, FY, and LI students) in grades 7-12 by providing Guidance Instructional Specialists and Student Relations Liaisons. These specialists will play a crucial role in fostering a sense of connectedness among EL, FY, and LI students by conducting regular check-ins and facilitating access to various campus resources. By collaborating with teachers and these students, they aim to personalize the learning experience, particularly for students facing challenges related to EL, FY, and LI status. The responsibilities of Guidance Instructional Specialists and Student Relation Liaisons will encompass a range of supportive measures, including student conferences, referrals to internal and external support organizations, counseling services, placement in intervention classes, opportunities for credit recovery, and involvement in clubs and co-curricular activities. In recognition of the unique challenges English learner (EL) students face, Clovis Unified's initiative includes specific provisions to address their needs comprehensively. In addition to the general support provided by Guidance Instructional Specialists and Student Relation Liaisons, EL, FY, and LI students will receive tailored attention through individualized progress monitoring and enhanced coordination among Guidance Instructional Specialists,	Chronic Absenteeism Rates for EL, FY, LI and all students Student Connectedness for for EL, FY, LI and all students Graduation Rates for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	from having adults to keep them connected and actively involved in their learning. **Scope:** Schoolwide	counselors, and teachers. Through these efforts, Clovis Unified anticipates several positive outcomes, including an increase in graduation rates, a decrease in chronic absenteeism, and higher rates of perceived connectedness among students based on survey data. Clark Intermediate, Reyburn Intermediate, and Clovis East High School have an unduplicated pupil count above 40 percent. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, ensuring that all middle school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to a safe learning environment and additional social and emotional support, thus increasing student connectedness and decreasing chronic absenteeism. This is supported by research. Research shows that students who believe that the teachers and other adults in their school care about them as individuals are more likely to succeed academically and are more strongly connected to their school (Blum, 2005). This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on a school-wide basis, at intermediate schools.	
1.26	**Action:** Comprehensive Youth Services	Clovis Unified will continue the partnership with Comprehensive Youth Services (CYS) of Fresno to support students' social and emotional needs,	Chronic Absenteeism Rates for EL, FY, LI and all students

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	Need: A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than those of the all-student group. A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. These students would benefit from tailored counseling services to ensure student well-being and build resilient families, with ongoing progress monitoring and collaboration between educators, counselors, and community partners to ensure effective support. Educational partners indicated that providing resources to support mental health is needed for EL, FY, and LI students to foster a sense of belonging and community through support groups and mentorship programs can promote positive behavior and emotional well-being among all three student groups to reduce chronic absenteeism. **Scope:** LEA-wide	including community outreach programs for EL, FY, and LI students. CYS is a private 501(c)(3) nonprofit organization dedicated to providing quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence and for those who are at-risk or who are struggling with difficult personal or family issues. The agency's primary goal is to prevent child abuse and neglect, to ensure the well-being of every child/youth, and to aid in building stronger, more resilient families. Counseling services will be offered in small group and individual settings based on the identified needs of EL, FY, and LI students. Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our progress monitoring of our EL, FY, and LI students' behaviors and tailor our support to meet their social-emotional needs. Additionally, we will develop ongoing meetings with the site administrators and CYS team to revisit the effectiveness of our support throughout the year for students using local progress monitoring metrics. Furthermore, we will include teachers and counselors in the conversations to seek their input on adjusting our partnership with CYS. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Comprehensive Youth Services are determined and distributed	Suspension Rates for for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce chronic absenteeism and suspension rates for EL, FY, and LI students supported by educational research. Research posits that students who can manage their emotions do better in school (Prothero, 2019), and group counseling has been shown to improve attendance of students with high rates of absenteeism (WebbLandman, 2012). CUSD anticipates a positive impact on EI, Fy, and LI students. However, because we expect all students struggling in school will benefit, this action is provided LEA-wide.	
1.27	**Action:** Administrative Support for MTSS **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Additionally, a review of the suspension indicator on the California	Clovis Unified is committed to implementing a Multi-Tiered System of Support (MTSS) framework to address the academic and behavioral needs of EL, FY, and LI students district-wide. Administrative support dedicated to ensuring effective implementation and alignment across all schools within the district will oversee this comprehensive approach.	Suspension Rates for EL, FY, LI and all students ELA and Math SBAC Percent Proficient for EL, FY, LI and all students ELA and Math Local Assessments for EL, FY, LI and all students

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	Dashboard indicates that the suspension rates FY and LI are still higher than the all-student group. A local needs assessment shows that EL, FY, and LI students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services. Educational partners indicated that the identified students would benefit significantly from a comprehensive MTSS plan, which places the needs of EL, FY, and LI students at the core of developing systems of support. **Scope:** LEA-wide	Specifically tailored to serve EL, FY, and LI students, the MTSS model will be designed to meet the diverse needs of these student populations. Academically, the MTSS framework will target closing the achievement gap in Mathematics and ELA, while behaviorally, it aims to reduce suspensions by providing individualized instructional and behavioral support for the identified students. The MTSS framework will ensure the availability of multiple levels of support for EL, FY, and LI learners within each school site. By aligning resources and support services, the framework aims to provide a structured approach for teachers and support staff to effectively address the needs of identified students, thereby promoting success within the classroom environment. District administrative support will collaborate with school administrative teams, teachers, and psychologists to implement, develop, and strengthen MTSS systems. This will involve attending school site meetings and conducting workshops to assess the current state of academic and behavioral MTSS implementation and to formulate improvement plans. The MTSS administrator will oversee the four essential components of the framework: screening to identify students in need of support, progress monitoring to track student growth, a multi-level prevention system to provide targeted interventions, and data-based decision-making to inform instructional and support strategies. Through this coordinated effort, Clovis Unified aims to create a supportive and inclusive learning	ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		environment where LI, EL, and FY students can thrive academically and behaviorally. To maintain effectiveness, there will be an increased focus on the reduction of suspension rates for FY and LI students through the following: Data Analysis: Analyze suspension data to identify trends and patterns specific to FY and LI students. This analysis can help pinpoint areas for improvement and guide targeted interventions. Professional Development: Provide training and professional development opportunities for staff, focusing on culturally responsive practices, trauma-informed care, and strategies for supporting students from diverse backgrounds within the MTSS framework. Resource Allocation: Allocate resources strategically to support the implementation of interventions targeted at reducing suspension rates for FY and LI students. This may include additional staffing, specialized programs, or partnerships with community organizations. Family and Community Engagement: Involve families and community partners in developing and implementing strategies to support FY and LI students. Building partnerships with families and community organizations can provide valuable insights and resources. Monitoring and Evaluation: Establish a system for monitoring the effectiveness of interventions and regularly evaluate progress toward reducing	

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		suspension rates for FY and LI students. Based on data and feedback, adjust strategies as needed. Culturally Responsive Practices: Ensure that MTSS for behavior incorporates culturally responsive practices that recognize and respect FY and LI students' diverse backgrounds and experiences. This may include incorporating relevant curriculum, providing student voice and leadership opportunities, and addressing systemic inequities. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The MTSS framework is designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. MTSS is an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists).	

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		This action is designed to meet the unique needs of LI, FY, and EL students; however, we believe that all students would benefit from it, so these resources are available on an LEA-wide basis.	
1.28	**Action:** Multi-Tiered Systems of Support (MTSS) **Need:** A review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than the all-student group. A local needs assessment shows that FY and LI students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services. To better meet the specific needs of LI students at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn, as highlighted by the 2023 Dashboard suspension indicator, we conducted a thorough root cause analysis. Our	School psychologists and a teacher on special assignment play integral roles in facilitating the implementation of a Multi-Tiered Systems of Support (MTSS) framework tailored to meet the unique needs of FY and LI students. Recognizing the evolving requirements, there was a mid-year reallocation of funds to bolster administrative staffing dedicated to MTSS support district-wide, particularly in response to the full return to normal in-person learning. These staff members deliver comprehensive training to school sites and customize programs specifically designed to address the needs of FY and LI students, resulting in notable improvements in suspension rates, feelings of safety, and overall connectedness to the school environment. MTSS serves as a structured approach to supporting FY and LI students by capitalizing on their strengths and fostering learning through the establishment of clear expectations and proactive interventions tailored to each child's specific needs. School psychologists and other personnel actively ensure fidelity to the MTSS framework across school sites through comprehensive training initiatives and direct support to identified students. These direct interventions encompass listening to students' concerns related to academic and socio-emotional needs and offering individual and group counseling sessions as appropriate to address their unique challenges.	Suspension rate for EL, FY, LI Level, and LI at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn ED partner input for EL, FY, LI Level, and LI at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn

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	investigation revealed that the high suspension rate stems from a need for students to have structured learning environments that support their academic and social-emotional growth. Additionally, students need more exposure to character-building lessons. Additionally, educational partners shared a need to increase support for students and address the high suspension rates, allowing students to be present to access their learning. **Scope:** LEA-wide	At Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn, to support LI students, there will be professional development to provide staff with tools to strengthen their tier 1 and 2 MTSS to better meet the unique needs of their student population. Additionally, progress monitoring and ongoing conversations with the staff will be conducted to address the needs of the LI students. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The MTSS framework is designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce suspension rates for EL, FY, and LI students supported by educational research. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research shows that Multi-tiered Systems of Support (MTSS): A positive school climate is the product of a school’s attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships (American Institutes for Research, 2021).	

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		We expect that the student connectedness, suspension rate, and student safety rating will improve for FY and LI; however, because we expect that all students struggling will benefit, this action is provided on a school-wide basis.	
1.29	**Action:** Computer-Based Data Management System **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, the identified students would benefit significantly from progress monitoring, which would provide more targeted and deliberate instruction to support gaps in learning. In addition, English Learner (EL), Foster Youth (FY), and Low-Income (LI) students would benefit from personalized instruction, interventions, and targeted strategies. Educational partners stated that to support EL, FY, and LI students, feedback and support from teachers are needed to adjust the instruction to meet their needs. Additionally, teachers need an efficient system to record student progress. **Scope:**	Clovis Unified recognizes the importance of utilizing computer-based data management systems to effectively monitor student achievement and track academic progress. By continuing to invest in these systems, the district aims to enhance its ability to identify learning gaps and provide targeted support for EL, FY, and LI students. Computer-based data management systems will help improve EL, FY, and LI student performance in several ways. Data Analysis: These systems will collect and analyze various types of EL, FY, and LI student data, including academic performance, attendance records, and behavioral patterns. By examining this data, educators will identify trends, areas of improvement, and students who may need additional support. Individualized Instruction: With access to detailed EL, FY, and LI student data, teachers will personalize instruction to better meet the needs of each student. They will identify specific areas where students are struggling and provide targeted interventions or enrichment activities accordingly.	ELA and Math SBAC Percent Proficient for EL, FY, LI and all students ELA and Math Local Assessments for EL, FY, LI and all students ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	LEA-wide	Targeted Interventions: Data management systems will help Clovis Unified identify students who are at risk of falling behind academically. By flagging the identified students early on, Clovis Unified will implement targeted interventions to address their needs and prevent further academic decline. Resource Allocation: By analyzing data on student performance and needs, administrators will allocate resources more effectively. This may include providing additional support staff, investing in educational technology, or implementing targeted professional development for teachers. Parent and Student Engagement: Many data management systems include features that allow parents and students to access real-time information about academic progress, assignments, and upcoming events. This promotes transparency and encourages collaboration between home and school, which can positively impact student motivation and performance. Continuous Improvement: Data management systems facilitate ongoing assessment and monitoring of student progress. Clovis Unified can track the effectiveness of instructional strategies and interventions over time, making adjustments as needed to ensure continuous improvement in student performance. To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level	

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		Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. Data management systems facilitate ongoing assessment and monitoring of student progress. They are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research supports the integration of computer-based data management systems in educational settings as means to enhance the efficiency and effectiveness of data management, ultimately supporting better instructional practices and	

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		improved student learning outcomes (Barton, E. E., & Wolery, M., 2007). We expect that EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.30	**Action:** Behavior Consultation Team **Need:** A review of the suspension indicator on the California Dashboard indicates that the suspension rates EL, FY, and LI are still higher than the all-student group. Based on local needs assessments, additional support is needed to better support EL, FY, and LI l students. Students need help understanding the function of their behavior, learning desired behaviors, and using appropriate strategies to cope with their stresses so they can learn. Educational partners expressed the continued need to support students' social-emotional and behavioral needs so they can access their learning. **Scope:** Schoolwide	To meet the needs of students with social-emotional and behavioral concerns that impede their learning, Clovis Unified will provide additional behavioral support psychologists, board-certified behavior analysts, and instructional assistants to support elementary sites. BCT staff supports EL, FY, and LI students struggling with behavior by developing individualized behavioral plans. Individual behavior plans are intensive interventions designed to decrease the problem behavior and provide the identified student with the tools and resources needed to succeed in the classroom and school setting. Behavior Consultation Team (BCT) staff will offer group support, individualized counseling, and provide professional development to members of the school staff to help FY, EL, and LI students feel more connected to school, understand that school is a safe place, and believe that they are a part of the school community. To maintain effectiveness in our support for students through our BCT, we will refine our referral system, communication system with the site staff, and fading process to ensure EL, FY,	Suspension rate for EL, FY, LI, and all students ED partner input for EL, FY, LI, and all students

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		and LI receive the most accurate support and that as we fade away services for identified students, they are still provided proper support to succeed. BCT services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce suspension rates for EL, FY, and LI students supported by educational research. Research shows that having qualified, supportive adults on campus who support school-based, social, and emotional learning programs yield positive effects on student behavior, while reducing conduct and internalizing problems (Durlak, et. al., 2011; Durlak, et. al., 2015). We expect that by having the BCT support FY, EL, and LI students through counseling, strategies, and in-class observations the identified students will benefit, however we believe all students struggling can benefit, therefore this action is provided on a school-wide basis to all elementary schools.	
1.31	**Action:** Mental Health Support Providers	Mental health support providers will be provided at each comprehensive high school to meet the needs of EL, FY, and LI students. These supports	Chronic Absenteeism Rates for EL, FY, LI and all students

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	Need: A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than those of the all-student group. A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. These students would benefit from early intervention, individualized support, crisis intervention, and access to community resources. Educational partners overwhelmingly requested social-emotional support services to remove barriers impacting school attendance and to equip their students with resources to make better choices. **Scope:** Schoolwide	are vital in promoting positive behavior and reducing suspension rates by offering early intervention, individualized support, crisis intervention, collaboration with school staff, family engagement, and access to community resources. Addressing the root causes of behavioral issues and fostering a supportive school environment will help create a pathway to success for the identified students. Early Intervention and Prevention: Mental health support providers will identify EI, FY, and LI students at risk of behavioral issues early on and intervene before problems escalate. Offering proactive support and teaching coping skills will help students manage stress, anxiety, and other emotional challenges, reducing the likelihood of disruptive behaviors that could lead to suspensions. Individualized Support Plans: Mental health support providers will collaborate with students, teachers, and parents to develop individualized support plans tailored to the unique needs of EL, FY, and LI students. These plans may include strategies for managing emotions, building resilience, and improving social skills, which will help students navigate school challenges more effectively and reduce the likelihood of disciplinary issues. Crisis Intervention: Mental health support providers will offer immediate support and intervention in situations where students are in crisis or experiencing significant emotional distress. Providing a safe space for the identified	Suspension Rates for for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		students to express their feelings and concerns will help de-escalate conflicts and prevent situations from escalating to the point of suspension. Collaboration with School Staff: Mental health support providers will work closely with school staff, including administrators, teachers, and counselors, to address behavioral issues collaboratively and holistically. Sharing insights and strategies for supporting students' social-emotional well-being will help create a supportive school culture that prioritizes prevention and intervention over punitive measures like suspensions. Family Engagement: Mental health support providers will also involve families in the intervention process, providing resources, education, and support to parents and caregivers. They will create a unified support network that reinforces positive behavior and promotes student success by fostering strong partnerships between home and school. Community Resources: Mental health support providers will connect EL, FY, and LI students and families with community resources and services to address broader systemic issues that may impact behavior, such as housing instability, trauma, or access to healthcare. Addressing these underlying factors will help create a more supportive environment both inside and outside of school. Clovis High, Clovis East, Clovis West High, and Buchanan schools have an unduplicated pupil	

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		count above 40 percent. Clovis North is slightly below the 40 percent unduplicated pupil count. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to Mental Health Support Providers. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to reduce chronic absenteeism and suspension rates, supported by educational research. Research shows that as many as 60% of students suffer from some childhood trauma (Finklehore, 2009), and social-emotional support for students increases attendance and connection to school. This action is designed to meet the unique needs of LI, FY, and EL students; however, we believe that all students would benefit from it, so these resources are available on an LEA-wide basis.	
1.32	**Action:** Lead Psychologists and Support for Comprehensive Wellness Project **Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students are still higher than those of all student groups. Additionally, the student connectedness rates for EL, FY, and LI students improved.	Lead psychologists oversee the CUSD comprehensive wellness project, which consists of 10 distinct initiatives (PBIS, All-4-Youth, Equity and Advocacy, CSI, MTSS, Mental Health Support Providers, Peer Counseling, Suicide Prevention, BCT) supporting the social-emotional wellness of EL, FY, and LI students. The lead psychologists coordinate programs in the initiatives, provide ongoing training, supervise personnel, and conduct community outreach.	Chronic Absenteeism Rates for EL, FY, LI and all students Student Connectedness for for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. The need revealed that the identified students need access to a comprehensive range of resources and support systems to foster their social and emotional development. Educational partners indicated that the identified students would benefit significantly from a comprehensive wellness plan. This plan would place EL, FY, and LI students on a solid footing and remove barriers to learning, allowing them to make better choices. **Scope:** LEA-wide	Through an evidence-based framework, we will provide support services to improve educational outcomes, such as Peer Counseling, a Behavior Consultation Team, All for Youth, mental health support providers, and suicide prevention. This includes providing social-emotional strategies, group mentoring and support, access to a behavior consultation team, mental health support providers, suicide prevention, outside agency support, and peer counseling. This initiative meets the unique needs of EL, FY, and LI students by providing tailored social-emotional strategies and support systems that address their specific challenges, such as language barriers, instability, and economic hardship. By offering services like group mentoring, behavior consultation, and mental health support, the program ensures these students receive the individualized attention and resources necessary for their academic and personal growth. Lead Psychologists and administrative support staff for Comprehensive Wellness Project services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease suspension rates for	

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		EL, FY, and LI students supported by educational research. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research indicates a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).CUSD believes the Comprehensive Wellness Project will provide EL, FY, and LI students with the support they need to meet all social-emotional and behavioral needs. Ponderous research indicates that meeting students' social-emotional needs maximizes educational outcomes. This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA wide basis.	
1.33	**Action:** Elementary Social-Emotional Support **Need:** A review of chronic absenteeism rates shows that the rates for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are higher than those of the overall student population and need to be reduced. Additionally, an analysis of Smarter Balanced and local data in English Language Arts (ELA) and Math reveals that the academic achievement of EL, FY, and LI students is	Funding one elementary counselor and/or teacher on special assignments for each area is a proactive step by Clovis Unified to address the social-emotional needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students and enhance the perception of the school as a safe and supportive learning environment. These counselors and teachers will provide the following services: Individualized Support: Elementary school counselors will provide personalized guidance and support to FY, EL, and LI students struggling with	Chronic Absenteeism Rates for EL, FY, LI and all students ELA and Math SBAC Percent Proficient for EL, FY, LI and all students ELA and Math Local Assessments for EL, FY, LI and all students

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	lower than that of the all-student group and needs to be improved. A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices to attend school regularly and impact their academics. EL, FY, and LI students will benefit from personalized guidance and intervention strategies and increased positive school perceptions. Educational partners indicated that the identified students would benefit from support at the elementary level to address their social-emotional issues so they could focus on learning. **Scope:** Schoolwide	social-emotional issues. By conducting ongoing, structured counseling sessions, counselors can address students' unique challenges and help them develop coping strategies and resilience. Intervention Strategies: Counselors will offer intervention strategies tailored to the needs of FY, EL, and LI students, helping them overcome potential barriers to learning and success through individual or group sessions. Promotion of Strengths and Interests: Counselors will help students identify and nurture their specific strengths and interests, guiding them in setting academic and career goals. By empowering students to recognize their abilities and pursue their passions, counselors can foster a sense of self-efficacy and motivation for learning. Parent Engagement: Counselors will facilitate parent conferences to promote school, parent, and community relationships. Counselors can ensure that FY, EL, and LI students are on track for grade-level promotion and academic success by involving parents in their child's education and providing support and guidance. Classroom Guidance Lessons: Counselors will deliver classroom guidance lessons to address social-emotional topics such as self-esteem, conflict resolution, and diversity. These lessons can help create a positive and inclusive school climate and equip all students with essential life skills.	ELA and Math SBAC distance from standard for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		Advocacy and Support: Counselors can advocate for FY, EL, and LI students, ensuring their social-emotional needs are recognized and addressed within the school community. By collaborating with teachers, administrators, and support staff, counselors can promote a holistic approach to student well-being. Adding elementary school counselors will allow for more personalized connections with FY, EL, and LI students and enable targeted support and intervention to address their social-emotional needs. By investing in counseling services, Clovis Unified is committed to creating a safe, nurturing, and inclusive learning environment where all students can thrive academically and emotionally. Elementary Social-Emotional Support services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency and decrease chronic absenteeism for EL, FY, and LI students supported by educational research. Research indicates that social-emotional problems arise at a young age and, when left untreated, can	

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		really 'snowball' with time, leading to more difficulties later in life (Hinton, 2018). This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA- wide basis.	
2.3	**Action:** Student Health Center **Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, the student connectedness rate for EL, FY, and LI students improved, and these services have positively impacted student connectedness for these subgroups. Based on a local needs assessment, these student groups would benefit significantly from additional preventative health services to reduce chronic absenteeism. In our experience, EL, FY, and LI students have experienced more challenges accessing medical services that would interfere with their attendance at school. Educational partners stated that to support EL, FY, and LI students, providing students with increased health services positively influences their overall well-being.	CUSD will increase health services to EL, FY, and LI students to decrease chronic absenteeism. A health center would benefit the identified students significantly because it provides increased access to medical services, removing barriers caused by health issues that interfere with school attendance. Clovis Unified will provide a comprehensive health center staffed by a nurse practitioner and a licensed vocational nurse (LVN), offering increased medical care access. The health center will treat minor injuries, illnesses, vaccinations, and physicals. It will be available to EL, FY, and LI students of any age and is free of charge. A student health center will allow Clovis Unified to provide immediate care for minor health issues and offer proactive health education and management. This will ensure the identified students' well-being and minimize disruptions to their attendance. This initiative will empower EL, FY, and LI students with accessible healthcare resources and supports families in managing their children's health, fostering a healthier school environment.	Chronic Absenteeism Rates for EL, FY, LI, and all students Student Connectedness for EL, FY, LI, and all students Educational Partner Input for EL, FY, LI, and all students

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	Scope: LEA-wide	Student Health Center services are determined and distributed based on individual student needs rather than the specific schools they attend. This is only provided in areas where there is a high unduplicated percentage. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research. School-based health centers have been shown to improve education outcomes, including academics and attendance. (Allison, M., Attisha, E., Lerner, M., Duncan, D. , Beers, N., Gibson, E., Kjolheded, Ch., O'Leary, S., Schumacher, H., and Weiss-Harrison, Ad., 2019). This action is designed to meet the unique health needs of EL,FY, and LI students; however, because we expect that all students struggling with chronic absenteeism will benefit, it is provided LEA-wide.	
2.5	**Action:** Supplemental Resources **Need:**	To meet the diverse academic needs of EL, FY, and LI students, Clovis Unified will provide supplemental resources and progress monitoring tools to ensure that identified students have	ELA and math SBAC percent proficient for EL, FY, LI and all students

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	A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, EL, FY, and LI student groups students need supplemental resources to help improve their academic performance, specifically in ELA and math foundational skills. Local experience shows that providing English Learners (EL), Foster Youth (FY), and Low-Income (LI) students with tailored enrichment and extension programs that challenge them intellectually while providing support specific to their backgrounds and experiences will enhance their academic skills and promote their overall well-being. Educational partners expressed that supplemental resources would provide more effective instruction to support EL, FY, and LI students' academic needs, particularly in Math and ELA. **Scope:** LEA-wide	access to a rigorous standards-aligned curriculum. These additional progress monitoring tools will assist EL, FY, and LI students with the following: Addressing Diverse Learning Needs: Supplemental resources cater to different learning styles, abilities, and interests. They provide alternative explanations, examples, and practice activities that help EI, FY, and LI students grasp challenging concepts or reinforce learning in various ways. Differentiation: Teachers will use supplemental resources to differentiate instruction and meet EI, FY, and LI students' individual needs. For example, advanced students may benefit from extension activities or enrichment materials, while struggling students can access remedial resources to fill gaps in understanding. Enrichment and Extension: Supplemental resources will provide opportunities that challenge and engage students at higher levels of thinking. These programs will provide opportunities for higher-level thinking and engagement through culturally relevant materials, language support, and activities that build on EI, FY, and LI student's strengths and interests. Engagement and Motivation: Interactive and engaging supplemental resources, such as educational games, multimedia presentations, or hands-on activities, can spark EI, FY, and LI students' interest and motivation in learning. They make learning more enjoyable and help maintain student engagement over time.	ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students Educational partner input for EL, FY, LI and all students

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		Supporting ELs: Supplemental resources designed for ELs will provide additional scaffolding, visual supports, and simplified language to make content more accessible. Formative Assessment: Some supplemental resources include formative assessment tools that allow teachers to gauge student understanding in real time. These assessments provide valuable feedback that informs instructional decisions and helps teachers adjust their teaching strategies. Flexibility: Supplemental resources offer flexibility regarding when, where, and how they are used. They can be integrated into lesson plans, used for homework assignments, or provided as independent study materials, giving students opportunities for self-directed learning. Supplemental resources are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.	

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		Research shows that students who work with aligned materials and effective supplemental resources in school achieve higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012). We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	
2.6	**Action:** Increased Access to Technology **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, identified students have less access to technology than all students, and they would benefit significantly from increased access to technology because it increases opportunities for individualized instruction and access to learning both at school and at home. Educational partners shared that there is a need for increased access to technology in the homes of FY, LI, and EL students. **Scope:** LEA-wide	Ensuring EL, FY, and LI students have adequate access to technology is crucial in promoting equity and leveling the playing field in education. By providing students with devices to access curriculum at home and school, Clovis Unified is addressing the digital divide and empowering students to engage with 21st-century learning opportunities. Ensuring EL, FY, and LI students have adequate access to technology will help break down barriers to academic success by providing equal opportunities to engage with digital educational resources and interactive content that enhances learning in English language arts and math. Clovis Unified believes additional technology will foster a more inclusive and supportive educational environment that can address individual learning gaps and promote higher academic achievement across key subjects by equipping EL, FY, and LI students with the necessary tools for accessing a modern, adaptive curriculum. Transitioning to a technology-based instructional system opens up a wealth of resources and interactive learning experiences for the identified students. It allows them to explore and expand	ELA and math SBAC percent proficient for EL, FY, LI and all students ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students Educational partner input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		their knowledge beyond traditional classroom boundaries, fostering a more dynamic and personalized learning environment. Additionally, providing targeted lessons tailored to each student's needs can help address individual learning gaps and support academic growth. Increased technology is determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Research indicates that students' use of technology positively correlates to increased academic achievement and improved motivation (Harris et al., 2016). Clovis Unified will increase communication with our EL, FY, and LI families about the devices available to their students that will support and enhance their learning experiences. This action is designed to benefit EL, FY, and LI students; however, it can also benefit students who need access to devices so that it will be offered on an LEA-wide basis.	

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2.7	**Action:** VAPA Support **Need:** A review of chronic absenteeism rates indicates that the rates of FY and LI students compared to the all-student group needs to be decreased. Additionally, the student connectedness rate for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness. Based on a local needs assessment, these student groups need opportunities and increased access to co-curricular activities, particularly visual and performing arts. EL, FY, and LI need additional avenues for self-expression and social interaction, fostering a sense of belonging and community among EL, FY, and LI youth. Educational partners stated that to support EL, FY, and LI students providing students access to visual and performing arts allows students to develop their talents and stay connected to school. **Scope:** LEA-wide	In our experience, engaging in co-curricular activities enhances students' school experience, fosters pride, promotes teamwork, and boosts school connection, ultimately decreasing chronic absenteeism. By engaging the identified students in creative endeavors, these programs create a supportive environment that encourages regular attendance and cultivates a deeper connection to the school. The design of visual and performing arts programs will be tailored to accommodate the diverse needs of English learners, foster youth, and low-income students by incorporating culturally relevant content, offering multilingual support materials, and providing flexible scheduling options to accommodate varied circumstances. Repairing and purchasing performing arts equipment as "loaners" ensures equitable access to resources, eliminating barriers to participation for students facing financial constraints. Administrative support, dedicated support staff, and teacher specialists can further bolster Visual and Performing Arts programs by providing ongoing training and professional development for teachers and support staff to effectively implement inclusive practices and address the unique needs of EL, FY, and LI students. Collaborating with community partners and educational partners to expand opportunities for students to showcase their talents and engage with the broader community through arts events and performances.	Chronic Absenteeism Rates for EL, FY, LI and all students Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		We will continue to reduce the chronic absenteeism rate and increase student connectedness for EL, FY, and LI student by keeping them connected to visual and performing arts programs by providing them with access to instruments (loaners), additional materials and resources, and staff to support the programs (administrative support, support staff, a teacher on special assignment). Additional VAPA support is determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. This is supported by educational research. Research shows that visual and performing arts activities in school have positive social impacts (Kisida and Bowen, 2019), support increased attendance (Taetle, 1999), and influence academic achievement and behavior (Chen, 2020). Research shows that students who are engaged in school have higher attendance rates (Railsback, 2004). This action is designed to meet the unique needs of EL, FY, and LI students. However, because we	

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		expect that all students struggling with chronic absenteeism and student connectedness will benefit, this action is provided LEA-wide.	
2.8	**Action:** Increase Connection Points to School **Need:** A review of chronic absenteeism rates indicates that the rates of FY and LI students compared to the all-student group needs to be decreased. Based on a local needs assessment, these student groups feel more connected to school if they have opportunities to attend and participate in school activities with access to enrichment experiences. Educational partners stated that increased parent engagement opportunities allow for EL, FY, and LI students to become more aware of the importance of attendance and school participation. **Scope:** LEA-wide	Based on our experience, participating in enrichment activities and offering more parental support enriches the experiences of EL, FY, and LI students and their families, fostering stronger school connections and reducing chronic absenteeism. CUSD is committed to supporting students and families of EL, FY, and LI students through various initiatives. These include parent academies, one-on-one conferences, and IMPACT team centers to provide educational opportunities and foster meaningful connections. Monthly parent academies offer academic and social-emotional strategies, guidance on technology use, and assistance navigating the educational system. Additionally, EL, FY, and LI students benefit from increased connection points such as college trips, motivational speeches, field trips, leadership seminars, co-curricular events, and mentoring programs to enhance academic and social skills. Increase Connection Points to School are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of	Chronic Absenteeism Rates for EL, FY, LI and all students Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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		their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research. Research shows that increasing student engagement improves attendance rates (Center for Disease Control and Prevention, 2018). This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students are struggling with chronic absenteeism and student connectedness, so this action is provided LEA-wide.	
2.9	**Action:** IMPACT SRL's **Need:** A review of the student connectedness rates for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness. Additionally, a review of the suspension, chronic absenteeism, and graduation indicator on the California Dashboard indicates EL, FY and LI are still behind the all-student group. Based on a local needs assessment, when EL, FY, and LI students are connected with a caring adult as they transition between schools they have an increased overall sense of	The purpose of this action is to support EL, FY, and LI students with school and its resources to increase their sense of belonging and connectedness. Clovis Unified will provide Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area IMPACT teams. SRLs and IAs work directly with the parents and students, offering social-emotional support, connecting students to intervention programs, communicating with classroom teachers concerning the academic progress of the student, and encouraging students to participate in activities at the school. We expect that the student connectedness survey results of foster youth, low-income, and English learners will increase regarding their positive perception and school connectedness, including feeling valued, safe, and welcome.	Graduation Rate for for EL, FY, LI and all students Chronic Absenteeism Rate for EL, FY, LI and all students Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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	connection, more academic success, and higher attendance rates. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the IMPACT Programs to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging. **Scope:** LEA-wide	IMPACT SRL's are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research. Research shows that positive mentoring programs at school sites promote improved school behavior and connectedness (Gordon, Downey, and Bangert, 2013). This action is designed to meet the unique needs of EL, FY, and LI students. However, we expect that all students struggling with chronic absenteeism and student connectedness will benefit, so this action is provided LEA-wide.	
2.10	**Action:** IMPACT Directors **Need:** A review of the student connectedness rates for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL,	Clovis Unified will assign IMPACT Directors to high school area IMPACT teams to aid EL, FY, and LI students as they move between grade levels. These directors will ensure that each student from these groups is paired with a supportive adult who will guide them with tailored support, advocacy, and access to resources during their transitions through school.	Graduation Rate for for EL, FY, LI and all students Chronic Absenteeism Rate for EL, FY, LI and all students

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	FY, and LI students may decrease in student connectedness. Additionally, a review of the suspension, chronic absenteeism, and graduation indicator on the California Dashboard indicates EL, FY and LI are still behind the all-student group. Based on a local needs assessment, when EL, FY, and LI students are connected with a caring adult as they transition between schools they have an increased overall sense of connection, more academic success, and higher attendance rates. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the IMPACT Programs to provide students with the support related to challenges they face at school to stay connected and attend school. **Scope:** LEA-wide	The assignment of IMPACT Directors who provide consistent and personalized support to EL, FY, and LI students helps these individuals feel seen and valued within the school community, fostering a sense of belonging. IMPACT Directors will partner with local agencies to support each of these subgroups (EL, FY, and LI) to provide services to meet the unique needs of the students. This tailored advocacy and resource access ensures that each student recognizes they have a dedicated ally in their educational journey, reinforcing their connection to the school and their peers. The presence of IMPACT Directors provides EL, FY, and LI students with reliable and personalized support, making them more likely to engage consistently with their school environment. This structured support system addresses specific barriers these students may face, such as socio-emotional challenges or logistical issues, thereby reducing the likelihood of chronic absenteeism. IMPACT Directors play a pivotal role in improving graduation rates by ensuring that EL, FY, and LI students receive continuous guidance and tailored support aimed at overcoming academic and non-academic barriers. This targeted intervention helps maintain students' academic progress and engagement, directly contributing to their ability to meet graduation requirements and succeed in their educational pursuits. IMPACT Directors support individual student needs rather than the specific schools they attend. Funded through the district, these services are	Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion, reduce absenteeism and help prevent dropout (ESSA State Framework). This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students struggling with graduating, chronic absenteeism and student connectedness will benefit so this action is provided LEA-wide.	
2.11	**Action:** IMPACT Counselors **Need:** A review of graduation rate data in the metric section indicates there is a need to increase graduation rates of EL, FY, and LI students compared to the all student group.	Clovis Unified will assign IMPACT Counselors to high school area IMPACT teams to aid EL, FY, and LI students as they move between grade levels. These counselors will ensure that each student from these groups is paired with a supportive adult who will guide them with tailored support, advocacy, and access to resources during their transitions through school.	Graduation Rate for for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on a local needs assessment, when EL, FY, and LI would benefit greatly from additional counselor support to ensure they achieve the necessary requirements to graduate. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who provide students with the support related to challenges they face at school to stay on track to graduate. **Scope:** LEA-wide	To support EL, FY, and LI students, Clovis Unified will provide IMPACT Counselors tasked with facilitating regular meetings to monitor graduation progress. These counselors will guide students in selecting appropriate classes, accessing academic support, and utilizing resources. Working closely with students and parents, they will conduct structured counseling sessions focused on academic goals. Additionally, they will foster collaboration between the school, parents, and the community through parent conferences to ensure that EL, FY, and LI students are progressing toward graduation. IMPACT Counselors support individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates for EL, FY, and LI students supported by educational research. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support school completion and help increase graduation rates (ESSA State Framework). This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students struggling with graduation to benefit, so this action is provided LEA-wide	
2.12	**Action:** IMPACT LD's **Need:** A review of the student connectedness rates for EL, FY, and LI students improved, and these services have been shown to impact student connectedness for these subgroups positively. However, EL, FY, and LI students may decrease their connectedness without these services. Additionally, a review of the suspension, chronic absenteeism, and graduation indicators on the California Dashboard indicates that EL, FY, and LI are still behind the all-student group. Based on a local needs assessment, when EL, FY, and LI students are connected with caring adults transitioning between schools and grade levels, they have an overall sense of connection, more academic success, and higher graduation and attendance rates. Educational partners stated that to support EL, FY, and LI students, there is a need to continue to have adults who support the IMPACT Programs to provide students with support related to the challenges they face so they can stay connected and attend school.	Clovis Unified will assign one IMPACT Learning Director to each comprehensive secondary site to oversee the implementation of personnel and programs aimed at enhancing school connectedness and student achievement for EL, FY, and LI students. These directors will coordinate intervention initiatives at the sites aimed at supporting EL, FY, and LI students, meeting with these students facing academic challenges and linking them with appropriate intervention programs. The director will manage the site's engagement plan, organize activities, and encourage identified students to participate. Additionally, they will collaborate with these students' teachers, offering professional development on effective strategies for supporting at-risk youth and enhancing teaching and learning. By providing additional administrative support, these directors will guide EL, FY, and LI students in accessing school resources and personalized mentorship, promoting holistic growth. This initiative aims to ensure equitable access to resources for these student groups, fostering both connection and academic success. IMPACT Learning Directors support individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs,	Graduation Rate for for EL, FY, LI and all students Chronic Absenteeism Rate for EL, FY, LI and all students Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). This action is designed to meet EL, FY, and LI students' unique needs. However, we expect all students struggling with graduating, chronic absenteeism, and student connectedness to benefit, so this action is provided LEA-wide.	
2.13	**Action:** Diverse Student Engagement and Support **Need:** A review of the data indicates a need for student and parent connectedness for EL, FY, and LI students and parents as compared to the all-student group. There is a need for ongoing opportunities to engage in educational activities aimed at enhancing their	Clovis Unified will assign an administrator dedicated to promoting equitable and engaging classrooms to address the critical need to improve perceptions of fairness, value, and respect towards EL, FY, and LI students due to their diverse backgrounds. This administrator will assist in organizing and facilitating Student Success Conferences tailored to meet the needs of diverse student populations, including English learners, foster youth, and low-income students from	Student Connectedness for EL, FY, LI and all students Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs

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
	understanding and abilities within educational programs. Parents also wanted improved communication regarding available resources. Particularly, there's a focus on supporting parents and families of EL, FY, and LI students with accessing these resources. Based on a local needs assessment, there is a need to increase the perception of EL, FY, and LI students being treated fairly, valued, and respected for their diverse backgrounds. Educational partners stated that supporting EL, FY, and LI students by providing students access to visual and performing arts allows students to develop their talents and stay connected to school. **Scope:** LEA-wide	various ethnic backgrounds, such as Asian, Hispanic, and African-American. They will also curate additional resources and deliver professional development sessions to staff, focusing on the specific needs of this diverse student demographic. Through this training, staff will gain a deeper understanding of the unique challenges and perspectives of EL, FY, and LI students, fostering a more inclusive learning environment. By incorporating students' cultural backgrounds into the curriculum and instruction and other school engagement activities, students will feel more connected to the school environment and better equipped to achieve their academic potential. Diverse Student Engagement and Support personnel and conferences are provided based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness for EL, FY, and LI students supported by educational research. Research shows that access, voice, and ownership of families and educators are essential for promoting the success of at-risk students (Sheldon & Turner-Vorbeck, 2019)	Educational Partner Input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet EL, FY, and LI students' unique needs. However, because we expect that all students struggling with fairness, value, and respect will benefit and the respect for cultural beliefs will increase, this action is provided LEA-wide.	
3.2	**Action:** Professional Development **Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, these student groups face additional challenges that can impact their academic success; therefore, they need educators who receive ongoing professional development to support their unique needs. Educational partners stated that to support EL, FY, and LI students, educators should know the most effective strategies for impacting students. **Scope:** LEA-wide	Clovis Unified will provide additional Teachers on Special Assignment, stipends to provide support for new teachers and administrators, develop curriculum, and provide professional development. Also, they will provide ongoing professional development to our staff to support the unique challenges that EL, FY, and LI students face. Professional development for educators working with EL, FY, and LI students is essential for equipping them with the knowledge, skills, and resources needed to effectively support these students academically, socially-emotionally, and behaviorally. It is critical in promoting equity, building relationships, and fostering positive outcomes for EL, FY, and LI students. Professional development will equip our educators with strategies and techniques specifically designed to meet the needs of EL, FY, and LI students. These strategies may include differentiated instruction, trauma-informed teaching practices, culturally responsive teaching methods, and techniques for supporting students with diverse learning needs. Professional development will be geared to help educators understand and address the systemic	ELA and math SBAC percent proficient for EL, FY, LI and all students ELA and math SBAC distance from standard for EL, FY, LI and all students ELA and math local assessments for EL, FY, LI and all students Educational partner input for EL, FY, LI and all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		inequities that contribute to the challenges faced by EL, FY, and LI students. By raising awareness of biases and promoting culturally responsive practices, educators can create more inclusive and equitable learning environments where all students can thrive. Professional development will provide teachers with skills and insights for building strong relationships with EL, FY, and LI students. Positive relationships between teachers and students foster a supportive learning environment and promote student engagement and success. Professional development will help educators develop strategies for fostering social-emotional skills, creating a positive classroom climate, and supporting the mental health needs of EL, FY, and LI students. Professional development will provide educators with the knowledge and tools to recognize and respond to signs of trauma and promote resilience and positive coping strategies among their students. Professional development will help educators use data effectively to identify students who may be at risk and tailor instruction to meet their individual needs. By analyzing student data and progress, educators can make informed decisions about	

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
		interventions and support services to help EL, FY, and LI students succeed. Clovis Unified is revisiting our essential standards districtwide for TK-12. We are revisiting our curriculum maps, common assessments, and local benchmarks. We will be providing ongoing professional development tailored to the needs of EL, FY, and LI. Additionally, to maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. Professional development is determined and provided based on the site initiatives according to student needs. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The professional development is designed to serve EL, FY, and LI students specifically, ensuring they have access to the most effective strategies from staff that have been trained. This is supported by educational research.	

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
		Research shows that professional development that provides teachers with strategies tailored to the linguistic and cultural needs of ELs can improve instructional practices and student outcomes in this group. Furthermore, teachers who participated in targeted PD showed a greater ability to design and deliver instruction that was both accessible and challenging for their diverse student populations, leading to improved student performance (Penuel, W. R., Gallagher, L. P., & Moorthy, S., 2011). We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-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
1.7	**Action:** Specialized Services and Support for Multilingual English Learner Students **Need:** A review of our EL metric results indicates that 15% of our EL students decreased at least one ELPI level, which is an increase from prior years. Additionally, 6 schools have a Red	Our data shows that we need to offer specialized services for our multilingual English Learner (EL) students, focusing on a comprehensive approach that begins at enrollment. This specialized approach aims to establish a designated point of contact for our immigrant, migrant, and EL families. A community liaison will be responsible for facilitating communication and linking families with community resources. This liaison will be	ELPI LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank Reclassification rate LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	indicator in ELPI. Additionally, we need to increase our EL Reclassification Rates. Local data shows a need to provide specialized services for our multilingual EL students that support a whole-student approach starting from enrollment. Supporting the whole child for English Learners involves addressing their academic, linguistic, social, and emotional needs through tailored instruction, culturally responsive practices, and family engagement. We believe this approach will ensure a holistic development that fosters academic success, cultural competence, and social-emotional well-being. To better meet the specific needs of EL students at specific sites (Boris, Jefferson, Mountain View, Oraze, and Red Bank), as highlighted by the 2023 Dashboard indicator, we conducted a thorough root cause analysis. Our investigation revealed that the low ELPI scores stem from a need for more tailored support and better connections between home and school for the EL students at these sites. Additionally, educational partners indicated a need for increased communication with families, additional resources, additional language support for students, and an increase in immigrant student enrollment who need additional support. **Scope:** Limited to Unduplicated Student Group(s)	integrated into our English Learner intake process during registration, providing access to inter-district and community resources as well as essential supplies for our students and their families. Moreover, the liaison's responsibilities will encompass continuous support for students and families, including regular communication, monitoring grades and reports, and providing language assistance. By incorporating the intake process into this role, we ensure that students are placed in appropriate classes tailored to their language acquisition needs, thereby maximizing effectiveness. Clovis will provide additional language assistance to our multilingual English Learner (EL) students to aid them in enhancing their ELPI levels as they progress towards reclassification. This support will encompass a range of supplemental resources, including targeted language interventions, online tools, teacher guidance, and coaching on effective instructional strategies. Moreover, we will offer additional written and oral translations to ensure comprehensive support for their language acquisition journey. This will increase opportunities for supplemental language instruction through additional resources for students who need it the most. This action would also support more opportunities for professional development for staff around language acquisition and supporting the different typographies of multilingual students within our district.	ED partner input LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		At Boris, Jefferson, Mountain View, Oraze, and Red Bank, the EL coordinator will provide specific professional developments tailored to the unique needs of their EL students, including progress monitoring and ongoing conversations with the staff to address these needs. The community liaison will provide additional support for these schools with the intake process to ensure the needs of the students and parents are met. Research shows that as a result of receiving training on teaching with the ELD strategies and coaching support, the teachers' mindset shift and skills increase so they are more confident and comfortable with providing English language learners rigorous instruction and improving their reading, writing, listening, and speaking skills (Mendoza & Wu, 2022).	
1.15	**Action:** ELD teachers at Secondary Schools **Need:** A review of our EL metric results indicates that 15% of our EL students decreased at least one ELPI level, an increase from prior years. A local needs assessment indicated that EL students need support in their classes and access to a schedule that allows them to learn and participate in electives to enhance their experience and explore post-secondary options. In addition, English Learners (ELs) would benefit from access to resources that accommodate their diverse linguistic and cultural backgrounds, specialized instructional	CUSD is revising the ELD pathway model for secondary students to better support the EL students in their core classes while maintaining English language development and language acquisition to ensure all EL students have access to electives and co-curricular activities, which leads to academic success and college and career readiness. The model will consist of ELD teachers continuing to teach ELD courses and pushing to support EL students in their core classes. ELD teachers will continue to provide high-quality integrated and designated ELD to support vocabulary and language development in the ELD class and during push-in time for core classes. The EL administrator will oversee the EL program and services districtwide. The administrator will	ELPI Math Distance from Standard Met Clark, Clovis East ED partner input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	strategies, individualized support, and opportunities for language development to ensure equitable access to education and academic success. In response to the 2023 Red Dashboard indicators for Clark and Clovis East, we conducted a comprehensive root cause analysis to address the specific needs of English Learner (EL) students. Our findings indicated that low math scores are largely attributed to the achievement gap among EL students, particularly in the area of math word problems, highlighting the need for targeted support to strengthen their language skills in this context. Additionally, educational partners indicated a need for increased communication with families, additional resources, additional language support for students, and an increase in immigrant student enrollment who need additional support. Education partners also stated that continued support for EL students is critical to their language acquisition. **Scope:** Limited to Unduplicated Student Group(s)	frequently work with secondary ELD teachers in a PLC to provide ongoing support, professional development, and curriculum needs. ELD teachers will also be provided with supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies At Clark and Clovis East, the EL coordinator will provide specific professional developments tailored to the unique needs of their EL students with language skills that impact their math skills. This includes progress monitoring and ongoing conversations with the staff to address the needs of the EL students. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research shows that as a result of receiving training on teaching with the ELD strategies and coaching support, the teachers' mindset shift and skills increase so they are more confident and comfortable with providing English language learners rigorous instruction and to improve their reading, writing, listening, and speaking skills (Mendoza & Wu, 2022). We anticipate that this limited action will support all of our EL students at the secondary level.	
1.21	**Action:** Multilingual EL Summer School **Need:**	We will provide EL students with summer school focused on academic language acquisition and research-proven strategies for accelerated language development.	ELPI ED partner input/feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	A data review indicates an increase in immigrant enrollment (from 250 students to 728); 15% of our EL students decreased at least one ELPI level. Following a needs assessment, it was determined that English Learner (EL) students require extra time and support to enhance their language acquisition and academic abilities. In response to teacher input and a thorough needs assessment, Clovis Unified School District has prioritized efforts to bolster our English learners' academic vocabulary and literacy skills. Educational partners shared the need for additional resources for language support and the need to sustain the utilization and practice of the English Language to support EL students' success. **Scope:** Limited to Unduplicated Student Group(s)	Our Multilingual EL Summer School is designed to meet the needs of various EL typographies by utilizing research-based strategies that are focused on: Reading writing Oral Language Academic Vocabulary Study Skills development Self-determination and leadership Each of these pillars aligns with the California EL Roadmap through a different principal to ensure students are provided opportunities related to both district and state goals. Due to the input from our educational partners for increased support for EL students and their unique needs, we will provide EL students with additional summer based on revisiting the effectiveness of our past strategies and implementing more effective research-based strategies. We will provide professional development to support our summer instructors in utilizing these strategies. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. MTSS is an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists). ELD instruction is designed to	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd). This is a limited action for EL students in grades TK-12.	
1.23	**Action:** Personnel for SSSA for Foster & Homeless Support **Need:** A review of chronic absenteeism and suspension rates indicates that the rates of FY and Homeless students compared to the all-student group need to be decreased. Based on local data, FY and Homeless student connectedness need to be increased. A needs assessment reveals that the identified students would benefit from a caring adult meeting with them regularly and connecting them to available community and school resources to ensure they have the support they need to reduce absences and help them feel connected to the school. Foster Youth (FY) and homeless youth have unique needs stemming from experiences of instability, trauma, and lack of familial support, which can impact their academic engagement, social-emotional well-being, and overall educational success. Addressing these needs will require tailored interventions, such as access to counseling services, housing assistance, and additional academic support, to ensure these students receive the necessary resources and support to thrive in school.	As identified in the needs assessment, FY and Homeless students have unique needs, such as access to school, attendance issues, and stable connections to school programs. By providing personnel, training, and materials, we will be able to dedicate time to working with students who are struggling with chronic absenteeism and school connectedness. This provides an opportunity for staff to meet with students regularly, build relationships with foster homes and group homes, and communicate with the school site to remove barriers identified in the needs assessment. Additional personnel will work directly with these students to mentor and support them and remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. Specifically, to reduce suspension rates among homeless and foster youth students, we will provide targeted support such as counseling services and mentorship programs tailored to address the trauma and instability they may face. We will train the site leaders to ensure sites are accounting for the unique circumstances and prioritize stability and support over punitive actions for FY and homeless youth.	Chronic Absenteeism Rates for FY and Homeless students Student Connectedness for FY and Homeless students Suspension Rates for FY and Homeless students Educational Partner Input for FY and Homeless students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	As highlighted by the 2023 Red Suspension Dashboard indicator, we conducted a thorough root-cause analysis to better meet the specific needs of foster youth and homeless youth. Our investigation revealed that the high suspension rates of these two groups of students stem from a need to provide behavioral support and interventions and provide staff with tools and strategies to work with FY and Homeless student needs. Educational partners stated that to support FY and homeless students; there is a need to continue to have adults who assist with removing these students' barriers. **Scope:** Limited to Unduplicated Student Group(s)	Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research finds that the presence of one or more caring, committed adults in a child's life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013). Research supports that students who feel connected to their school and who feel safe have higher attendance rates (Blum, 2005). This action is limited to FY and Homeless from TK-12th grade.	
1.34	**Action:** LTEL Support **Need:** A review of Clovis Unified's percentage of ELs who are LTELs is 12.5%. Additionally, an analysis of the Smarter Balanced assessments in English Language Arts (ELA) and Math suggests that the academic performance of LTEL students falls below that of the overall student population, highlighting the need for improvement in their achievement levels. We aim to improve the performance on the SBAC in ELA and Math for LTELs and reduce the percentage of LTELs.	Clovis Unified has a numerically significant LTELs pupil subgroup (at least 15) and support will be provided to strengthen language acquisition programs specific to LTELs to improve their performance on the SBAC in ELA and Math and reduce the percentage of ELs who are LTELs. To increase support for Long-Term English Learners (LTEL) in developing English literacy, intermediate teachers will receive professional development throughout the year around AVID Excel, which is a specific strategy to support LTELs. AVID Excel works by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID, which includes AVID Emerge	Percentage of EL students who are LTELs ELA SBAC Percent Proficient for LTELs Math SBAC Percent Proficient for LTELs ED partner input for LTEL students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	A local needs assessment indicated that LTEL students need explicit language acquisition integrating subject-matter content, English literacy and language, and academic vocabulary. The assessment revealed that these students struggle significantly with understanding and applying academic language in various subjects. To address these gaps, it is essential to implement comprehensive instructional approaches that combine language development with content mastery, ensuring that LTEL students can succeed academically and reach their full potential. Education partners also stated that continued support for LTEL students is critical to their language acquisition. **Scope:** Limited to Unduplicated Student Group(s)	strategies in the ELD Pathway classes and college preparatory coursework. AVID Excel supports Long-Term English Learners (LTELs) by offering tailored language development activities and academic literacy skills, fostering a culturally responsive and supportive learning environment. Through its emphasis on college and career readiness and the creation of a strong community, AVID Excel empowers LTELs to succeed academically and envision their future pathways. The high school ELD programs include an ELD class to support ELD students at specific levels to include LTEL students. Additionally, there are ELD pathways at the high school level with teachers who are Specially Designed Academic Instruction for English (SDAIE) trained and/or AVID Emerge trained. These teachers support students in their core classes, including English, math, science, and other courses. Clovis South will be adding a sophomore class in the 2026-27 school year. It is estimated to have an unduplicated pupil count of 68%. Research shows that despite proficiency in social English, LTELs typically lack proficiency in academic language and thus require dedicated support in developing vocabulary needed for academic settings (Hanover, 2017). We anticipate that this limited action will support all our LTEL students at the secondary level.	

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.

N/A

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$500,574,835	$50,996,074	10.188%	0.387%	10.575%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$518,072,700.00	$228,814,506.00	$2,779,179.00	$23,651,892.00	$773,318,277.00	$633,391,071.00	$139,927,206.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional and Operational Technology	All	No			All Schools		$7,671,009.00	$1,690,405.00	$9,361,414.00				$9,361,414.00	0
1	1.2	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clovis, Cole, Mickey Cox, Fancher Creek, Gettysburg, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Virginia Boris, Weldon.		$2,373,016.00	$0.00	$2,373,016.00				$2,373,016.00	0
1	1.3	Students with IEPs	Students with Disabilities	No			All Schools Specific Schools: 6		$150,667,757.00	$8,404,009.00	$7,143,601.00	$139,691,124.00	$2,769,179.00	$9,467,862.00	$159,071,766.00	0
1	1.4	Career Technical Education On-going Operating Costs	All	No			All Schools		$4,765,677.00	$1,774,553.00	$3,646,424.00	$2,557,457.00		$336,349.00	$6,540,230.00	0
1	1.5	Career Technical Education Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$6,073,070.00	$112,000.00	$6,185,070.00				$6,185,070.00	0
1	1.6	Licensing to Provide Online College and Career Planning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	6th grade and all high		$0.00	$45,852.00	$45,852.00				$45,852.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	schools									
1	1.7	Specialized Services and Support for Multilingual English Learner Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Boris, Jefferson, Mountain View, Oraze, and Red Bank		$96,701.00	$29,714.00	$126,415.00				$126,415.00	0
1	1.8	Instructional Supplemental Support for Sites	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$1,196,305.00	$1,547,745.00	$2,744,050.00				$2,744,050.00	0
1	1.9	Enrichment Supplemental Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$95,049.00	$179,871.00	$274,920.00				$274,920.00	0
1	1.10	Summer Intervention Learning Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,696,692.00	$87,273.00	$1,783,965.00				$1,783,965.00	0
1	1.11	Push-In for K-6 Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools		$426,794.00	$718,895.00	$1,145,689.00				$1,145,689.00	0
1	1.12	Additional Support for Core Classes and College & Career Success	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$3,150,502.00	$0.00	$3,150,502.00				$3,150,502.00	0
1	1.13	Secondary Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$746,435.00	$484,848.00	$1,231,283.00				$1,231,283.00	0
1	1.14	Healthy Start Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alternative education schools		$109,921.00	$0.00	$109,921.00				$109,921.00	0
1	1.15	ELD teachers at Secondary Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All high schools		$1,781,979.00	$1,080.00	$1,783,059.00				$1,783,059.00	0
1	1.16	Online Curriculum for Intervention & Credit Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$0.00	$95,000.00	$95,000.00				$95,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Increased Bus Routes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$0.00	$97,000.00	$97,000.00				$97,000.00	0
1	1.18	Mentoring Services at Alternative Sites	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alternative education sites		$0.00	$50,000.00	$50,000.00				$50,000.00	0
1	1.19	Opportunity Classes at Intermediate	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All middle schools		$1,003,283.00	$0.00	$1,003,283.00				$1,003,283.00	0
1	1.20	CSI Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$206,002.00	$274.00	$206,276.00				$206,276.00	0
1	1.21	Multilingual EL Summer School	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$19,748.00	$0.00	$19,748.00				$19,748.00	0
1	1.22	Additional Nursing Services		Yes	LEA-wide		elementary schools		$815,640.00	$0.00	$815,640.00				$815,640.00	0
1	1.23	Personnel for SSSA for Foster & Homeless Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$1,221,427.00	$28,780.00	$1,250,207.00				$1,250,207.00	0
1	1.24	Counselors to Reduce Caseloads	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$3,572,040.00	$0.00	$3,572,040.00				$3,572,040.00	0
1	1.25	GIS & SRLs for At-Risk Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clark Intermediate, Reyburn Intermediate, and Clovis East High School		$162,287.00	$0.00	$162,287.00				$162,287.00	0
1	1.26	Comprehensive Youth Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,374,687.00	$1,374,687.00				$1,374,687.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.27	Administrative Support for MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$747,048.00	$51,193.00	$798,241.00				$798,241.00	0
1	1.28	Multi-Tiered Systems of Support (MTSS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$411,215.00	$1,000.00	$412,215.00				$412,215.00	0
1	1.29	Computer-Based Data Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$825,924.00	$825,924.00				$825,924.00	0
1	1.30	Behavior Consultation Team	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools		$2,084,563.00	$11,000.00	$2,095,563.00				$2,095,563.00	0
1	1.31	Mental Health Support Providers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools		$1,318,452.00	$0.00	$1,318,452.00				$1,318,452.00	0
1	1.32	Lead Psychologists and Support for Comprehensive Wellness Project	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$565,794.00	$3,433.00	$569,227.00				$569,227.00	0
1	1.33	Elementary Social-Emotional Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools		$1,006,416.00	$0.00	$1,006,416.00				$1,006,416.00	0
1	1.34	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	0
1	1.35	Additional Academic Intervention	All	No			All Schools		$568,764.00	$0.00		$568,764.00			$568,764.00	0
1	1.36	Class Size Reduction II	All	No			All Schools K-6th		$2,961,785.00	$0.00		$2,961,785.00			$2,961,785.00	
2	2.1	Custodial and Grounds Services	All	No			All Schools		$35,122,086.00	$4,375,025.00	$39,497,111.00				$39,497,111.00	0
2	2.2	Maintenance & Repair of School Facilities	All	No			All Schools		$9,641,010.00	$11,093,900.00	$20,734,910.00				$20,734,910.00	0
2	2.3	Student Health Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$662,758.00	$57,154.00	$719,912.00				$719,912.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Aligned Instructional Materials & Supplies	All	No			All Schools		$0.00	$5,780,839.00	$2,960,295.00	$2,820,544.00			$5,780,839.00	0
2	2.5	Supplemental Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$723,680.00	$723,680.00				$723,680.00	0
2	2.6	Increased Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$600,000.00	$600,000.00				$600,000.00	0
2	2.7	VAPA Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$586,153.00	$377,580.00	$963,733.00				$963,733.00	0
2	2.8	Increase Connection Points to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,963.00	$587,416.00	$595,379.00				$595,379.00	0
2	2.9	IMPACT SRL's	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,130,584.00	$0.00	$4,130,584.00				$4,130,584.00	0
2	2.10	IMPACT Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,286,148.00	$0.00	$1,286,148.00				$1,286,148.00	0
2	2.11	IMPACT Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,253,439.00	$0.00	$1,253,439.00				$1,253,439.00	0
2	2.12	IMPACT LD's	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,546,153.00	$5,400.00	$1,551,553.00				$1,551,553.00	0
2	2.13	Diverse Student Engagement and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$210,191.00	$75,304.00	$285,495.00				$285,495.00	0
2	2.14	African American Suspension Support	African Americans	No					$70,000.00	$30,000.00	$100,000.00				$100,000.00	0
2	2.15	Elementary Suspension Support	Hispanic, White, African-American, Two or More Races	No			Specific Schools: Boris, Fancher Creek, Fort Washington, Gettysburg,		$200,000.00	$100,000.00	$300,000.00				$300,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Mountain View, Pinedale, Reagan, Red Bank, Weldon									
2	2.16	Middle School Suspension Support	Asian, EL, Hispanic, Two or More Races, African-American	No			Specific Schools: Clark, Alta Sierra, Granite Ridge, Reyburn		$130,000.00	$70,000.00	$200,000.00				$200,000.00	0
2	2.17	High School Suspension Support	African-American, Hispanic	No			Specific Schools: Buchanan, Clovis High, Clovis West		$130,000.00	$70,000.00	$200,000.00				$200,000.00	0
2	2.18	Chronic Absenteeism Support	White, Two or More Races, Hispanic, Asian, African-American	No			Specific Schools: Alta Sierra, Cedarwood, Enterprise, Fancher Creek, Nelson, Pinedale, Weldon		$899,325.00	$0.00		$899,325.00			$899,325.00	0
2	2.19	Technical Assistance Support to Reduce Suspension Rates	All	No			All Middle Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	0
3	3.1	On-going Operating Costs	All	No			All Schools		$376,442,340.00	$97,082,664.00	$381,018,472.00	$78,648,851.00	$10,000.00	$13,847,681.00	$473,525,004.00	0
3	3.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,370,899.00	$723,703.00	$4,094,602.00				$4,094,602.00	0
4	4.1	Instructional Supplemental Resources	All SED	No			Specific Schools: Gateway High School		$0.00	$33,499.00		$33,499.00			$33,499.00	0
4	4.2	Professional Development	All SED	No			Specific Schools: Gateway		$0.00	$60,000.00		$60,000.00			$60,000.00	0
4	4.3	Additional Academic Support	All SED	No			Specific Schools: Gateway		$0.00	$220,000.00		$220,000.00			$220,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Enrichment Resources	All SED, Hispanic, White, EL, FY, and SWD	No			Specific Schools: Clovis Community Day School Elementary, Clovis Community Day School Secondary, Gateway High School		$0.00	$120,225.00		$120,225.00			$120,225.00	0
5	**5.2**	Professional Development	SED, Hispanic, White, EL, FY, and SWD	No			Specific Schools: Clovis Community Day School Elementary, Clovis Community Day School Secondary, Gateway High School		$0.00	$14,000.00		$14,000.00			$14,000.00	0
5	**5.3**	Additional Social-Emotional and Behavioral Support	SED, Hispanic, White, EL, FY, and SWD	No			Specific Schools: Clovis Community Day School Elementary, Clovis Community Day School Secondary, Gateway High School		$186,651.00	$32,281.00		$218,932.00			$218,932.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$500,574,835	$50,996,074	10.188%	0.387%	10.575%	$52,860,473.00	0.000%	10.560 %	**Total:**	$52,860,473.00
								LEA-wide Total:	$22,674,152.00
								Limited Total:	$3,209,429.00
								Schoolwide Total:	$26,976,892.00

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	**1.2**	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clovis, Cole, Mickey Cox, Fancher Creek, Gettysburg, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Virginia Boris, Weldon.	$2,373,016.00	0
1	**1.5**	Career Technical Education Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$6,185,070.00	0
1	**1.6**	Licensing to Provide Online College and Career Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	6th grade and all high schools	$45,852.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Specialized Services and Support for Multilingual English Learner Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Boris, Jefferson, Mountain View, Oraze, and Red Bank	$126,415.00	0
1	1.8	Instructional Supplemental Support for Sites	Yes	LEA-wide	Foster Youth	All Schools	$2,744,050.00	0
1	1.9	Enrichment Supplemental Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,920.00	0
1	1.10	Summer Intervention Learning Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,783,965.00	0
1	1.11	Push-In for K-6 Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools	$1,145,689.00	0
1	1.12	Additional Support for Core Classes and College & Career Success	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$3,150,502.00	0
1	1.13	Secondary Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$1,231,283.00	0
1	1.14	Healthy Start Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alternative education schools	$109,921.00	0
1	1.15	ELD teachers at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All high schools	$1,783,059.00	0
1	1.16	Online Curriculum for Intervention & Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$95,000.00	0
1	1.17	Increased Bus Routes	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$97,000.00	0
1	1.18	Mentoring Services at Alternative Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alternative education sites	$50,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.19	Opportunity Classes at Intermediate	Yes	Schoolwide	English Learners Foster Youth Low Income	All middle schools	$1,003,283.00	0
1	1.20	CSI Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,276.00	0
1	1.21	Multilingual EL Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,748.00	0
1	1.22	Additional Nursing Services	Yes	LEA-wide		elementary schools	$815,640.00	0
1	1.23	Personnel for SSSA for Foster & Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$1,250,207.00	0
1	1.24	Counselors to Reduce Caseloads	Yes	Schoolwide	English Learners Foster Youth Low Income	All high schools	$3,572,040.00	0
1	1.25	GIS & SRLs for At-Risk Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clark Intermediate, Reyburn Intermediate, and Clovis East High School	$162,287.00	0
1	1.26	Comprehensive Youth Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,374,687.00	0
1	1.27	Administrative Support for MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$798,241.00	0
1	1.28	Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$412,215.00	0
1	1.29	Computer-Based Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$825,924.00	0
1	1.30	Behavior Consultation Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools	$2,095,563.00	0
1	1.31	Mental Health Support Providers	Yes	Schoolwide	English Learners Foster Youth	All high schools	$1,318,452.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.32	Lead Psychologists and Support for Comprehensive Wellness Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$569,227.00	0
1	1.33	Elementary Social-Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools	$1,006,416.00	0
1	1.34	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	0
2	2.3	Student Health Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$719,912.00	0
2	2.5	Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$723,680.00	0
2	2.6	Increased Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	0
2	2.7	VAPA Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$963,733.00	0
2	2.8	Increase Connection Points to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$595,379.00	0
2	2.9	IMPACT SRL's	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,130,584.00	0
2	2.10	IMPACT Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,286,148.00	0
2	2.11	IMPACT Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,253,439.00	0
2	2.12	IMPACT LD's	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,551,553.00	0
2	2.13	Diverse Student Engagement and Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$285,495.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,094,602.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$710,398,673.00	$751,679,218.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional and Operational Technology	No	$11,185,534.00	$8,228,184
1	**1.2**	Class Size Reduction	Yes	$2,081,822.00	$2,114,967
1	**1.3**	Students with IEPs	No	$140,832,069.00	$146,922,347
1	**1.4**	Career Technical Education On-going Operating Costs	No	$6,425,188.00	$8,831,840
1	**1.5**	Career Technical Education Courses	Yes	$5,706,993.00	$5,942,856
1	**1.6**	Licensing to Provide Online College and Career Planning	Yes	$45,852.00	$45,852
1	**1.7**	Specialized Services and Support for Multilingual English Learner Students	Yes	$45,562.00	$45,562
1	**1.8**	Instructional Supplemental Support for Sites	Yes	$2,323,063.00	$2,151,607
1	**1.9**	Enrichment Supplemental Support for Sites	Yes	$234,413.00	$384,289
1	**1.10**	Summer Intervention Learning Academy	Yes	$857,343.00	$1,235,333
1	**1.11**	Push-In for K-6 Teachers	Yes	$1,125,365.00	$1,125,365

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	1.12	Additional Support for Core Classes and College & Career Success	Yes	$3,183,345.00	$2,720,493
1	1.13	Secondary Intervention	Yes	$1,160,278.00	1,057,947
1	1.14	Healthy Start Coordinator	Yes	$101,028.00	$104,743
1	1.15	ELD teachers at Secondary Schools	Yes	$1,693,278.00	$1,726,905
1	1.16	Online Curriculum for Intervention & Credit Recovery	Yes	$95,000.00	$95,000
1	1.17	Increased Bus Routes	Yes	$97,000.00	$97,000
1	1.18	Mentoring Services at Alternative Sites	Yes	$50,000.00	$50,000
1	1.19	Opportunity Classes at Intermediate	Yes	$918,972.00	$950,119
1	1.20	CSI Support	Yes	$269,094.00	$191,766
1	1.21	Multilingual EL Summer School	Yes	$18,808.00	$18,808
1	1.22	Additional Nursing Services	Yes	$753,338.00	$695,710
1	1.23	Personnel for SSSA for Foster & Homeless Support	Yes	$1,136,687.00	$1,187,787
1	1.24	Counselors to Reduce Caseloads	Yes	$3,080,820.00	$3,258,431

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	GIS for At-Risk Students	Yes	$286,990.00	$215,660
1	1.26	Comprehensive Youth Services	Yes	$1,377,445.00	$1,328,200
1	1.27	Administrative Support for MTSS	Yes	$734,962.00	$762,667
1	1.28	Multi-Tiered Systems of Support (MTSS)	Yes	$377,538.00	$392,625
1	1.29	Computer-Based Data Management System	Yes	$438,071.00	$50,218
1	1.30	Behavior Consultation Team	Yes	$1,673,745.00	$1,587,904
1	1.31	Mental Health Support Providers	Yes	$1,222,491.00	$1,253,144
1	1.32	Lead Psychologists and Support for Comprehensive Wellness Project	Yes	$330,003.00	$347,460
1	1.33	Elementary Social-Emotional Support	Yes	$891,575.00	$933,927
1	1.34	LTEL Support	Yes	$30,000.00	$30,000
1	1.35	Additional Academic Intervention	No	$586,186.00	$230746.03
1	1.36	Class Size Reduction II	No	$2,653,606.00	$2,713,521
2	2.1	Custodial and Grounds Services	No	$36,863,600.00	$38,171,674
2	2.2	Maintenance & Repair of School Facilities	No	$20,050,926.00	$21,061,255

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Student Health Center	Yes	$670,860.00	$648,643
2	2.4	Aligned Instructional Materials & Supplies	No	$5,603,159.00	$5,767,372
2	2.5	Supplemental Resources	Yes	$723,680.00	$307,019
2	2.6	Increased Access to Technology	Yes	$500,000.00	$213,332
2	2.7	VAPA Support	Yes	$894,655.00	$1,040,873
2	2.8	Increase Connection Points to School	Yes	$595,000.00	$596,784
2	2.9	Transition SRL's	Yes	$3,542,836.00	$3,620,418
2	2.10	Transition Directors	Yes	$1,145,927.00	$1,216,796
2	2.11	Transition Counselors	Yes	$1,132,461.00	$1,193,525
2	2.12	Transition LD's	Yes	$1,397,565.00	$1,453,697
2	2.13	Diverse Student Engagement and Support	Yes	$272,068.00	$272,068
2	2.14	African American Suspension Support	No	$100,000.00	$100,000
2	2.15	Elementary Suspension Support	No	$300,000.00	$300,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Middle School Suspension Support	No	$200,000.00	$200,000
2	2.17	High School Suspension Support	No	$200,000.00	$200,000
2	2.18	Chronic Absenteeism Support	No	$882,616.00	$922,014
2	2.19	Technical Assistance Support to Reduce Suspension Rates	No	$50,000.00	$50,000
3	3.1	On-going Operating Costs	No	$437,144,474.00	$472,589,688
3	3.2	Professional Development	Yes	$3,504,563.00	$2,333,936
4	4.1	Instructional Supplemental Resources	No	$168,125.00	$79,526
4	4.2	Professional Development	No	$30,000.00	$25,091
4	4.3	Additional Academic Support	No	$74,270.00	$0
5	5.1	Enrichment Resources	No	$50,722.00	$87,246
5	5.2	Professional Development	No	$35,841.00	$15,733

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	**5.3**	Additional Social-Emotional and Behavioral Support	No	$241,861.00	$183,545

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
46,853,665	$46,720,496.00	$44,999,436.00	$1,721,060.00	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	1.2	Class Size Reduction	Yes	$2,081,822.00	$2,114,967	0	
1	1.5	Career Technical Education Courses	Yes	$5,706,993.00	$5,942,856	0	
1	1.6	Licensing to Provide Online College and Career Planning	Yes	$45,852.00	$45,852	0	
1	1.7	Specialized Services and Support for Multilingual English Learner Students	Yes	$45,562.00	$45,562	0	
1	1.8	Instructional Supplemental Support for Sites	Yes	$2,323,063.00	$2,151,607	0	
1	1.9	Enrichment Supplemental Support for Sites	Yes	$234,413.00	$384,289	0	
1	1.10	Summer Intervention Learning Academy	Yes	$857,343.00	$1,235,333	0	
1	1.11	Push-In for K-6 Teachers	Yes	$1,125,365.00	$1,125,365	0	
1	1.12	Additional Support for Core Classes and College & Career Success	Yes	$3,183,345.00	$2,720,493	0	
1	1.13	Secondary Intervention	Yes	$1,160,278.00	$1,057,947	0	
1	1.14	Healthy Start Coordinator	Yes	$101,028.00	$104,743	0	
1	1.15	ELD teachers at Secondary Schools	Yes	$1,693,278.00	$1,726,905	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Online Curriculum for Intervention & Credit Recovery	Yes	$95,000.00	$95,000	0	
1	1.17	Increased Bus Routes	Yes	$97,000.00	$97,000	0	
1	1.18	Mentoring Services at Alternative Sites	Yes	$50,000.00	$50,000	0	
1	1.19	Opportunity Classes at Intermediate	Yes	$918,972.00	$950,119	0	
1	1.20	CSI Support	Yes	$269,094.00	$191,766	0	
1	1.21	Multilingual EL Summer School	Yes	$18,808.00	$18,808	0	
1	1.22	Additional Nursing Services	Yes	$753,338.00	$695,710	0	
1	1.23	Personnel for SSSA for Foster & Homeless Support	Yes	$1,136,687.00	$1,187,787	0	
1	1.24	Counselors to Reduce Caseloads	Yes	$3,080,820.00	$3,258,431	0	
1	1.25	GIS for At-Risk Students	Yes	$286,990.00	$215,660	0	
1	1.26	Comprehensive Youth Services	Yes	$1,377,445.00	$1,328,200	0	
1	1.27	Administrative Support for MTSS	Yes	$734,962.00	$762,667	0	
1	1.28	Multi-Tiered Systems of Support (MTSS)	Yes	$377,538.00	$392,625	0	
1	1.29	Computer-Based Data Management System	Yes	$438,071.00	$50,218	0	
1	1.30	Behavior Consultation Team	Yes	$1,673,745.00	$1,587,904	0	
1	1.31	Mental Health Support Providers	Yes	$1,222,491.00	$1,253,144	0	
1	1.32	Lead Psychologists and Support for Comprehensive Wellness Project	Yes	$330,003.00	$347,460	0	
1	1.33	Elementary Social-Emotional Support	Yes	$891,575.00	$933,927	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.34	LTEL Support	Yes	$30,000.00	$30,000	0	
2	2.3	Student Health Center	Yes	$670,860.00	$648,643	0	
2	2.5	Supplemental Resources	Yes	$723,680.00	$307,019	0	
2	2.6	Increased Access to Technology	Yes	$500,000.00	$213,332	0	
2	2.7	VAPA Support	Yes	$894,655.00	$1,040,873	0	
2	2.8	Increase Connection Points to School	Yes	$595,000.00	$596,784	0	
2	2.9	Transition SRL’s	Yes	$3,542,836.00	$3,620,418	0	
2	2.10	Transition Directors	Yes	$1,145,927.00	$1,216,796	0	
2	2.11	Transition Counselors	Yes	$1,132,461.00	$1,193,525	0	
2	2.12	Transition LD’s	Yes	$1,397,565.00	$1,453,697	0	
2	2.13	Diverse Student Engagement and Support	Yes	$272,068.00	$272,068	0	
3	3.2	Professional Development	Yes	$3,504,563.00	$2,333,936	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
478,906,095	46,853,665	0.00%	9.783%	$44,999,436.00	0.000%	9.396%	$1,854,229.00	0.387%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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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