LCFF Budget Overview for Parents

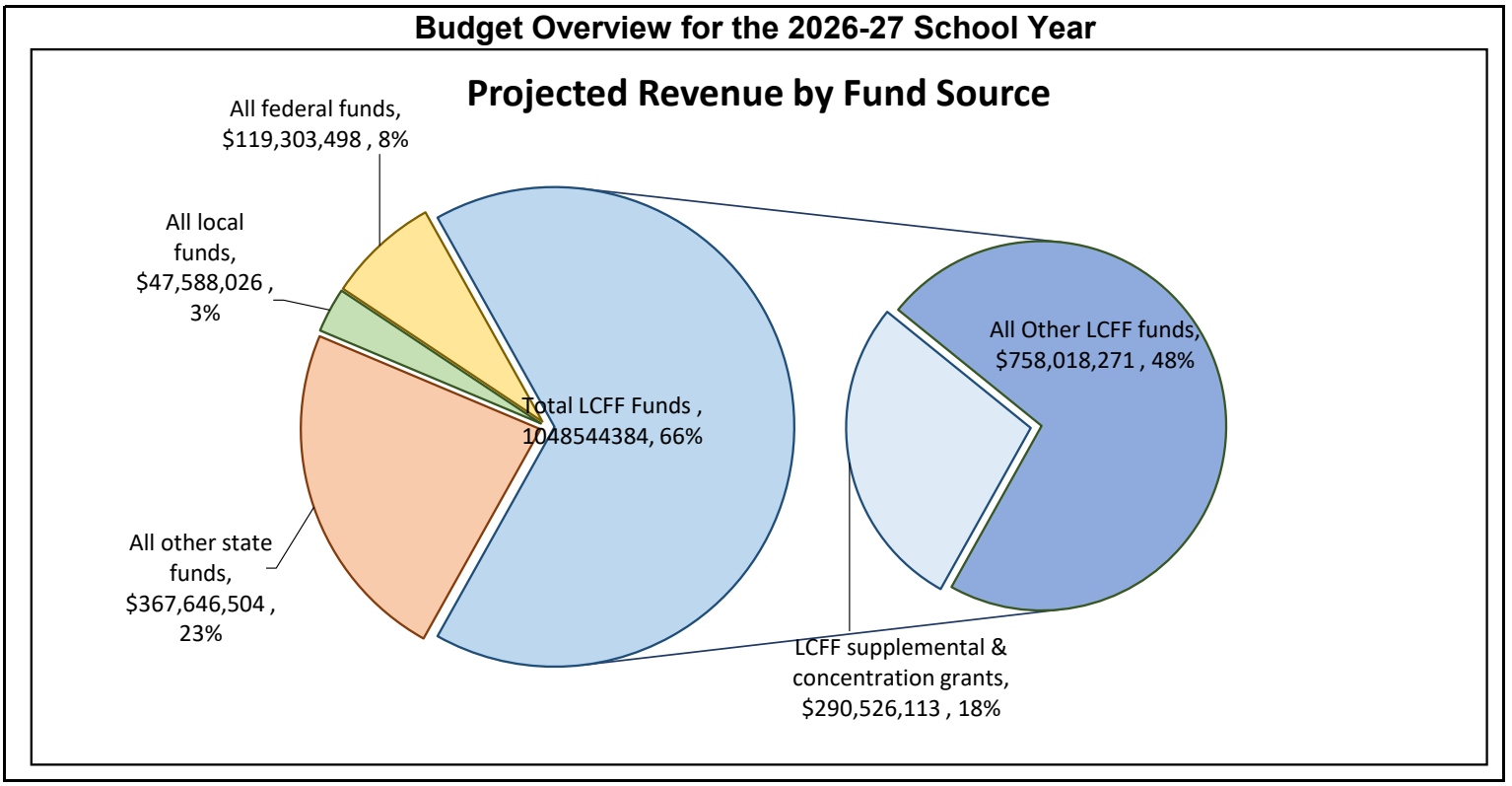
Local Educational Agency (LEA) Name: Fresno Unified School District

CDS Code: 10621660000000

School Year: 2026-27

LEA contact information: Misty Her, SuperintendentMisty.Her@fresnounified.org

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).

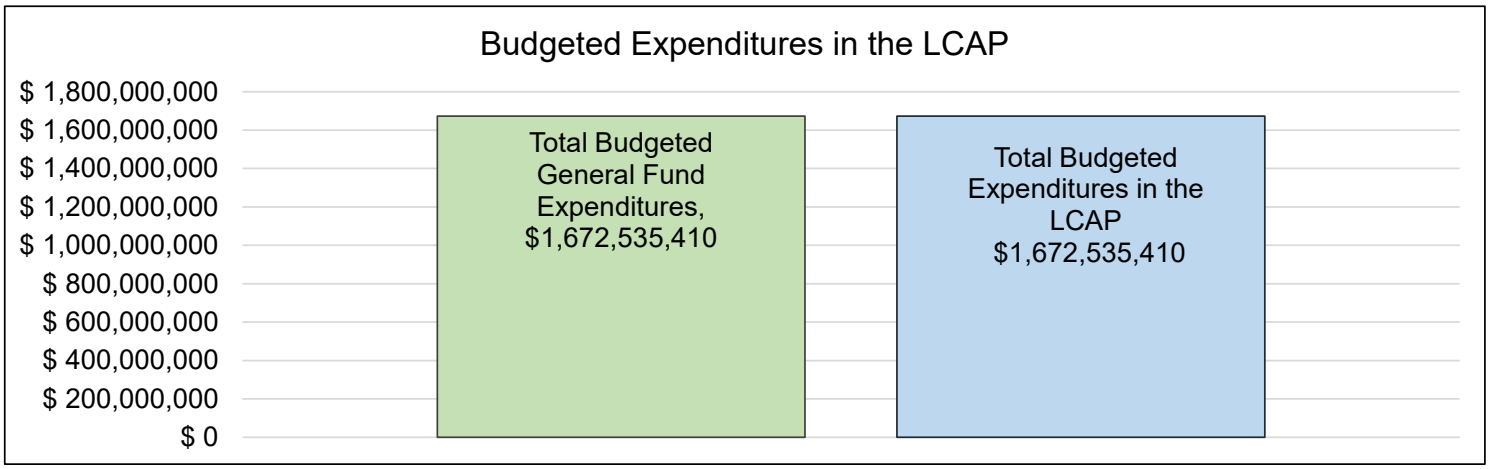


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fresno Unified School District is $1,583,082,412.00, of which $1,048,544,384.00 is Local Control Funding Formula (LCFF), $367,646,504.00 is other state funds, $47,588,026.00 is local funds, and $119,303,498.00 is federal funds. Of the $1,048,544,384.00 in LCFF Funds, $290,526,113.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Fresno 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: Fresno Unified School District plans to spend $1,672,535,410.00 for the 2026-27 school year. Of that amount, $1,672,535,410.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

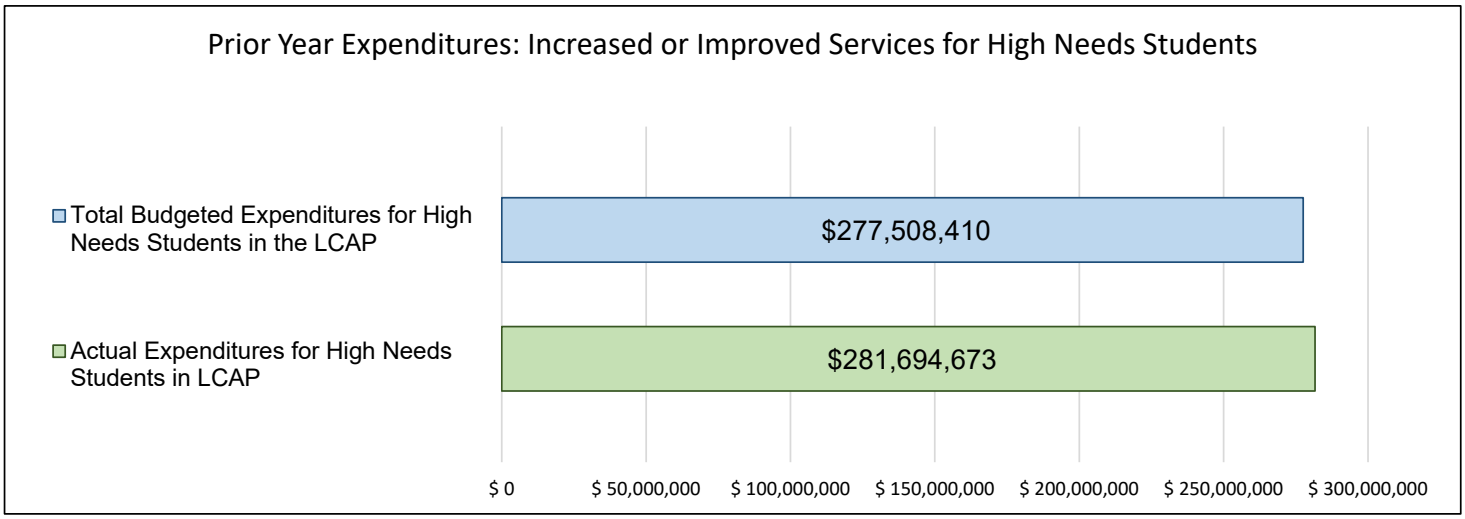
N/A

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

In 2026-27, Fresno Unified School District is projecting it will receive $290,526,113.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend $291,235,883.00 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 Fresno Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fresno Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Fresno Unified School District's LCAP budgeted $277,508,410.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent $281,694,673.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno Unified School District	Misty Her Superintendent	Misty.Her@fresnounified.org (559) 457-3882

Plan Summary [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.

Fresno Unified School District (Fresno Unified) is the third largest school district in California located in the Central Valley. The district serves more than 68,000 students from preschool through grade 12. Fresno Unified nurtures and cultivates the interests of students by providing an excellent and equitable education in a culturally proficient environment. The district serves a diverse population, where students, families, and staff are valued and empowered. In total, students attending Fresno Unified schools reflect the celebrated diversity of Fresno, with families speaking approximately 100 different languages and dialects.

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

Equity Multiplier sites, student outcome metrics, and allocations for the 2026/27 school year:

DeWolf Continuation High - Suspension - $321,380 (Action 4.05)
Farber School of Credit Attainment (Cambridge) - Suspension - $782,877 (Action 4.05)

Farber School of Independent Studies (J.E. Young) - English Language Arts, Math, Chronic Absenteeism, College & Career Indicator - $1,703,647 (Actions 4.01, 4.02, 4.04, 4.07)
Fulton - Suspension - Suspension - $51,697 (Action 4.05)
Lowell Elementary - Chronic Absenteeism - $452,601 (Action 4.04)
Muir Elementary - Math, Chronic Absenteeism - $634,975 (Actions 4.02, 4.04)
Phoenix Elementary - Chronic Absenteeism - $83,403 (Action 4.04)
Phoenix Secondary - Suspension - $173,478 (Action 4.05)

The following schools have unused Equity Multiplier funds from the 2024/25 and 2025/26 school years. These carryover funds will be used to support the lowest performing students groups at the sites and will continue in Goal 1, Action 1.17.

Addams Elementary
Columbia Elementary
DeWolf Continuation High
Farber School of Credit Attainment (Cambridge)
Farber School of Independent Studies (J.E. Young)
Fort Miller M.S.
Fresno High
Fulton
Lawless Elementary
Lincoln Elementary
Lowell Elementary
Muir Elementary
Phoenix Elementary
Phoenix Secondary
Turner Elementary
Vinland Elementary
Williams Elementary
Wolters Elementary

Reflections: Annual Performance

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

Successes

Fresno Unified School District continues to demonstrate strong progress in student outcomes across multiple priority areas. In English Language Arts (ELA) and Math, all students showed meaningful growth on the state assessment (SBAC), with gains of 9.6 points in both

subjects. Notably, English learners experienced a significant increase of 15 points in ELA and 13.6 points in Math, while long-term English learners saw even larger gains of 17.5 points in ELA and 16.5 points in Math. Low-income students also improved in both ELA (+9.5 points) and Math (+9.1 points). Across nearly all student groups, including foster youth, students experiencing homelessness, and students with disabilities, ELA performance increased, with especially strong gains among long-term English learners and English learners. In Math, all groups demonstrated improvement. These gains reflect the district's continued focus on targeted instruction, intervention supports, and professional learning for staff to meet the diverse academic needs of students.

Graduation rates represent another significant area of success for Fresno Unified, with substantial increases across all student groups. The overall graduation rate rose by 5 percentage points to 90.8%. English learners and students with disabilities each saw increases of 5.7 points, while low-income students improved by 5.6 points. Particularly notable gains were seen among foster youth, whose graduation rate increased by 16.8 points. These improvements highlight the collective efforts of administrators, teachers, and counselors to provide comprehensive academic and social-emotional supports, along with strengthened partnerships with families to ensure students remain on track to graduate.

Fresno Unified also made meaningful gains in college and career readiness indicators. A-G completion rates increased for all students (+1.2 percentage points), with additional gains for English learners and low-income students (+2 percentage points each). Low-income African American students maintained progress with a 1-point increase. Similarly, the percentage of students completing both A-G requirements and a CTE capstone pathway rose for all students (+2.2 points) and low-income students (+2.7 points), with continued growth for English learners and foster youth. Additionally, CTE capstone completion increased by 2.1 points overall and by 3.2 points for low-income students. These improvements reflect the district's ongoing investment in expanding access to rigorous coursework, career pathways, tutoring, and academic guidance to ensure all students are prepared for postsecondary success.

The district has also made notable progress in improving student engagement and school climate. Chronic absenteeism declined significantly for all students by 5.3 percentage points, with similar or greater reductions for key student groups, including low-income students (-5.2 points), English learners (-5.2 points). Suspension rates also decreased across all groups, with an overall decline of 1.4 points and a significant 3.6-point reduction for foster youth African American students. These positive trends indicate that Fresno Unified's investments in attendance supports, behavioral interventions, school climate initiatives, and expanded student services are having a meaningful impact. Continued focus on student engagement, mental health supports, and family outreach is contributing to safer, more inclusive, and supportive school environments where students are better positioned to succeed.

Challenges

Fresno Unified School District is currently faced challenges in student academic outcomes across multiple priority areas, with declines in performance. In college readiness indicators, A-G completion for Foster Youth declined significantly by 8.3 percentage points, and the percentage of AP exams passed dropped sharply by 19.24 points. Foundational academic performance is also a concern, as early learning indicators such as kindergarten math proficiency declined by 2.84 points, and TK mastery levels in literacy, math, and social-emotional learning remain extremely low with slight decreases. In core academic achievement, English Learner progress toward English proficiency (ELPI) declined by 2.9 points, and SBAC Math performance for Foster Youth African American students moved further below standard by 6.8

points. Reading performance is particularly concerning, with very low on-grade-level rates for Long-Term English Learners (3.3%) and continued declines across Foster Youth and African American students.

Foster Youth, African American students, English Learners, and Low-income students consistently experience lower outcomes and greater declines across multiple indicators. Graduation rates for Foster Youth African American students declined by 1.7 points, while Foster Youth overall saw declines in both attendance and academic performance. English Learners experienced decreases in both language acquisition progress and student engagement, and Long-Term English Learners continue to struggle significantly in reading achievement. These disparities highlight ongoing challenges in ensuring equitable access to effective instruction, interventions, and support systems for the district's most vulnerable student populations.

Student engagement, attendance, and school climate have also worsened, presenting substantial barriers to learning. Chronic absenteeism among Foster Youth increased significantly by 3.7 percentage points, while overall attendance for this group declined by 1.5 points. Student engagement declined across nearly all groups, including All Students (-2.9 points), English Learners (-4 points), and Low-income students (-3.3 points). Staff survey data further reflects these challenges, with a significant decline in student connection to school (-5.5 points) and a decrease in perceptions of school safety (-2.3 points). These trends suggest that many students feel less connected and supported in their school environments, which can negatively impact both academic performance and well-being.

See the 2023 CA School Dashboard Groups in Red Appendix for identification of the following, which will remain unchanged during the three-year LCAP cycle:

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

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

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

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

The district completed a needs assessment, including educational partner feedback that determined the need to accelerate student learning in foundational reading skills and ensure more students are reading by the end of first grade. The district worked with data to review English Language Arts (literacy), Math, and Chronic Absenteeism. From educational partner feedback and data review, the districts greatest need is to support literacy. Utilizing CA Dashboard Data and reviewing data for all student groups, the district is focusing on all Kindergarten and First Grade students at all elementary schools who are at the highest risk of not reaching grade-level reading goals. It was determined that focusing on kindergarten and first grade is critical for closing the literacy gap because these years build the foundational skills, like phonemic awareness, phonics, and comprehension, needed for all future learning. Early intervention takes advantage of rapid brain development and prevents students from falling behind at a stage when it's still easier to catch up.

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

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

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

Learning Recovery Emergency Block Grant (LREBG) Funds supporting this action: $18,864,428.00

Reflections: Technical Assistance

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

DA Year 2 of 2: (2024 Dashboard): For districts to be eligible for differentiated assistance, the same student group must meet the criteria in two different State Priority Areas. Fresno Unified has multiple student groups eligible for differentiated assistance based on the 2024 Dashboard for the following groups and priorities. Foster youth students were identified in Priority 4 (Academics) for ELA and Math, Priority 5 (Engagement) for Chronic Absenteeism, and Priority 6 (Climate) for Suspension. Students with Disabilities were identified for Priority 4 (Academics) for ELA and Math and Priority 5 (Engagement) for Graduation Rate. Long-term English learner students were identified for Priority 4 (Academics) for ELA and Math and Priority 6 (Climate) for Suspension.

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

FOSTER YOUTH:

Priority 4: Academics (ELA and Math)

Expanded mental health support to students in elementary by hiring additional Clinical School Social Workers. Developed a Network Improvement Community (NIC) with Fresno County Superintendent of Schools and community partners to address academic achievement (ELA and Math). The objective is to change the trajectory of students in foster care with a collaborative learning approach. To achieve the goal of increasing our students' academic performance in literacy (ELA) and math. Thus, having an impact on SBAC ELA and Math scores for foster youth.

Priority 5: Engagement (Chronic Absenteeism)

Five (5) regions participate in the Network Improvement Community: Edison, Fresno, Hoover, McLane, and Roosevelt. Selections were based on having the largest amount of foster youth in grades 3-6 and staffing within Project ACCESS. The first year we focused on students grades 3-6. Year two the grade level was expanded to 3-12th grade. The iReady scores are used for our baseline metric and for our "continuous cycle of improvement" analysis, student stability in school/or placement, attendance and care coordination. Through this intentional practice we have seen significant gains with this cohort of students in attendance rates, iReady scores, and school stability. All students who are identified as in foster care are assigned to a Project ACCESS CSSW who engages with the students/family through the assessment process, case management, and connecting students to student engagement activities. Implementing practices at the district level upon enrollment or potential school change to ensure that recommendations/placements are in support of student attendance success.

Priority 6: Climate (Suspensions)

By expanding mental health support, we've effectively addressed a greater number of students displaying behaviors leading to suspension. Through the work of the CSSW, students in foster care are assessed and connected with appropriate school-based or community-based services. This includes CSSW providing direct mental health counseling and case management services. CSSWs utilize data such as suspension data to determine the level of need and appropriate interventions, with an emphasis on prioritizing students with suspensions.

STUDENTS WITH DISABILITIES:

Priority 4: Academics (ELA and Math)

The Special Education Department has partnered with the California Department of Education and System Improvement Leads to examine the root causes behind disproportionate discipline outcomes among specific student populations. The cross-departmental team that was developed through this collaboration is focusing on supporting all educational partners by ensuring that appropriate and effective supports are in place for both students and staff. As part of this work, the cross-departmental team is actively implementing targeted professional learning to strengthen site capacity and ensure students can more effectively access interventions and core curriculum in English Language Arts and Math. These efforts are aligned to improving instructional practices, increasing access, and supporting consistent implementation across settings.

Students with disabilities are supported in both English Language Arts and Math through a combination of access to high-quality teaching and learning, aligned with the Multi-Tiered System of Support framework. This includes access to supplemental materials that address a variety of learning modalities and align with the individualized needs of each student. In addition to supplemental materials, students are provided access to visual aids, manipulatives, technology tools, and strategies consistent with their Individualized Education Program. Opportunities for repeated practice in small group or one-on-one settings further support mastery of concepts introduced through the core curriculum. Collaboration with related service providers is also a key component in supporting student success in ELA and Math. In partnership with the Fresno County Superintendent of Schools and the Department of Curriculum, Instruction, and Professional Learning, the

District provides high-quality professional learning opportunities designed to enhance educators' ability to effectively teach students with diverse learning needs.

These professional learning opportunities support staff across a range of instructional settings, including general education classrooms, special day classes implementing the guaranteed viable curriculum, and alternative curriculum environments. Additionally, the District is exploring the use of a Networked Improvement Community, in collaboration with the Fresno County Superintendent of Schools, to further strengthen collective efficacy and continuous improvement efforts in ELA and Math outcomes for students with disabilities.

Priority 5: Engagement (Graduation Rate)

With the addition of a new diploma pathway for students eligible to take the California Alternative Assessment, the Special Education Department, in collaboration with College and Career Readiness, aims to improve graduation rates for students with disabilities. This pathway is designed for students who may not meet traditional graduation requirements but can demonstrate proficiency in essential skills and knowledge areas.

The pathway provides access to a course of study aligned with general education peers while incorporating individualized supports through each student's Individualized Education Program and tailored coursework based on their strengths and goals. In addition to academic progress, the pathway emphasizes the development of practical life skills, vocational training, and real-world experiences. Eligibility for this pathway is intended for students who face challenges meeting standard graduation requirements due to disabilities, learning differences, or other significant circumstances.

LONG-TERM ENGLISH LEARNER STUDENTS:

Priority 4: ELA and Math

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

In addition to supporting students already identified as LTELs, the district is taking proactive steps to prevent the development of LTELs by providing targeted after-school language and literacy support. This support is directed toward LTELs, At-Risk LTELs (AR-LTELs), and English learners not on track to reclassify in grades 4–6 at the twenty elementary schools with the highest concentrations of students in these categories. This initiative aligns with the district's Literacy Intervention goals and reflects its ongoing commitment to equitable access.

Furthermore, English Learner Services partnered with the Math Department through the Academic Coach to co-facilitate a series of Math/ELD learning sessions for all elementary Academic Coaches. These sessions focused on the integration of ELD standards within math instruction, ensuring English learners are supported in developing both content knowledge and academic language. Through these coordinated efforts, the district is building a comprehensive system of support that ensures English learners, particularly LTELs, receive the high-quality, scaffolded instruction necessary to achieve language proficiency, academic success, and long-term outcomes.

Priority 6: Suspension

English Learner Services is working with the Department of Prevention and Intervention to provide supports for Long-Term English Learner students with suspensions.

Based on the 2025 California School Dashboard, Fresno Unified School District is no longer eligible for Direct Technical Assistance (DTA). However, because the district was identified for Differentiated Assistance (DA) on the 2024 Dashboard and DA eligibility extends across a two-year cycle, the district has elected to continue its Suspension Networked Improvement Community during the 2026–27 school year with a select group of middle schools.

This work will transition from FCSS to district-led implementation, reflecting Fresno Unified's capacity to sustain and build upon the continuous improvement structures established through the DA process. The Fresno County Superintendent of Schools' Continuous Improvement team will continue to serve as thought partners, providing consultation, coaching, and support as requested to assist the district in advancing its efforts to improve student outcomes related to suspension and school climate.

Comprehensive Support and Improvement

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

Schools Identified

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

Farber School of Credit Attainment (Cambridge)
Phoenix Elementary

Support for Identified Schools

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

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

Sites provide professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites collaborate with the District’s Instructional Superintendents and the CSI Team. If needed, schools will be supported by a variety of site personnel, multiple representatives from the central office and departments. Teams work in tandem to

support student performance growth. In addition, CSI Team, in conjunction with the Instructional Superintendents from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

The Instructional Superintendents, with the support of the CSI Team and State and Federal, work directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring,

and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Meetings that assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review, CA Dashboard, reports, interviews, surveys, to develop a research plan, and provide one-on-one support with the designated CSI representative.

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, Staff, Teachers, Community Members	Parent University's Family Back to School Event - Fall 2025
Classified Staff, Community Schools Coordinator	LCAP Focus Group - Community Schools Coordinator One on One - Fall 2025
Classified Staff	LCAP Focus Group - Home School Liaison One on One - Fall 2025
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Fall 2025
Parents, Principal, Administrators, Students, other School Personnel	District English Learner Advisory Committee (DELAC) - Fall 2025
Parents, Classified Staff, Principal, Teachers, other School Staff	Sunnyside High School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Fall 2025
Classified Staff, Community Schools Coordinator	Fort Miller Middle School - LCAP Focus Group - Community Schools Coordinator One on One - Fall 2025
Parents, Students, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - Fall 2025
Students, Principal, Administrators, other School Personnel	Foster Youth Round Table - Fall 2025
Parents, Students, Community, Principals, Administrators, Teachers, other School Personnel	Farber Educational Center - LCAP Community Meeting - Fall 2025
Parents, Students, Community Members	Addams Elementary School - Community Schools Neighborhood Gathering - Fall 2025
Parents, Classified Staff, Principal, other School Staff	Rowell Elementary School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Fall 2025
Parents, Principal, Administrators, Students, other School Personnel	SELPA/District Advisory Committee (CAC) - Fall 2025
DeWolf Continuation High Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement

Educational Partner(s)	Process for Engagement
	Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Farber Credit Attainment - Cambridge Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Parents, Principal, Administrators, Students, other School Personnel	District Advisory Committee (CAC) - Fall 2026
Farber Independent Study - J.E. Young Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Fulton School Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Lowell Elementary Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Muir Elementary Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.

Educational Partner(s)	Process for Engagement
Phoenix Elementary Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Phoenix Secondary Equity Multiplier Funds	Spring 2026: Staff Engagement Spring 2026: Parent Engagement Spring 2026: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students.
Community Members	FUSD LCAP Virtual Community Meeting - Fall 2025
Parents, Students, Community Members	Lane Elementary Community Schools Council Meeting Kick Off - Fall 2025
Parents, Classified Staff, Community School Coordinators, Teachers, other School Staff	LCAP Family Focus Group - Fall 2025
Parents, Classified Staff, Principal, Teachers, other School Staff	Lane Elementary School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Fall 2025
Parents, Classified Staff, Principal, Teachers, other School Staff	Bullard Talent K-8 School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Fall 2025
Parents, Students, Community Members	Addams Elementary School Community Schools Advisory Board Council (ABC) Meeting - Fall 2025
Parents, Students, Community Members	Gaston Middle School Community Schools Advisory Council - Fall 2025
Parents, Classified Staff, Principal, Teachers, other School Staff	Roosevelt High School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Fall 2025
Labor Partners, Classified Staff	CSEA 143 - Spring 2026
Community Members	Californians for Justice - Fall 2025
Parents, Principal, Administrators, Students, other School Personnel	District English Learner Advisory Committee (DELAC) - Fall 2025
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Spring 2026

Educational Partner(s)	Process for Engagement
Parents, Classified Staff, Principal, other School Staff	Ericson Elementary School Parent Engagement Hour - LCAP 101 Introduction to the LCAP - Spring 2026
Students, Administrators, Superintendent, other School Staff	Student Advisory Board (SAB) - Spring 2026
Students, Principal, Administrators, other School Personnel	Foster Youth Round Table - Spring 2026
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Spring 2026
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Spring 2026
Parents, Students, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - Spring 2026
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Spring 2026
Students, Principal, Administrators, other School Personnel	Foster Youth Round Table - Spring 2026
Parents, Staff, Classified Staff, Administrators, Community Members	FUSD Community Schools Steering Committee Meeting - Spring 2026
Parents, staff, Community Members, Community School Coordinators	Community Schools Advisory Council Meeting
Parents, Classified Staff, Principal, Teachers, other School Staff	Ericsson Elementary School Parent Engagement Hour - Spring 2026
Governing Board	LCAP Mid-Year Report - February 18, 2026
Labor Partners, Classified Staff	CSEA 125 - Spring 2026
Parents, Principal, Administrators, other School Personnel, SELPA	SELPA/Community Advisory Committee (CAC) - Spring 2026
Labor Partners, Classified Staff	CSEA 143 - Spring 2026
Labor Partners	FAFSTA - Spring 2026
Labor Partners	FTA Trades - Spring 2026
Labor Partners	FTA Social Workers - Spring 2026
Labor Partners	IAMAW - Spring 2026
Labor Partners	SEIU - Spring 2026
Students, Principal, Administrators, other School Personnel	Foster Youth Round Table - Spring 2026
District English Learner Advisory Committee (DELAC) Parents, Principal, Administrators, Students, other School Personnel	District English Learner Advisory Committee (DELAC) - A complete draft was presented to DELAC on May 21, 2026, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC) Parents, Students (two or more), Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - A complete draft was presented to PAC on May 28, 2026, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.
Parents, Students, Staff, Community Members, Governing Board	Educational Partners and Community were provided a complete draft of the LCAP for public input per Ed Code 52062(a)(3) Draft LCAP Public Hearing June 3, 2026 Educational Partners were provided a draft of the LCAP from April 28,2026 through June 3, 2026, on the Fresno Unified public website, and a survey was posted on the website to allow for additional public comment.
Governing Board	LCAP Adoption in conjunction with the presentation of the Local Indicators and Adoption of the Budget was held on June 17, 2026 at the same meeting.

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

Fresno Unified gathers feedback from educational partners through in-person/virtual meetings and the Climate and Culture survey. Educational partners continue to express feedback to support the contributing LCAP actions below, and in alignment with Educational partner feedback, goals have been consolidated with Fresno Unified's Goals and Guardrails, and therefore, the numbers below (renumber) represent new actions.

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

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

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

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

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

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

1.08 - Collaboration with Educational Partners indicates that Historically Underserved students need equitable supports.

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

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

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

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

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

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

1.20 - Parent and Family feedback expressed the need for students to be able to access quality health services at schools, such as good nurses.

1.21 - Educational partners have said that experience shows low-income students, students in foster care, and English learners are more likely to lack access to technology both at home and at school. In response to staff feedback and to the amount of damaged computer devices, computers at elementary sites will only be accessed at school.

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

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

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

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

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

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

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

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

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

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

2.02 - A local district needs assessment, in collaboration with educational partners, identified that factors limiting participation, which included the costs associated with transportation, and entrance fees.

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

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

2.05 - A local needs assessment, in collaboration with educational partner feedback, identified that the identified student groups could improve their academic performance by increasing their feelings of connectedness. Additionally, in many cases the identified student groups

need academic support from the people they feel connected with, including but not limited to, their student peers. Moreover, the needs assessment identified a significant need for foster youth students to have increased connection and support with their peers.

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

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

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

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

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

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

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

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

3.02 - Based on a local needs assessment conducted with educational partners, language barriers continue to limit English learner students’ and families’ sense of connection to school, as students report feeling responsible for interpreting or explaining school and district communications to their parents, which impacts their ability to fully focus on learning.

3.03 - In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children’s school and to better support language acquisition and learning. In addition, feedback from families in the LCAP survey revealed the desire to have good communication with staff and parents to be aware and involved in their child’s school and education.

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

Goal 4 - Based on educational partners' feedback and informed by the 2025 CA Dashboard and the sites identified to receive Equity Multiplier funds for the 2026/27 school year, Fresno Unified will use Goal 4 to directly address the needs of every site receiving additional funding to address the needs of lowest performing student groups. Feedback received in Spring 2026 from staff, site leaders, community members, parents, and students identified the need for Goal 4 and actions 4.01 - 4.07 in the LCAP for Equity Multiplier (EM) sites for the following schools, DeWolf, Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fulton School, Lowell Elementary, Muir Elementary, Phoenix Elementary, and Phoenix Secondary. These actions focus on each EM school's lowest performing student groups or indicator as identified on the California School Dashboard, that are identified as red or orange.

Continued feedback from our educational partners on an annual basis is a desire for accessibility, readability, and transparency in the LCAP, along with a less lengthy LCAP. With an LCAP as lengthy as roughly 380 pages, navigating the document poses challenges for our educational partners. Understanding the requirements for completing the LCAP have increased this year due to state mandates and associated changes in the California Department of Education’s required LCAP template, among additional factors, Fresno Unified remains committed to meeting state guidelines and aims to produce an LCAP that is concise but at the same time effectively communicates District actions and services to support the increased achievement of every student.

In that effort, the District has developed one Equity Multiplier focus goal in meeting the new state requirement that focuses the educational partner on all resources and actions by eligible schools to support identified student groups in increasing performance levels as defined by California School Dashboard indicators. It is important to note that school identification and eligibility for Equity Multiplier funding by the California Department of Education (CDE) occur well into the school year. In 2026, the District’s 8 eligible schools were determined by CDE in late-February 2026. Schools engaged Educational Partners with existing meetings such as School Site Councils, survey's, etc. Aligning the school's current School Site Council and School Plan for Student Achievement process, supports schools to gain feedback from the required groups on the identified student data. Additionally, schools can access other feedback to support this work such as feedback provided for the LCAP and other surveys and educational partner engagement opportunities.

Feedback supported the creation of the new goal that focus on ELA, Math, ELPI, Chronic Absenteeism, Graduation Rate, College and Career, and Suspension Rate:

4.01 focuses on the lowest performing students groups need for English Language Arts (Farber School of Independent Studies (J.E. Young))
4.02 focuses on the lowest performing student groups need for Math (Farber School of Independent Studies (J.E. Young), and Muir Elementary)
4.03 focuses on the lowest performing student groups need for Chronic Absenteeism (Farber School of Independent Studies (J.E. Young), Lowell Elementary, Muir Elementary, and Phoenix Elementary)
4.04 focuses on the lowest performing student groups need for Suspension (DeWolf, Farber Credit Attainment (Cambridge), Fulton School, and Phoenix Secondary)
4.05 focuses on the lowest performing student groups need for College and Career (Farber School of Independent Studies (J.E. Young))

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Growth & Achievement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. The need for this goal is to ensure academic growth of students, specifically English learner, low-income, and foster youth. State and local English language arts (ELA) and math assessments, English learner progress, and other implementation factors show that students are not performing at grade level and need additional support. Fresno Unified will ensure that all students, particularly English learners, low-income students, and foster youth, achieve at high levels by providing equitable access to rigorous, student-centered learning experiences that accelerate academic growth, close achievement gaps, and prepare students for college, career, and life. Developed in alignment with the district's Board-Adopted Goals and Guardrails, this goal reflects the district's commitment to challenging all students with high expectations and providing supports that maximize individual capacity and achievement. State and local ELA and math assessments, English learner progress data, college and career readiness indicators, graduation and dropout rates, A–G and AP participation, and broad course-of-study data show that students are not yet performing at grade level or accessing a well-rounded education at the same rate as their peers. Fresno Unified will respond to these needs by implementing literacy supports, research-based instruction, targeted interventions, and accelerated learning, while expanding access to rigorous coursework and relevant, engaging learning opportunities. Through personalized, student-centered approaches that promote curiosity, critical thinking, creativity, and problem-solving, the district will support deeper learning, strengthen academic outcomes, and ensure that every student experiences a comprehensive and meaningful education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.01	Distance from Standard on CAASPP – English Language Arts (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, AA = African American, HL = Homeless, LTEL = Long Term English Learner,)	ALL: -49.8 EL: -86.6 FY: -93.0 LI: -57.8 AA: -83.6 HL: -126.3 LTEL: -128.3 Data Year: 2022/23 Data Source: California School Dashboard and Local Data	ALL: -47.1 EL: -82.1 FY: -89.3 LI: -54.9 AA: -83.9 HL: -107.1 LTEL: -122.3 Data Year: 2023/24 Data Source: California School Dashboard and Local Data	ALL: -40.2 EL: -71.6 FY: -84.5 LI: -48.3 AA: -78.0 HL: -118.9 LTEL: -110.8 Data Year: 2024/25 Data Source: California School Dashboard and Local Data	ALL: -4.8 EL: -41.6 FY: -48.0 LI: -12.8 AA: -38.6 HL: -81.3 LTEL: -83.3 Data Year: 2025/26 Data Source: California School Dashboard and Local Data	ALL: +9.6 EL: +15.0 FY: +8.5 LI: +9.5 AA: +5.6 HL: +7.4 LTEL: +17.5
1.02	Local English Language Arts (iReady) On or above grade level (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American, Kindergarten, First Grade)	iReady 2- On or above grade level: All: 31.6% EL: 13.7% FY: 20.9% LI: 28.8% LTEL: 3.3% AA: 28.5% Kindergarten: 52.9% First Grade: 30.4% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2- On or above grade level: All: 33.3% EL: 17.9% FY: 25.7% LI: 30.0% LTEL: 3.8% AA: 29.7% Kindergarten: 49.1% First Grade: 29.7% Data Year: 2024/25 Data Source: iReady (Local benchmark)	iReady 2- On or above grade level: All: 33.9% EL: 14.8% FY: 24.6% LI: 32.3% LTEL: 1.0% AA: 30.9% Kindergarten: 58.5% First Grade: 31.3% Data Year: 2025/26 Data Source: iReady (Local benchmark)	All: 41.6% EL: 23.7% FY: 30.9% LI: 38.8% LTEL: 13.3% AA: 38.5% Kindergarten: 62.9% First Grade: 40.1% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +2.3% EL: +1.2% FY: +3.7% LI: +3.5% LTEL: -2.2% AA: +2.4% Kindergarten: +5.6% First Grade: +0.9%
1.03	Local English Language Arts (iReady) Progress	iReady 2: Progress: All: 45.2% EL: 41.5% FY: 41.9% LI: 45.0%	iReady 2: Progress: All: 45.9% EL: 43.6% FY: 45.2%	iReady 2: Progress: All: 45.6% EL: 42.7% FY: 39.8%	All: 60.2% EL: 56.5% FY: 56.9% LI: 60.0% LTEL: 57.7%	All: +.4% EL: +1.2% FY: -2.1% LI: +.1% LTEL: +14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	LTEL: 42.7% AA: 44.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)	LI: 45.1% LTEL: 39.8% AA: 45.5% Data Year: 2024/25 Data Source: iReady (Local benchmark)	LI: 45.1% LTEL: 57.5% AA: 44.0% Data Year: 2025/26 Data Source: iReady (Local benchmark)	AA: 59.0% Data Year: 2026/27 Data Source: iReady (Local benchmark)	AA: 0.0%
1.04	Distance from Standard on CAASPP – Math (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, HL=Homeless, LTEL = Long Term English Learner, AA = African American)	ALL: -80.6 EL: -105.6 FY: -116.8 LI: -87.8 HL: -158.2 LTEL: -174.8 AA: -118.9 Data Year: 2022/23 Data Source: California School Dashboard and Local Data	ALL: -75.8 EL: -99.8 FY: -119.2 LI: -82.7 HL: -137.7 LTEL: -168.0 AA: -117.2 Data Year: 2023/24 Data Source: California School Dashboard and Local Data	ALL: -71.0 EL: -92.0 FY: 115.5 LI: -78.7 HL: -140.3 LTEL: -158.3 AA: -114.2 Data Year: 2024/25 Data Source: California School Dashboard and Local Data	ALL: -35.6 EL: -60.6 FY: -71.8 LI: -42.8 HL: -113.2 LTEL: -129.8 AA: -73.9 Data Year: 2025/26 Data Source: California School Dashboard and Local Data	ALL: +9.6 EL: +13.6 FY: +1.3 LI: +9.1 HL: +17.9 LTEL: +16.5 AA: +4.7
1.05	Local Math (iReady) On or above grade level (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	iReady 2- On or above grade level: All: 21.2% EL: 9.3% FY: 10.1% LI: 18.8% LTEL: 6.0% AA: 15.6% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2- On or above grade level: All: 22.9% EL: 13.8% FY: 18.5% LI: 19.9% LTEL: 9.1% AA: 17.9% Data Year: 2024/25	iReady 2- On or above grade level: All: 22.9% EL: 10.4% FY: 13.3% LI: 21.4% LTEL: 8.4% AA: 16.8% Data Year: 2025/26	All: 31.2% EL: 19.3% FY: 20.1% LI: 28.8% LTEL: 16.0% AA: 25.6% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +1.7% EL: +1.1% FY: +3.2% LI: +2.6% LTEL: +2.4% AA: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: iReady (Local benchmark)	Data Source: iReady (Local benchmark)		
1.06	Local Math (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, AA = African American)	iReady 2- Progress: All: 45.9% EL: 47.2% FY: 40.9% LI: 46.0% LTEL: 41.7% AA: 42.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2-Progress: All: 45.9% EL: 48.2% FY: 48.5% LI: 45.7% LTEL: 45.1% AA: 44.1% Data Year: 2024/25 Data Source: iReady (Local benchmark)	iReady 2-Progress: All: 45.5% EL: 47.3% FY: 41.8% LI: 45.3% LTEL: 46.0% AA: 42.0% Data Year: 2025/26 Data Source: iReady (Local benchmark)	All: 60.9% EL: 62.2% FY: 55.9% LI: 61.0% LTEL: 56.7% AA: 57.0% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: -.4% EL: +.1% FY: +.9% LI: -.7% LTEL: +4.3% AA: 0.0%
1.07	Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level - ELPI	All EL: 46.8% LTEL: 41.8% Data Year: 2022/23 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: 40.2% LTEL: 35.9% Data Year: 2023/24 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: 43.9% LTEL: 44.8% Data Year: 2024/25 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: 52.8% LTEL: 47.8% Data Year: 2025/26 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	All EL: -2.9% LTEL: +3.0%
1.08	EL Reclassification Rate Percent of students redesignated annually	All EL: 6.55% Data Year: 2022/23 Data Source: CALPADS	All EL: 13.3% Data Year: 2023/24 Data Source: CALPADS	All EL: 14.7% Data Year: 2024/25 Data Source: CALPADS	All EL: 10.0% Data Year: 2025/26 Data Source: CALPADS	All EL: +8.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.09	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	World Language (Level 3) Initial Implementation All other content areas (Level 4) Full Implementation Data Year: 2023/24 Data source: Local Performance Indicator	World Language (Level 4) Full Implementation All other content areas (Level 4) Full Implementation Data Year: 2024/25 Data source: Local Performance Indicator	World Language (Level 4) Full Implementation All other content areas (Level 4) Full Implementation Data Year: 2025/26 Data source: Local Performance Indicator	Outcome: (Level 4) Full Implementation Data Year: 2026/27 Data source: Local Performance Indicator	+1 Level +0 Level
1.10	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 55.6% EL: 7.5% FY: 22.5% LI: 45.8% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 55.9% EL: 7.3% FY: 25.3% LI: 46.9% Data Year: 2023/24 Data Source: CAASPP Test Results	ALL: 57.2% EL: 8.0% FY: 24.9% LI: 48.5% Data Year: 2024/25 Data Source: CAASPP Test Results	ALL: 70.6% EL: 22.5% FY: 37.5% LI: 60.8% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +1.6% EL: +0.5% FY: +2.4% LI: +2.7%
1.11	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – Math (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 28.0% EL: 2.5% FY: 3.9% LI: 17.0% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 28.5% EL: 3.1% FY: 6.0% LI: 18.2% Data Year: 2023/24 Data Source: CAASPP Test Results	ALL: 30.9% EL: 5.4% FY: 6.9% LI: 20.9% Data Year: 2024/25 Data Source: CAASPP Test Results	ALL: 43.0% EL: 17.5% FY: 18.9% LI: 32.0% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +2.9% EL: +2.9% FY: +3.0% LI: +3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percent of students having access to instructional materials	100% Data Year: 2023/24 Data source: Williams Act Data set	100% Data Year: 2024/25 Data source: Williams Act Data set	100% Data Year: 2025/26 Data source: Williams Act Data set	100% Data Year: 2026/27 Data source: Williams Act Data set	.0%
1.13	TK-FSA Language and Literacy Sustaining/Exceeding (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 2.4% FY: 1.3% LI: 1.9% Data Year: 2023/24 Data Source: Local End of Year	ALL: 2.2% FY: 1.3% LI: 2.0% Data Year: 2024/25 Data Source: Local	ALL: 2.2% FY: 0.7% LI: 2.0% Data Year: 2025/26 Data Source: Local	All: 12.4% FY: 11.3% LI: 11.9% Data Year: 2026/27 Data Source: Local	All: -0.2% FY: -0.6% LI: +0.1%
1.14	TK-FSA Mathematics Sustaining/Exceeding (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 2.7% FY: 0.1% LI: 2.0% Data Year: 2023/24 Data Source: Local	ALL: 2.0% FY: 1.3% LI: 1.7% Data Year: 2024/25 Data Source: Local	ALL: 1.8% FY: 0.0% LI: 1.7% Data Year: 2025/26 Data Source: Local	All: 12.7% FY: 10.0% LI: 12.0% Data Year: 2026/27 Data Source: Local	All: -0.9% FY: -0.1% LI: -0.3%
1.15	TK-FSA Social and Emotional Development Sustaining/Exceeding (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 4.0% FY: 1.3% LI: 3.6% Data Year: 2023/24 Data Source: Local	ALL: 3.6% FY: 2.7% LI: 3.5% Data Year: 2024/25 Data Source: Local	ALL: 3.4% FY: 2.9% LI: 3.3% Data Year: 2025/26 Data Source: Local	All: 14.0% FY: 11.3% LI: 13.6% Data Year: 2026/27 Data Source: Local	All: -0.6% FY: +1.6% LI: -0.3%
1.16	California Science Test - CAST (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 16.0% EL: 1.6% FY: 5.3% LI: 13.3% Data Year: 2022/23	ALL: 16.8% EL: 1.7% FY: 6.7% LI: 14.4% Data Year: 2023/24	ALL: 18.4% EL: 0.8% FY: 5.6% LI: 15.9% Data Year: 2024/25	ALL: 31.0% EL: 16.6% FY: 20.3% LI: 28.3% Data Year: 2025/26	ALL: +2.4% EL: -0.8% FY: +0.3% LI: +2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	
1.17	Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 32.7% EL: 20.4% FY: 29.4% LI: 32.0% Data Year: 2022/23 Data Source: CA Dashboard > Additional Reports	ALL: 35.6% EL: 13.1% FY: 15.4% LI: 34.9% Data Year: 2023/24 Data Source: CA Dashboard > Additional Reports	ALL: 34.8% EL: 19.9% FY: 29.4% LI: 35.2% Data Year: 2024/25 Data Source: CA Dashboard > Additional Reports	ALL: 38.7% EL: 26.4% FY: 35.4% LI: 38.0% Data Year: 2025/26 Data Source: CA Dashboard > Additional Reports	ALL: +2.1% EL: -0.5% FY: 0.0% LI: +3.2%
1.18	Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, SWD = Students with Disabilities)	ALL: 40.2% EL: 21.3% FY: 17.3% LI: 38.0% SWD: 8.5% Data Year: 2022/23 Data Source: CA Dashboard > College Career Indicator	ALL: 43.1% EL: 17.6% FY: 17.0% LI: 41.0% SWD: 11.3% Data Year: 2023/24 Data Source: CA Dashboard > College Career Indicator	ALL: 50.3% EL: 27.2% FY: 21.5% LI: 48.6% SWD: 14.5% Data Year: 2024/25 Data Source: CA Dashboard > College Career Indicator	ALL: 46.2% EL: 27.3% FY: 23.3% LI: 44.0% SWD: 35.5% Data Year: 2025/26 Data Source: CA Dashboard > College Career Indicator	ALL: +10.1% EL: +5.9% FY: +4.2% LI: +10.6% SWD: +6.0%
1.19	Student middle school dropout rate (All = District, EL = English Learners, FY =	ALL: 0.65% EL: 0.42% FY: 0.61% LI: 0.65% Data Year: 2022/23	ALL: 0.10% EL: 0.52% FY: 0.00% LI: 0.84%	ALL: 0.88% EL: 0.51% FY: 0.00% LI: 0.65%	ALL: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year:	ALL: +0.23% EL: +0.09% FY: -0.61% LI: 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth, LI = Low-Income)	Data Source: CALPADS, Fall 1, Report 8.1C	Data Year: 2023/24 Data Source: CALPADS, Fall 1, Report 8.1C	Data Year: 2024/25 Data Source: CALPADS, Fall 1, Report 8.1C	2025/26 Data Source: CALPADS, Fall 1, Report 8.1C	
1.20	Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 8.2% EL: 12.8% FY: 25.0% LI: 8.5% Data Year: 2022/23 Data Source: DataQuest Four -Year adjusted Cohort Outcome	ALL: 11.8% EL: 22.7% FY: 26.3% LI: 12.1% Data Year: 2023/24 Data Source: DataQuest Four - Year adjusted Cohort Outcome	ALL: 6.0% EL: 10.9% FY: 20.3% LI: 6.1% Data Year: 2024/25 Data Source: DataQuest Four - Year adjusted Cohort Outcome	ALL: 6.8% EL: 11.3% FY: 23.5% LI: 7.0% Data Year: 2025/26 Data Source: DataQuest Four - Year adjusted Cohort Outcome	ALL: -2.2% EL: -1.9% FY: -4.7% LI: -2.4%
1.21	Rate of students who have completed both A-G requirements and completed CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 19.1% EL: 10.5% FY: 7.1% LI: 18.3% Data Year: 2022/23 Data Source: California School Dashboard Supplemental	ALL: 20.8% EL: 8.6% FY: 5.1% LI: 19.9% Data Year: 2023/24 Data Source: California School Dashboard Supplemental	ALL: 21.3% EL: 11.2% FY: 7.3% LI: 21.0% Data Year: 2024/25 Data Source: California School Dashboard Supplemental	ALL: 24.1% EL: 16.5% FY: 13.1% LI: 24.3% Data Year: 2025/26 Data Source: California School Dashboard Supplemental	ALL: +2.2% EL: +0.7% FY: +0.2% LI: +2.7%
1.22	A-G Completion Rates (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 51.0% EL: 32.3% FY: 34.5% LI: 48.4% Data Year: 2022/23 Data Source: DataQuest Four-Year	ALL: 53.4% EL: 33.7% FY: 37.7% LI: 51.2% Data Year: 2023/24 Data Source: DataQuest Four-	ALL: 52.2% EL: 34.3% FY: 26.2% LI: 50.4% Data Year: 2024/25 Data Source: DataQuest Four-	ALL: 57.0% EL: 38.3% FY: 40.5% LI: 54.4% Data Year: 2025/26 Data Source: DataQuest Four-	ALL: +1.2% EL: +2.0% FY: -8.3% LI: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Adjusted Graduation Rate	Year Adjusted Graduation Rate	Year Adjusted Graduation Rate	Year Adjusted Graduation Rate	
1.23	Rate of students who passed Advanced Placement exams with a score of 3 or higher (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 37.9% EL: 35.2% FY: 50.0% LI: 34.3% Data Year: 2022/23 Data Source: College Board	ALL: 40.6% EL: 41.8% FY: 50.0% LI: 39.0% Data Year: 2023/24 Data Source: College Board	ALL: 46.6% EL: 38.8% FY: 30.8% LI: 42.6% Data Year: 2024/25 Data Source: College Board	ALL: 43.9% EL: 41.2% FY: 56.0% LI: 40.3% Data Year: 2025/26 Data Source: College Board	ALL: +8.7% EL: +3.6% FY: -19.2% LI: +8.3%
1.24	Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, HM = Homeless, SWD=Students with Disabilities)	ALL: 85.8% EL: 78.0% FY: 61.2% LI: 85.1% HM: 69.0% SWD: 67.3% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator	ALL: 86.2% EL: 75.2% FY: 70.9% LI: 85.7% HM: 63.0% SWD: 67.9% Data Year: 2023/24 Data Source: California Dashboard – Graduation Rate Indicator	ALL: 90.8% EL: 83.7% FY: 78.0% LI: 90.7% HM: 78.6% SWD: 73.0% Data Year: 2024/25 Data Source: California Dashboard – Graduation Rate Indicator	ALL: 88.8% EL: 81.0% FY: 76.2% LI: 88.1% HM: 84.0% SWD: 82.3% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	ALL: +5.0% EL: +5.7% FY: +16.8% LI: +5.6% HM: +9.6% SWD: +5.7%
1.25	Broad Course of Study	ALL: 100% Data Year: 2023 Data source: Local Performance Indicator	ALL: 100% Data Year: 2024 Data source: Local Performance Indicator	ALL: 100% Data Year: 2025 Data source: Local Performance Indicator	ALL: 100% Data Year: 2026 Data source: Local Performance Indicator	ALL: .0%

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.

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

The actions outlined in Goal One: Improve academic performance at challenging levels from the 2025/26 LCAP.

Action 1.01 Learning Recovery Emergency Block Grant - Literacy Initiative
Implementation Status: Partial Implementation
The action was partially implemented as planned by providing professional learning to leaders and teachers, delivering direct services to students, and allocating funds for the purchase of supplemental instructional materials. Notable successes included offering targeted professional learning, hosting parent engagement events, and developing action plans for sites that were off track in ensuring students read by the end of first grade. Challenges in implementation included coordinating schedules to accommodate professional learning, and intervention services, while minimizing disruptions to classroom instruction.
No substantive difference in planned action compared to the actual implementation.

Action 1.02 Additional Teacher Supply Funds
Implementation Status: Full Implementation
The action was fully implemented as planned by Fresno Unified School District, providing teachers an additional $315 for supplemental instructional supplies to support students. We experienced notable successes in implementing this action, as these materials directly addressed classroom and student needs, helping low-income students be fully prepared for instruction and allowing teachers to provide differentiated responses when appropriate. The implementation process faced challenges, including ensuring equitable distribution and that all materials effectively aligned with both classroom goals and individual student needs.
No substantive difference in planned action compared to the actual implementation.

Action 1.03 Middle & High School Redesign
Implementation Status: Full Implementation
The action was fully implemented as planned by providing smaller class sizes to enable teachers to provide more differentiated, scaffolded instruction focused on the unique learning needs of EL, FY, and LI students. Additionally, additional counselors provided identified students with increased access to academic and related guidance and progress monitoring. Notable successes included increased student contacts with academic counselors, reduced class sizes for more focused instruction, and enhanced access to a-g eligible and dual enrollment coursework.
No substantive difference in planned action compared to the actual implementation.

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

Action 1.05 Instructional Supports and Instructional Coaches
Implementation Status: Full Implementation
This action was fully implemented as planned by supporting Tier I instruction through instructional coaching, providing planning support for rigorous instruction aligned to the CCSS, and supporting grade level professional learning communities (PLCs) to analyze state, local, and grade-level data to better serve identified student groups. Successes included strong support for new teachers, implementation of the PLC+ framework, and increased use of IABs and FIABs to strengthen PLC data practices and instructional decision-making. Challenges included time constraints for professional learning, the need for additional training for instructional coaches on the PLC+ framework, and the need to more effectively implement coaching cycles to further improve Tier I instruction.
No substantive difference in planned action compared to the actual implementation.

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

Action 1.07 Additional School Site Administration above Base
Implementation Status: Full Implementation
The action was fully implemented as planned by recruiting and retaining additional vice principals staffed at identified schools to support the principal in fostering data-driven instructional leadership, enhancing school climate, and promoting social-emotional learning. Notable successes included increased student reports of feeling heard and supported, as well as a significant decrease in suspension rates for low-income students. Challenges arose in consistently maintaining these positive outcomes across all schools, requiring ongoing adjustments and targeted efforts.
No substantive difference in planned action compared to the actual implementation.

Action 1.08 Historically Underserved Student Groups
Implementation Status: Fully Implemented

The action was fully implemented with comprehensive and coordinated supports that expanded both in scale and depth across the district. During the summer, A4 delivered structured literacy instruction across six school sites, training 35 teachers, engaging families through workshops, and serving 202 students with targeted literacy support, including Summer Literacy (Springboard) programming. In the fall, A4 expanded targeted literacy instruction across 27 schools through two sessions, with 11 school sites committing to both Fall and Spring sessions and 16 unique elementary school sites participating in programming. Implementation was strengthened through the addition of certificated teachers, instructional aides (paraprofessionals), administrative leadership and support, campus safety assistants, and tutors/advisors (mentors) who provided targeted academic and social-emotional support. Professional development was provided to ensure effective instructional practices, while expanded math interventions, including robotics and STEM programming, increased access to engaging, hands-on learning opportunities. The A4 Academic Center continued to support Historically Underserved students who had been suspended by providing academic continuity and equipping students with strategies such as social-emotional learning, restorative practices, and communication tools to improve relationships with school staff. Implementation successes included strong family engagement with an average of 89% participation in family workshops, high instructional attendance with 89% of students attending regularly, and increased access to books, with approximately 15,852 books read throughout the program.
No substantive difference in planned action compared to the actual implementation.

Action 1.09 Historically Underserved Student Group - Targeted Support Services
Implementation Status: Full Implementation
The action was fully implemented as planned by providing Student Success Advisors (SSAs) at all middle and high schools to deliver targeted academic and social-emotional support to historically underserved students. Each SSA maintained a caseload of approximately 40 students, collectively serving about 485 students across the district. We experienced notable successes in implementing this action, including increased access to support services during the instructional day, allowing students to receive assistance without missing extracurricular activities, athletics, or after-school commitments. Additionally, survey data indicates that students are receiving timely academic and social-emotional support, helping address concerns early and promoting continued engagement in school. The implementation process also included opportunities for growth, particularly in supporting SSAs, many of whom were early in their professional experience, in developing strong student engagement strategies and maintaining consistent program structures across sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.10 Additional Supports for Libraries
Implementation Status: Full Implementation
The action was fully implemented as planned by ensuring all schools are staffed with a full-time library staff member, allowing for extended reading support for all students, especially English Learners. The district also successfully expanded its library collections with additional print and digital books in diverse topics and languages, and increased access to at-home libraries with supplemental books for students. Notable successes included filling vacancies in a timely manner and providing training for all new library staff. Challenges in implementation included engaging families after school hours, maximizing the use of these resources to accelerate student achievement, and continuing to build library collections that meet the diverse needs of all students.
No substantive difference in planned action compared to the actual implementation.

Action 1.11 BASE Analysis, Measurement, and Accountability
Implementation Status: Full Implementation

The action was fully implemented as planned, continuing to demonstrate success in enhancing student outcomes and strengthening systemwide capacity for data-driven decision-making. The AMA team's ongoing efforts to streamline and standardize data resources further reinforced a culture of continuous improvement, deepening alignment with district initiatives and increasing data transparency across sites and departments. While progress was evident, some challenges persisted, particularly in achieving full systemic alignment of tools and resources and continuing to shift mindsets from a data-rich to a data-informed approach.
No substantive difference in planned action compared to the actual implementation.

Action 1.12 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
Implementation Status: Fully Implemented
The action was implemented as planned even with the reduction of one staff member, the secondary Manager. We experienced notable successes in implementing this action, including the successful delivery of training sessions for GATE Certification, with a focus on effective instructional strategies to support English Learners, Foster Youth, and Low-Income students. Additionally, implementation continued district-wide without disruption, ensuring that professional learning and support structures for GATE/AP/IB teachers remained in place and aligned with program goals. A challenge was ensuring consistent implementation fidelity across all sites while managing competing professional development priorities.
No substantive difference in planned action compared to the actual implementation.

Action 1.13 Expand Alternative Education
Implementation Status: Partially Implemented
The action was partially implemented as planned by providing comprehensive school site, special education, and health and wellness leaders with information that identified and explained the purposes of each alternative education school and program in Fresno Unified. Leaders were also provided with flow charts outlining the mission and description of each school, available interventions and supports, and the process for submitting referrals for students needing additional academic support. To support on-site credit recovery needs, each comprehensive school site was provided with three fully funded credit recovery sections to be offered before and/or after school, and all schools were given access to Edgenuity courses designed to support credit recovery. These courses include live translation features for students in their native languages and extensive course offerings to address gaps in credits needed for graduation. Implementation successes included increased systemwide clarity about alternative learning options, which helped facilitate earlier academic interventions and supports for students and contributed to a 5.0% increase in the district graduation rate. Challenges included identifying school locations and staffing to support night or evening credit recovery, and the district was unable to provide Saturday credit recovery sessions due to limited staff availability.
No substantive difference in planned action compared to the actual implementation.

Action 1.14 Maintain Additional Services for Phoenix Community Day School
Implementation Status: Full Implementation
The action was fully implemented as planned by ensuring that identified low-income students received integrated and designated supports designed to provide early academic and social-emotional interventions. Students received counseling aligned to academic goal setting, mentoring and coaching, and social-emotional learning aimed at minimizing triggers related to trauma and negative experiences. Supports were differentiated and included one-to-one student counseling sessions, small group sessions, and mentoring or coaching check-ins. The additional counseling supports also benefited the broader campus, as counselors were able to supervise interns, increasing available

resources and support for all students. Notable successes included an overall decrease in the site suspension rate. However, challenges were encountered in supporting students with high rates of absenteeism, as students who miss school also miss their scheduled one-to-one or small group counseling sessions and the associated academic and social-emotional supports.
No substantive difference in planned action compared to the actual implementation.

Action 1.15 All teachers are teachers of English learner (EL) students
Implementation Status: Fully Implemented
The action was fully implemented as planned through several key efforts, including the deployment of additional Teachers on Special Assignment (TSAs) focused on EL and LTEL support to assist teachers and site administrators; the allocation of additional periods for secondary teachers to provide targeted support for English learners, particularly newcomer students; the use of contracted tutors to offer academic and language-development assistance for ELs, newcomers, and LTELs; and the provision of site licenses to expand teacher and student access to language acquisition programs aligned with ELD standards across all grade levels. Implementation resulted in notable successes, including sustained integrated and designated ELD instruction facilitated by TSAs, who supported instructional planning, modeled strategies aligned with ELD standards, and assisted sites in strengthening supports for newcomer students. Contracted tutors also provided consistent language development and academic reinforcement, supporting newcomer students who required intensive scaffolding and social-emotional support as they navigated a new culture and educational system in the United States, while an additional cohort of 20 tutors supported LTELs at twenty elementary sites with the highest numbers of English learners, focusing on closing gaps in academic language and comprehension. Implementation challenges included difficulty meeting the required usage minutes for the computer-adaptive language acquisition program within the 20 elementary EL after-school programs.
No substantive difference in planned action compared to the actual implementation.

Action 1.16 Base After School Tutoring
Implementation Status: Fully Implemented
The action was fully implemented as planned by continuing to prioritize enrollment of EL, LI, and FY students in the after-school program while also maintaining open enrollment to ensure equitable access for all students, allowing us to intentionally target students with the greatest academic needs without limiting opportunities for the broader student population. We increased collaboration between after-school staff and school-day teachers to better align instructional practices and student supports, and staff participated in school-led professional learning sessions that created shared spaces for collaboration, planning, and data review, strengthening instructional coherence and continuity of literacy and mathematics interventions aligned to district Goals and Guardrails. Notable successes included the intentional collection of student and vendor feedback through program surveys, which elevated participant and partner voice and strengthened our ability to make data-informed improvements, as well as piloting high-dosage tutoring at select sites to provide consistent, targeted academic support with progress monitoring aligned to school-day goals. Ongoing professional learning, coaching, and performance reflection reinforced high-quality programming and continuous staff growth. Challenges included recruitment and retention of qualified staff to sustain program expansion, constraints in securing adequate space to support growing enrollment, and continued barriers to timely, comprehensive, and user-friendly academic data access for after-school staff, which impacted progress monitoring and instructional responsiveness across sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.17 BASE Extended Summer Learning

Implementation Status: Partially Implemented
The action was partially implemented as planned through the expansion of summer learning programs serving students from Preschool through 12th grade. To increase access and reduce transportation barriers, programs were offered at students' home school sites whenever possible, resulting in increased enrollment, stronger participation, and more consistent student engagement. The program provided targeted academic support for English Learners, Low-Income students, and Foster Youth through literacy and mathematics interventions, differentiated instruction, enrichment activities, life-skills learning, and credit recovery opportunities. Progress monitoring and personalized supports contributed to improved academic confidence and measurable learning gains for participating students. Implementation challenges remained similar to the prior year. Campus closures due to facilities maintenance reduced access at some sites and required adjustments to staffing, enrollment, and program locations. Despite these obstacles, the action yielded important successes in addressing achievement gaps though continued refinement in outreach strategies, staffing recruitment, and transportation coordination.
No substantive difference in planned action compared to the actual implementation.

Action 1.18 Expansion of Dual Language Immersion Programs
Implementation Status: Fully Implemented
The action was fully implemented as planned, resulting in key successes such as the expansion of dual language immersion (DLI) programs across additional grade levels and schools, along with the development of curriculum guidance documents, assessment tools, and authentic instructional materials in Spanish and Hmong. Regular meetings aligned to the district goals and guardrails were provided to support DLI educators and leaders, enhancing collaboration and instructional quality. However, the implementation also faced challenges due to limited training date opportunities and reduced site-level support due to staffing shortages, which impacted the timely development and implementation of cross-cultural resources.
No substantive difference in planned action compared to the actual implementation.

Action 1.19 BASE Instruction
Implementation Status: Full Implementation
Fresno Unified fully implemented base instructional supports aligned to the needs identified in the 2023 CA Dashboard for student groups performing in the red, including African American, English Learners, Foster Youth, Homeless students, and Students with Disabilities. The district continued the districtwide early literacy initiative focused on ensuring students read at grade level by third grade, with each region implementing and refining regional literacy plans, facilitating cross-grade collaboration, providing professional development for leaders and teachers, and supporting tutoring and family engagement strategies. Curricular guidance such as the K–2 Foundational Skills framework was utilized to strengthen foundational literacy instruction. The district maintained adoption and use of core and supplemental instructional materials and technology resources, including Edgenuity for online coursework and Nearpod to provide teachers with real-time data to guide instruction. Math interventions included the use of supplemental digital math platforms and professional learning opportunities such as the summer lesson design pilot to strengthen instructional practices. Districtwide Professional Learning Communities continued to meet regularly to review district, school, and classroom data across key indicators including ELA, Math, Graduation Rate, Career and College Indicator, Suspension, Chronic Absenteeism, and the English Learner Progress Indicator to inform lesson planning, assessments, and differentiated instruction. The Fresno Unified English Learner Language Acquisition Program continued to provide both Integrated and Designated ELD instruction across grade levels, with targeted supports for Long-Term English Learners. Additional systemwide supports included charter school petition review and oversight, implementation of advanced coursework opportunities such as GATE, and collaboration between multilingual services and the math department to strengthen math literacy strategies for English Learners. Equity Multiplier funds at eligible

school sites were expended on evidence-based supports aligned to the needs of the student groups generating the funding, with any unspent funds rolling over for continued use in the subsequent year in accordance with program requirements.
No substantive difference in planned action compared to the actual implementation.

Action 1.20 BASE Professional Learning
Implementation Status: Full Implementation
The Instructional Division fully implemented a robust partnership with local Institutions of Higher Education to support an end-to-end teacher pipeline. Current partners include Fresno State, Fresno Pacific, National, and CalState Teach Universities, with collaboration focused on teacher preparation pathways that include paraprofessional and residency options. These partnerships support a shared vision for teacher development through data sharing, co-planning, and co-teaching in support of preservice candidates, while Fresno Unified further supports pipeline candidate retention through job-embedded coaching and credentialing through its Accredited program. In addition, professional learning has been embedded into leaders' daily work through coaching, Individualized Learning Plans (ILPs), CASC induction, and CPSEL-aligned supervision cycles, where leaders engage in real-time reflection using authentic artifacts such as observations, evaluations, equity walkthroughs, and CEIJN reflections. This approach has strengthened instructional leadership, equity-centered decision-making, and coherence across the leadership pipeline, increasing relevance, reducing initiative fatigue, and improving leader ownership of professional growth. While implementation has been successful, ensuring consistent, high-quality job-embedded learning across sites remains an ongoing focus, as supervisor capacity, operational demands, and limited protected time can affect the consistency of coaching and feedback provided to leaders across the district.
No substantive difference in planned action compared to the actual implementation.

Action 1.21 BASE Technology Access and Support
Implementation Status: Full Implementation
The action was fully implemented as planned by providing comprehensive technology tools, training, and support for students, staff, and classrooms, while also maintaining major enterprise systems such as HR, payroll, and the ATLAS student information system. Notable successes included the distribution of new computers to school site administrators and office staff at 40% of school sites, a significant upgrade to the HR and payroll systems, AI training and required cybersecurity training for all staff, and the installation of laptops and charging carts in 100% of elementary classrooms. Implementation challenges included a continued high break/loss rate of student laptops and persistent cybersecurity threats, particularly phishing attempts. Based on feedback from teachers and families, the district also shifted its 1:1 student device model at the elementary level so that laptops remain in classrooms rather than going home daily, ensuring students have equitable access to charged, functioning devices and reducing issues with devices being forgotten, lost, broken, or uncharged. No substantive difference in planned action compared to the actual implementation.
No substantive difference in planned action compared to the actual implementation.

Action 1.22 BASE Early Learning
Implementation Status: Full Implementation
The action was fully implemented as planned, with full-day centers for infants, toddlers, and preschoolers at eight locations, part-day preschool at 59 schools, 141 Transitional Kindergarten (TK) classrooms, and five Play and Learn Groups (PLG), each offering two sessions. We experienced notable successes in implementing this action, including the addition of two full-day, full-year child development centers and meeting the full implementation of the TK expansion, which provides a universal early learning experience for all age-eligible four-year-olds.

This expansion supports improved kindergarten readiness, particularly for English learners and low-income children. However, the implementation process also faced challenges, particularly with preschool enrollment, as families now have the option to choose TK due to the expanded age eligibility, which affected the number of preschool enrollees. No substantive difference in planned action compared to the actual implementation.
No substantive difference in planned action compared to the actual implementation.

Action 1.23 High Quality School Site Health Services
Implementation Status: Partially Implemented
The action was partially implemented as planned, with successes in assigning a registered nurse to every school and providing services beyond the minimum requirements, supported by a nurse educator who provides onboarding and ongoing professional development. A key challenge in implementation was balancing staffing capacity with the increasing and diverse health needs of students across sites, which required strategic allocation of nursing staff and limited the district's ability to expand services beyond current levels. Despite this challenge, school sites continued to receive consistent health services, and the district maintained its focus on ensuring students have access to qualified nursing support.
No substantive difference in planned action compared to the actual implementation.

Action 1.24 Upgrading Access to Technology
Implementation Status: Partially Implemented
This action was partially implemented as planned and has had notable successes and challenges in its implementation. Successes include the continued refresh of 1,000 laptops for teachers, 600 laptops for paraprofessionals, and the completion of network upgrades and new installations of 293 external access points in school site common areas and blacktops, which have helped enhance student growth and readiness. The upgraded external access points have allowed students and staff to have more reliable internet access throughout campuses. However, challenges arose when eligible staff faced time constraints to pick up new laptops and preferred to retain their existing devices; to address this, we now offer a choice of two laptop models and shifted the refresh cycle to August for better convenience at five FLATS locations and one IT center. We have also implemented a computer disable process on devices identified for refresh during the non-instructional period (summer) to support a smoother transition to updated equipment.
No substantive difference in planned action compared to the actual implementation.

Action 1.25 Student Technology Access and Annual Refresh
Implementation Status: Partially Implemented
The action was partially implemented and has seen remarkable successes, with 84% of students receiving district-issued laptops, supported by multilingual FLATS centers for assistance. However, challenges persist, including a high laptop break rate of 31%, which has led to the shift of student laptops going back into the classrooms for elementary students. Each K-6 elementary classroom is issued a class set of laptops for the number of enrolled students plus spares and a laptop cart for storage and charging. This action will increase instruction time as it ensures all elementary students have reliable access to fully charged and ready laptop during the school day while reducing device breakage and loss. Secondary students (7-12) will continue to have access to laptops for school and home.
No substantive difference in planned action compared to the actual implementation.

Action 1.26 Regional Instructional Managers

Implementation Status: Partially Implemented
The Regional Instructional Managers (RIMs) partially implemented this action by providing regionwide site support to school leaders and educators and generally carrying out their intended responsibilities. RIMs continued to support schools across their assigned regions and maintained core responsibilities despite staffing gaps. However, implementation varied across regions due to two RIM positions remaining vacant throughout the year, which reduced overall support capacity. While regionwide support to sites was sustained and key responsibilities were maintained, the implementation process faced challenges including limited time to fully implement coaching and data-focused supports and the absence of a formal tracking system to document the frequency and scope of support provided.
No substantive difference in planned action compared to the actual implementation.

Action 1.27 Early Interventions
Implementation Status: Partial Implementation
The action was partially implemented as planned by staffing early intervention supports with fewer vacancies than in previous years, providing supplemental curriculum and materials needed for intervention services, and supporting implementation through PLCs and professional learning for staff. We experienced notable successes, including improved staffing stability compared to prior years, distribution of intervention curriculum and materials, and continued PLC and professional learning structures to support implementation. However, the district did not have a formal tracking process in place to consistently verify the extent of intervention delivery or progress-monitoring implementation across schools. The implementation process also faced challenges, including ongoing staffing constraints, limited capacity to track school-level implementation, and the absence of consistent data collection to document intervention delivery and progress monitoring across sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.28 Supports for Foster Youth/Project Access - Direct Technical Assistance
Implementation Status: Full Implementation
The action was fully implemented as planned by providing targeted supports for foster youth through the assignment of Clinical School Social Workers and Academic Counselors who delivered individual and/or group counseling, case management, crisis intervention, academic monitoring, transcript analysis, post-secondary planning, and educational advocacy supports. Students were identified through the student information system and assigned by grade level and regional caseload to ensure coordinated and consistent service delivery. Notable successes included improved care coordination between schools, the district, child welfare agencies, and community partners; increased access to mental health services and crisis stabilization supports; and strengthened academic monitoring that supported credit recovery, graduation planning, and school stability for foster youth. Collaboration between Clinical School Social Workers and Academic Counselors enhanced a comprehensive, whole-child approach addressing both academic and social-emotional needs. Challenges included clerical vacancies at the district office affecting service continuity, increased numbers of foster youth in certain regions, the ongoing need to strengthen site- and district-level understanding of foster youth educational rights and trauma-informed practices, and high student mobility requiring frequent transitions and intentional continuity-of-care planning with district and community partners.
No substantive difference in planned action compared to the actual implementation.

Action 1.29 Supports for Homeless Youth
Implementation Status: Full Implementation

This action was fully implemented as planned by providing coordinated supports through School Community Liaisons and Clinical School Social Workers to address the academic, social-emotional, and basic needs of students experiencing homelessness. School Community Liaisons supported families with McKinney-Vento educational protections and enrollment prioritization; Academic Counselors provided transcript analysis, credit waiver support, and academic planning; and Clinical School Social Workers delivered counseling services, case management, advocacy, and linkage to community partners. Together, these roles functioned as a collaborative team to support students and families holistically. Notable successes included improved coordination of services across departments, increased access to educational protections and credit recovery supports, and strengthened connections between families and community-based resources to address housing instability and basic needs. Challenges included high student mobility and fluctuating housing status requiring ongoing case reassessment, the need for continued staff training to ensure consistent understanding of McKinney-Vento protections and trauma-informed practices, increased identification of students experiencing homelessness with growing complexity of needs, and staffing shortages, with two Shelter CSSW positions vacant at one point during the year, one remaining unfilled and the other not filled until late in the first semester. No substantive difference in planned action compared to the actual implementation.
No substantive difference in planned action compared to the actual implementation.

Action 1.30 BASE Special Education
Implementation Status: Full Implementation
The action was fully implemented as planned by continuing cross-departmental collaboration with Instructional Services, Career and College Readiness, Prevention and Intervention, and school sites to focus on Students with Disabilities (SWD) in the areas of graduation rate, suspension, and College and Career Indicator outcomes. The Special Education Department provided staff support and training related to ELA, Math, academic interventions, engagement, course access, and behavioral interventions to strengthen outcomes for SWD and increase inclusionary opportunities in the least restrictive environment. Notable successes included sustained collaboration across departments and school sites, expanded access to academic and engagement supports, and ongoing behavioral planning and intervention to promote positive student behavior and reduce suspensions. Challenges persisted in improving graduation outcomes and College and Career readiness for SWD, reducing suspension rates across sites, and ensuring consistent implementation of supports and interventions while coordinating multiple departments and priorities.
No substantive difference in planned action compared to the actual implementation.

The actions outlined in Goal Two: Expand student-centered and real-world learning experiences from the 2025/26 LCAP.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development
Implementation Status: Fully Implemented
The action was fully implemented as planned by adding additional teachers to CTE, providing supplemental contracts and substitute days for professional learning and planning for work-based learning activities, as well as work field trips. As a result, work-based learning experiences among students has increased. Internships offered to students also grew, particularly during the summer term, and were supported by funding for transportation for both school-day and summer internships, yielding over 1,900 unique students participating, an increase that has risen steadily over the last three school years. CTE office and administrative staff provided supports for programs, as well as materials and

supplies, to make learning engaging and relevant for students. One of the most significant challenges remains transportation, which has been addressed through the use of CTE vehicles and district buses, in addition to contracts with independent providers.
No substantive difference in planned action compared to the actual implementation.

Action 2.02 CTE STEM PK-6 Kids Invent!
Implementation Status: Partially Implemented
The action was partially implemented by providing comprehensive on-campus CTE and STEM experiences for students in grades TK–6, including LEGO Education curriculum support in PK–2, 89 CTE Breakout Boxes, 54 Minecraft CTE City implementations, over 16,500 THINK experiences, 19,838 Bricks 4 Kidz/Minecraft sessions, 5,750 NOVA Farms and AIMS agricultural experiences, and Innovation Day serving 520 students across 30+ sites. Notable successes included expanded professional learning for over 400 elementary teachers, increased access to career-connected learning across general education, SDC, and English learner classrooms, continued cost savings through the push-in instructional model, and the addition of the PIVOT curriculum in partnership with Fresno Police Department School Resource Officers. To date, 318 PK–6 STEM/CTE experiences serving 22,685 students have been logged districtwide, demonstrating sustained implementation and scale. Challenges included coordinating schedules with multiple industry partners, staffing limitations resulting in three cancelled agricultural dates, and 15 sites that have not yet implemented CTE City due to site-level operational constraints.
No substantive difference in planned action compared to the actual implementation.

Action 2.03 Men's and Women's Alliance
Implementation Status: Partially Implemented
The Men’s and Women’s Alliance program was partially implemented as planned, including the specialty sites at Duncan, Phoenix Secondary and Farber and 9 middle schools. We experienced notable successes with the continued value sites found in the program supporting identified youth, as well as positive service-learning opportunities and school-based volunteering opportunities for the students. The implementation faced challenges, including difficulties in enrolling the appropriate students, filling all available positions, and scheduling professional learning for teachers. Additionally, tutoring services were limited to school hours, and the program continues to face financial challenges to sustain the work-based component. Despite that, there was success in continued strong student participation in Alliance Career Readiness.
No substantive difference in planned action compared to the actual implementation.

Action 2.04 School Counselors & Resource Counseling Assistants
Implementation Status: Full Implementation
The action was fully implemented as planned by assigning a dedicated counselor to each middle school to provide targeted academic, college, and career guidance, monitor student progress, and deliver individualized and small-group interventions for English Learners, Foster Youth, and Low-Income students. Counselors, supported by Resource Counseling Assistants, conducted regular progress monitoring, family outreach, and coordinated support to address academic and attendance needs. Notable successes included improved graduation rates among Foster Youth, Low-Income students, and English Learners, as well as increased A–G completion rates for most student groups. Improved attendance among English Learners and Low-Income students also suggests that expanded counseling support strengthened student engagement and connection to school. Implementation challenges included persistent attendance barriers for Foster Youth, competing demands on counselor time that limited the frequency of individualized interventions, and the need for additional coordination with

families and site teams to address complex academic and social-emotional needs. These challenges highlight the importance of maintaining adequate counseling capacity and strengthening systems of support to ensure consistent access for all student groups.
No substantive difference in planned action compared to the actual implementation.

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

Action 1.01 Learning Recovery Emergency Block Grant – Literacy Initiative - Actual expenses up 19.2%. Actual expenditure reflected 2024/25 carryover.

Action 1.04 Eliminate Elementary Combination Classes - Actual expenses down 17.4%. Actual expenditure reflected a decrease need for additional teachers and classrooms due to decreased enrollment at certain school sites to continue the elimination of elementary combination classes and maintain appropriate teacher to student ratios.

Action 1.05 Instructional Supports and Instructional Coaches - Actual expenses down 13.5%. Actual expenditures reflected a decrease due to the allocation of additional one-time funds from the literacy coaches & reading specialist grant carryover to support targeted literacy initiatives and resource enhancements.

Action 1.06 Additional Teachers Above Base Staffing - Actual expenses up 13.8%. Actual expenditures reflected an increased need for additional teachers due to fall leveling efforts aimed at reducing class sizes by one student from 2024/25 to support improved instructional quality and maintain balanced classroom environments.

Action 1.15 All teaches are teachers of English learner (EL) students - Actual expenses up 10.5%. Actual expenditures reflect the increased need for additional teachers to support student enrollment needs.

Action 1.20 BASE: Professional Learning - Actual expenses down 14.9%. Actual expenditures reflected strategic monitoring related to uncertain federal funding conditions, while sustaining professional learning opportunities and support services.

Action 1.22 BASE: Early Learning - Actual expenses up 36.4%. Actual expenditures reflect Lucille Packard Children Center Grant carryover.

Action 1.26 Regional Instructional Managers - Actual expenses down 12.7%. Actual expenditures reflect savings from vacancies while continuing to provided targeted academic, behavioral, and social-emotional support, along with professional learning, and coordinated interventions.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development - Actual expenses down 26.2%. Actual expenditure reflected a decrease due to support by the multi-year California Career Technical Education Incentive Grant Award to expand career pathways, enhance program offerings, and support student readiness for postsecondary opportunities.

Action 2.03 Men's and Women's Alliance - Actual expenses down 10.5%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

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

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

The actions outlined in Goal 1 Improve academic performance at challenging levels from the 2025/26 LCAP.

Action 1.01 Learning Recovery Emergency Block Grant - Literacy Initiative (LREBG)
Effectiveness: SOMEWHAT EFFECTIVE

- Kindergarten Foundational Skills Assessment – Language and Literacy Mastery: +20.0% all students, +18.0% English learners, +20.0% foster youth, +20.0% low-income
- Local ELA (iReady) students on or above grade level increased Kindergarten: +5.6%, 1st Grade: +0.9%
- Expanded professional learning, coaching, tutoring, and family engagement supports implemented districtwide

The Learning Recovery Emergency Block Grant – Literacy Initiative is demonstrating somewhat effectiveness, with both Kindergarten and First Grade iReady reading proficiency increasing by 5.6% and 0.9%, respectively, and Kindergarten Foundational Skills Assessment Language and Literacy Mastery increasing by 20.0% for all students, 18.0% for English Learners, and 20.0% for both foster youth and low-income students. These gains reflect the district's focused investment in high-quality Tier 1 instruction grounded in evidence-based practices, along with job-embedded coaching and professional learning for educators. Additional supports, including tutoring, small group instruction, and targeted interventions, are strengthening early literacy development. The smaller increase in first grade indicates progress, but also highlights the need for continued acceleration to ensure students meet end-of-first-grade reading goals. Ongoing monitoring of formative assessment data and sustained family and community engagement will be essential to maintaining momentum and improving outcomes across both grade levels.

Action 1.02 Additional Teacher Supply Funds
Effectiveness: EFFECTIVE

- Low-income students improved in both ELA +9.5 points and Math +9.1 points
- On or above grade level in local (iReady) ELA for low-income +3.5%
- Progress in local (iReady) ELA for low-income +0.1%
- On or above grade level in local (iReady) Math for low-income +2.6%
- Progress in local (iReady) Math for low-income -0.7%

The action demonstrates effectiveness in achieving the intended goals for supporting low-income students through individualized material purchases. Providing targeted classroom resources addresses specific student and instructional needs, enhancing equity in educational access. These supplemental supplies empower educators to implement differentiated instruction, thereby increasing student engagement

with grade-level standards.

Action 1.03 Middle & High School Redesign
Effectiveness: EFFECTIVE

- English Learners showed strong gains in ELA SBAC +15.0 points and Math SBAC +13.6 points
- Foster Youth improved in ELA +8.5 points and in Math SBAC +1.3 points
- Low-income students improved in both ELA +9.5 points and Math +9.1 points
- A-G completion rates increased for all All: +2.4%, EL: +2.0%, LI: +2.0%
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The investment in additional teachers and counselors is yielding strong returns, particularly for English Learner and low-income students who are making exceptional gains. The reduced class sizes and increased counseling support are creating more personalized learning environments. The improved A-G completion rates across all groups demonstrate the counselors are effectively guiding students toward college readiness.

Action 1.04 Eliminate Elementary Combination Classes
Effectiveness: EFFECTIVE

- English Learners improved significantly in ELA SBAC +15.0 points and Math SBAC +13.6 points
- Foster Youth also showed improved results with ELA gains +8.5 points and Math gains +1.3 points
- Low-income students showed consistent gains across metrics
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

Eliminating combination classes is allowing teachers to focus on grade-specific standards and provide more targeted instruction. English Learner and low-income students are particularly benefiting from this focused approach, showing strong gains across most metrics.

Action 1.05 Instructional Supports and Instructional Coaches
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- Foster Youth showed ELA gains +8.5 points and Math gains +1.3 points SBAC
- Low income showed ELA gains +9.5 points and Math gains +9.1 points SBAC
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%

- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The coaching model's three high-leverage practices (analyzing student work, planning aligned instruction, and observation/feedback) are translating to inconsistent student gains. The model is somewhat successfully building teacher capacity to differentiate instruction for diverse learners, additional training for coaches may be needed.

Action 1.06 Additional Teachers Above Base Staffing
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- Foster Youth showed ELA gains +8.5 points and Math gains +1.3 points SBAC
- Low income showed ELA gains +9.5 points and Math gains +9.1 points SBAC
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The efforts resulted in partial progress due to smaller class sizes, which enable teachers to provide more individualized attention, particularly benefiting English Learners. The consistent gains for low-income students suggest the strategy is working broadly.

Action 1.07 Additional School Site Administration Above Base
Effectiveness: SOMEWHAT EFFECTIVE

- Foster Youth showed ELA gains +8.5 points and Math gains +1.3 points SBAC
- Low income showed ELA gains +9.5 points and Math gains +9.1 points SBAC
- Suspension rates decreased for low-income students -1.4%, foster youth -1.8%
- Expulsion rates decreased for low-income students -0.7%, and increased foster youth +0.27%
- On or above grade level in local (iReady) ELA for foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The additional vice principals are contributing to more supportive school environments that are improving both student engagement and academic outcomes. Strong gains in SBAC English language arts and mathematics, along with increases in the percentage of students performing on or above grade level in i-Ready, suggest that expanded site leadership is helping ensure targeted academic interventions and student supports are implemented effectively. At the same time, substantial reductions in suspension rates for foster youth and low-income

students indicate that additional administrators are strengthening restorative practices and coordinating wraparound services that keep students engaged in learning. While i-Ready growth measures were mixed and foster youth experienced a slight increase in expulsion rates, the overall pattern of improved academic achievement alongside reduced exclusionary discipline demonstrates that additional school site administration is having a positive, though not yet fully consistent, impact on student outcomes.

Action 1.08 Historically Underserved Student Groups
Effectiveness: SOMEWHAT EFFECTIVE

- Low-income students improved in ELA SBAC +9.5 points and Math SBAC +9.1 points
- Low-income students improved in suspension rates -1.4%
- Low-income students improved in chronic absenteeism -5.2%
- On or above grade level in local (iReady) ELA for low-income +3.5%
- Progress in local (iReady) ELA for low-income +0.1%
- On or above grade level in local (iReady) Math for low-income +2.6%
- Progress in local (iReady) Math for low-income -0.7%

The multi-faceted approach combining academic interventions (robotics/STEM, literacy programs) with mentorship and leadership opportunities is showing promise. The reduction in suspensions suggests students are more engaged and connected to school. Mentors were provided to support targeted students, with each mentor managing a caseload of approximately 85 students and meeting with them weekly to review grades, attendance, and behavior. Qualitative data, including educational partner feedback, highlights the ongoing need for consistent adult mentorship, demonstrating that students benefit from having a dedicated adult who regularly checks in with them and holds them accountable, reinforcing the effectiveness of maintaining and potentially expanding this support structure.

Action 1.09 Historically Underserved Student Group - Targeted Support Services
Effectiveness: SOMEWHAT EFFECTIVE

- Low-income students improved in ELA SBAC +9.5 points and Math SBAC +9.1 points
- iReady on-grade-level performance increased for ELA +3.5% and Math +2.6%
- iReady Math progress declined slightly -0.7%
- Behavior: A 5% reduction in the frequency of Level 3 misbehaviors - Not Met
- Discipline: A 5% reduction in suspension rates - Not Met
- Social-Emotional Growth: At least 50% of HUSG students will demonstrate measurable progress in social-emotional development, as determined by post-assessment results - Not Met
- Academic Performance: A 10-point increase in academic literacy and math performance on SBAC assessments - Met
- Graduation Rates: A 1% increase in the graduation rate for HUSG students - Met
- College Readiness: A 3% increase in the percentage of HUSG seniors (12th grade) meeting A–G college entrance requirements - Not Met

The HUSG–Targeted Support Services action is somewhat effective, as evidenced by notable gains in SBAC ELA and Math, indicating improved academic outcomes for historically underperforming students. Increases in iReady on-grade-level performance in ELA and Math suggest that consistent mentorship, academic check-ins, and coordinated supports help students access grade-level content more effectively. As part of this effort, one A4 education partner was hired and provided seven mentors to support targeted students, with each mentor managing a caseload of approximately 85 students and meeting with them weekly to review grades, attendance, and behavior; in

total, approximately 673 students received support. These improvements align with the program's focus on culturally responsive practices, social-emotional development, relationship-building, and consistent adult guidance. Education partner feedback and qualitative data highlight the continued value of this support structure, noting that many students benefit from having a trusted adult regularly checking in and helping them remain accountable for their progress. However, the slight decline in iReady Math progress indicates a need for more targeted math interventions and closer progress monitoring. Overall, the action shows a positive impact while identifying opportunities to strengthen math-specific supports and sustain the mentorship structure to deepen student progress.

Action 1.10 Additional Supports for Libraries
Effectiveness: EFFECTIVE

- English Learners improved +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- On or above grade level in local (iReady) ELA for English learners +1.2%
- Progress in local (iReady) ELA for English learners +1.2%
- On or above grade level in local (iReady) Math for English learners +1.1%
- Progress in local (iReady) Math for English learners +0.1%

The investment in full-time library staff and diverse, multilingual collections is paying dividends for English Learners. The results across both ELA and Math suggest that continued access to reading materials in multiple languages is supporting overall academic achievement. Libraries are serving as crucial resource centers that extend learning beyond the classroom.

Action 1.11 BASE Analysis, Measurement, and Accountability
Effectiveness: EFFECTIVE

- ELA improved for African Americans +5.6 points, English learners +15.0 points, foster youth +8.5 points, and homeless +7.4 points
- Math improved for English learners +13.6 points, and homeless +17.9 points
- Graduation improved for foster youth +16.8%, and students with disabilities +5.7%
- Suspension improved for African Americans -1.5%, American Indian -3.5%, foster youth -1.8%, homeless -1.7%, mixed race -1.9%, and students with disabilities -1.6%
- College and Career Indicator improved students with disabilities +6.0%

The Department of Analysis, Measurement, and Accountability (AMA) provides accurate, meaningful data to support evidence-based decision making and help close opportunity gaps. This guidance has contributed to positive outcomes, including a increase in ELA for English Learners and a rise in graduation rates for Foster Youth. By equipping school leaders with actionable student group data, AMA enables targeted reflection and interventions that drive continued improvement.

Action 1.12 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- Foster Youth showed ELA gains +8.5 points and Math gains +1.3 points SBAC
- Low income showed ELA gains +9.5 points and Math gains +9.1 points SBAC
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%

- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%
- AP exam pass rates for all students +8.7%, English learners +3.6%, foster youth -19.2%, low-income +8.3%

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

Action 1.13 Expand Alternative Education
Effectiveness: EFFECTIVE

- Graduation rates improved for foster youth +16.8%, low-income +5.6%, and English Learners +5.7%

Alternative education settings are providing crucial second chances for foster youth, low-income, and English Learner students who struggle in traditional environments. The strong graduation gains for all three student sub-groups indicate that smaller, more flexible settings are effectively supporting their individual academic and social-emotional needs. Educational partner feedback highlights that strategic messaging about alternative education options in Fresno Unified, along with earlier academic and social-emotional interventions, has helped ensure students can meet their individual academic goals and pursue post-secondary college and/or career opportunities alongside their graduation cohort peers. Continued efforts to communicate alternative education pathways, expedite student transitions, strengthen collaboration with student intervention teams, and support early onboarding will further contribute to increasing the overall graduation rate and improving outcomes for the identified student groups.

Action 1.14 Maintain Additional Services for Phoenix Community Day School
Effectiveness: EFFECTIVE

- Suspension rates decreased for low-income students -1.4%
- Expulsion rates decreased for low-income students -0.07%
- Intensive support model successfully reducing exclusionary discipline

The comprehensive support model at Phoenix, including additional counseling, crisis intervention, and expanded social-emotional learning (SEL) resources, continues to support high-risk students and reduce reliance on exclusionary discipline practices. Based on the data reviewed, this action is effective in achieving its intended goals for all student groups, including those identified as Low-Income, as evidenced by measurable, though modest, reductions in suspension and expulsion rates. The implementation of targeted supports such as expanded academic counseling, crisis intervention staff, and behavior intervention materials has strengthened the school's capacity to address the root causes of challenging behaviors and keep students engaged in learning. Feedback from educational partners, particularly families and educators, highlights the promise of these strategies in promoting positive student outcomes, and continued improvements in professional development, strategic resource allocation, and coordinated planning are expected to further enhance the impact of these interventions.

Action 1.15 All teachers are teachers of English language (EL) students
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners increased in ELA SBAC Performance Level +10.5 points and Math SBAC Performance Level +7.8 points
- Long-term English Learners increased +11.5 points in ELA SBAC Performance Level and +9.7 points in Math SBAC Performance Level
- ELPI Increased - English learners by 9.7%,
- ELPI Increased - Long-Term English Learners by 8.9%
- On or above grade level in local (iReady) ELA for English learners +1.2%
- On or above grade level in local (iReady) ELA for long term English learners -2.2%
- Progress in local (iReady) ELA for English learners +1.2%, and long term English learner +14.8%
- On or above grade level in local (iReady) Math for English learners +1.1%, long term English learner +2.4%
- Progress in local (iReady) Math for English learners +0.1%, long term English learner +4.3%

The comprehensive EL support system is effectively improving academic outcomes somewhat, while also revealing an opportunity to further accelerate students' English language development. This suggests that as students build strong content knowledge, additional emphasis on English proficiency may help them make even greater progress.

Action 1.16: BASE After School Tutoring
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners gained +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- Foster Youth graduation improved +16.8%
- English learner graduation gained +5.7%
- Low income graduation gained +5.6%
- English learner gained +2.0% A-G Completion
- Low income gained +2.0% A-G Completion
- Foster youth declined -8.3% A-G Completion
- Foster youth gained +8.5 points in ELA SBAC and +1.3 points in Math SBAC
- Low income gained +9.5 points in ELA SBAC and +9.1 points in Math SBAC
- Student survey data reflects high satisfaction, with students reporting feeling safe, supported, and engaged in enrichment, fitness, and homework assistance
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

After-school tutoring is providing valuable extended learning time that is supporting improved outcomes across multiple measures. Gains in graduation rates and ELA SBAC scores show that tutoring is helping students recover credits and master challenging content. In addition, student feedback indicates that the program fosters a safe and positive environment where students feel supported and actively engaged in enrichment activities, physical fitness, and academic assistance. This strong sense of safety and enjoyment contributes to increased

academic engagement and productivity. The slight decline in iReady Math progress for low-income students highlights an opportunity to strengthen math support with more structured, high-quality curricula and closer alignment with classroom instruction.

Action 1.17 Extended Summer Learning
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners gained +15.0 points in ELA SBAC and +13.6 points in Math SBAC
- Foster Youth graduation declined -19.2% and A-G completion decreased -8.3%
- Low-income students showed gains except slight iReady Math progress decline -0.7%

After school tutoring is providing valuable extended learning time that translates into improved outcomes across multiple measures. The graduation and A-G completion results suggests the need for tutoring to help students recover credits and master challenging content. The slight decline in iReady Math progress for low-income students highlights an opportunity to strengthen math tutoring with more structured, high-quality curricula that are closely aligned with classroom instruction.

Action 1.18 Expansion of Dual Language Immersion Programs
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners showed strong academic gains +15.0 points ELA, +13.6 points Math SBAC
- Long term English Learners showed strong academic gains +17.5 points ELA, +16.5 points Math SBAC
- On or above grade level in local (iReady) ELA for English learners +1.2%
- On or above grade level in local (iReady) ELA for long term English learners -2.2%
- Progress in local (iReady) ELA for English learners +1.2%, and long term English learner +14.8%
- On or above grade level in local (iReady) Math for English learners +1.1%, long term English learner +2.4%
- Progress in local (iReady) Math for English learners +0.1%, long term English learner +4.3%

The dual language model is successfully promoting biliteracy and academic achievement in both languages, as evidenced by strong SBAC gains. Analysis of key performance metrics and feedback from educational partners indicates that this action is somewhat effective in advancing the intended outcomes for Dual Language Immersion (DLI) students, including English learners and long-term English learners (LTELs). Targeted professional learning and tailored support from department staff have contributed to positive trends in academic achievement, and the 2025 SBAC English Language Arts results highlight that DLI students, particularly those in the Spanish and Hmong programs, consistently outperform their non-DLI peers. In addition to general program supports, specific efforts have been made to address the needs of LTELs within DLI classrooms. While instruction is delivered in the target language (Spanish or Hmong), English Language Development (ELD) is explicitly taught in English, ensuring that LTELs receive dedicated support in their continued English language acquisition. Furthermore, targeted professional development focusing on language and literacy development in both the target language and English equips educators with strategies to support LTELs' academic growth. These focused efforts have contributed to improved learning outcomes for LTELs enrolled in DLI programs; however, the ELPI decline suggests there may be an opportunity to better balance content mastery in the primary language with intentional and sustained support for English language development.

Action 1.19 BASE Instruction
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points SBAC ELA, +13.6 points SBAC Math
- Foster Youth graduation increased +16.8%

- Foster Youth improved +8.5 points SBAC ELA
- Homeless improved +7.4 points SBAC ELA, +17.9 points SBAC Math
- African American improved +5.6 points ELA
- Students with Disabilities improved +5.7% Graduation
- American Indian improved -3.5% Suspension
- Mixed race improved -1.9% Suspension
- Students with Disabilities improved -1.6% Suspension
- African American improved -1.5% Suspension
- Homeless improved -1.7% Suspension
- Foster youth improved -1.8% Suspension
- Students with Disabilities improved +6.0% College & Career

The foundational instructional program is supporting student achievement broadly, with the district's early literacy initiative and expanded instructional supports demonstrating particular promise in addressing gaps before they widen. The integration of Professional Learning Communities (PLCs) strengthens this foundation by enabling district leaders, site administrators, and teachers to collaboratively analyze data across ELA, Math, graduation rates, and college/career readiness, and to adjust instruction through common assessments, lesson planning, and differentiated strategies. At the same time, the targeted supports outlined in the LCAP, such as professional development, tutoring, integrated and designated ELD, and supplemental digital resources, reflect a coherent system designed to respond to identified student group needs.

Action 1.20 BASE Professional Learning
Effectiveness: EFFECTIVE

- Access to instructional materials maintained at 100% for all students
- Professional learning system supporting high implementation of state standards
- Teacher effectiveness being maintained through comprehensive support

The comprehensive professional learning system is successfully maintaining high-quality instruction across the district. The 100% access to instructional materials ensures equity, while ongoing professional development keeps teachers current with best practices. This foundational investment in teacher quality creates the conditions for all other interventions to succeed.

Action 1.21 BASE Technology Access and Support
Effectiveness: EFFECTIVE

- Broad Course of Study access maintained at 100% for all students
- Technology infrastructure successfully supporting equitable digital learning
- Systems functioning well to support instruction

The robust technology infrastructure is successfully eliminating digital barriers to learning. This technological equity is particularly crucial for students in smaller schools or alternative settings. Metrics from the distribution of computers to school site administrators and office staff show a 4.8 out of 5 rating when site administrators and office staff rated the impact of the computers on student outcomes. The installation of laptops and charging carts in every elementary classroom was based on an 80% positive rating from teachers and families when asked if having laptops in the classroom would increase the amount of instructional time for students during the school day.

Action 1.22 BASE Early Learning
Effectiveness: EFFECTIVE

- Implementation of state standards for EL access maintained at full implementation
- Early learning programs providing strong foundations
- Comprehensive services from infant/toddler through TK

The comprehensive early learning system provides crucial early intervention that prevents later academic struggles, with full implementation of standards ensuring quality and services spanning infant/toddler through TK to create multiple entry points for families—an investment especially critical for English Learners and low-income students. This impact is reflected in strong family feedback, with 70.9% of parents reporting they are “Very Satisfied” and 20.5% “Satisfied” with program quality, and comments highlighting the supportive learning environment and the program’s role in preparing children for kindergarten.

Action 1.23 High Quality School Site Health Services
Effectiveness: EFFECTIVE

- Chronic absenteeism decreased for all students -5.3% and low-income students -5.2%
- Registered nurse at every school addressing health barriers
- Professional learning supporting effective health services

Having a registered nurse assigned to every school is successfully removing health-related barriers to attendance. The equal reduction in chronic absenteeism for both all students and low-income students suggests the service is particularly benefiting those who lack access to regular healthcare. Educational partners, including administrators, staff, and families, report that on-site nurses improve student safety, provide timely care, and help address health needs that can interfere with learning. Professional learning for health services staff has also strengthened the quality and consistency of services across sites. Overall, this investment recognizes that students must be healthy and present to learn, and partners affirm that ensuring students are healthy and present is essential for learning and academic success.

Action 1.24 Upgrading Access to Technology
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners showed strong gains in ELA SBAC +15.0 points and Math SBAC +13.6 points
- Foster Youth improved in ELA +8.5 points and in Math SBAC +1.3 points
- Low-income students improved in both ELA +9.5 points and Math +9.1 points
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

Technology upgrades are enabling more engaging and personalized instruction, as evidenced by SBAC gains for English learners, foster youth and low-income students. However, the slight decline in iReady Math progress suggests that alongside providing technology, teachers benefit from ongoing support to help integrate it effectively into math instruction.

Action 1.25 Student Technology Access and Annual Refresh
Effectiveness: EFFECTIVE

- Low income students improved +9.5 points SBAC ELA and +9.1 SBAC Math
- Low income students improved +2.0% A-G completion and +8.3% AP exam passing
- 1:1 device program with 84% participation reducing digital divide
- On or above grade level in local (iReady) ELA for low-income +3.5%
- Progress in local (iReady) ELA for low-income +0.1%
- On or above grade level in local (iReady) Math for low-income +2.6%
- Progress in local (iReady) Math for low-income -0.7%

The comprehensive approach to student technology access is paying significant dividends. The improvements across academic metrics, A-G completion, and AP passing rates demonstrate that when low-income students have reliable technology access, they can engage with more rigorous coursework and digital learning resources. The FLATS support centers and multilingual assistance ensure technology enhances rather than hinders learning.

Action 1.26 Regional Instructional Managers
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners gained +15.0 points SBAC ELA and +13.6 points SBAC Math
- Foster Youth improved +8.5 points SBAC ELA and +1.3 points SBAC Math
- Low income improved +9.5 points SBAC ELA and +9.1 points SBAC Math
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

Regional Instructional Managers are successfully providing differentiated support to schools, particularly benefiting English learners, foster youth, and low-income students. Their coaching and professional development efforts are translating into improved instruction. These results suggest that additional training could further support RIMs in using trauma-informed math instruction and strategies for working with highly mobile students.

Action 1.27 Early Interventions
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners showed strong gains +15.0 points SBAC ELA, +13.6 points SBAC Math
- Foster youth improved +8.5 points SBAC ELA, +1.3 points SBAC Math
- Low income improved +9.5 SBAC ELA, +9.1 SBAC Math
- Foster Youth graduation improved +16.8%
- English Learning graduation improved +5.7%
- Low income graduation improved +5.6%
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%

- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The early intervention strategy highlights successes. The strong academic gains for English learners and low-income students in both ELA and Math suggest that intervention teachers and supplemental curriculum are effectively addressing learning gaps when students are present and engaged. The dramatic improvement in Foster Youth graduation rates indicates these targeted supports are helping vulnerable students stay on track.

Action 1.28 Supports for Foster Youth / Project Access - Direct Technical Assistance
Effectiveness: SOMEWHAT EFFECTIVE

- Foster Youth graduation rate improved dramatically +16.8%
- Suspension rates decreased slightly -1.8%

This action demonstrates the power of targeted, wraparound services while also revealing ongoing challenges. The remarkable improvement in Foster Youth graduation rates reflects the impact of coordinated, legally compliant, and student-centered supports that reduce barriers to graduation and strengthen school stability. Through intentional care coordination, transcript analysis, academic planning, and social-emotional support, Clinical School Social Workers and Academic Counselors are improving communication, continuity of care, and advocacy for foster youth, ensuring academic persistence and successful graduation outcomes. The slight decrease in suspension rates indicates progress in addressing behavioral and emotional challenges, though continued effort is needed to further reduce exclusionary discipline. Both Network Improvement Communities are contributing positively: the Middle School NIC focuses on reducing suspension rates through data-driven reflection and shared accountability, while the Foster Youth NIC targets care coordination, attendance, literacy and D/F rates, and school stability, directly supporting graduation. While strong training on intervention-focused discipline guidelines has been provided, there is an opportunity to pilot targeted sites to implement these practices with greater fidelity, particularly for foster youth who experience repeated suspensions.

Action 1.29 Supports for Homeless Youth
Effectiveness: EFFECTIVE

- Suspension rates decreased for homeless students -1.7%
- Homeless student graduation improved +9.6%

The comprehensive support model for homeless youth shows effectiveness in addressing immediate behavioral and engagement challenges as well as longer-term academic outcomes. The reduction in suspension rates demonstrates that Clinical School Social Workers, Academic Counselors, and Community Liaisons are successfully providing trauma-informed care that helps students manage stress and avoid conflicts. Educational partners report that this collaborative, trauma-informed approach effectively supports students experiencing homelessness by addressing basic needs, providing consistent advocacy, and reducing systemic barriers. These combined efforts increase student engagement, improve continuity of care, and leverage community resources, contributing to meaningful academic and behavioral gains. The increase in graduation rates reveals that this action is effective at crisis intervention, though further enhancement in academic acceleration and credit recovery could strengthen graduation outcomes even more.

Action 1.30 BASE Special Education
Effectiveness: EFFECTIVE

- Graduation rate improved for Students with disabilities +5.7%
- College and Career rate improved for Students with disabilities +6.0%
- SBAC ELA improved for Students with disabilities +6.7 points
- SBAC Math improved for Students with disabilities +8.2 points
- Suspension improved for Students with disabilities +1.6%

The Special Education department's commitment to inclusionary practices is yielding positive results as is evident in the positive outcomes in graduation, college and career, ELA and Math, and suspension for Students with disabilities. The department's focus on maximizing inclusionary opportunities in the least restrictive environment aligns with best practices. This effectiveness is further reinforced by positive trends in key student outcome measures for Students with Disabilities. The cross-departmental collaboration strengthens the support network for students with disabilities.

The actions outlined in Goal 2 Expand student-centered and real-world learning experiences from the 2025/26 LCAP.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development
Effectiveness: SOMEWHAT EFFECTIVE

- CTE capstone completion rates showed mixed results: Low-income +3.2%, English learners -0.5% foster youth 0.0%
- Graduation rates improved for Foster Youth +16.8% and Low-income +5.6%, and English Learners improved +5.7%

The CTE pathway investments are showing promise in preparing students for college and career, as evidenced by the strong gains in the College & Career Indicator across all student groups. The additional teachers, work-based learning opportunities, and industry partnerships are creating more relevant learning experiences. However, the CTE capstone completion data for English Learners and Foster Youth points to a chance to strengthen supports that help students successfully complete full pathways. At the same time, gains in College & Career readiness indicate that students are meeting the indicator in a variety of ways, beyond CTE completion alone.

Action 2.02 CTE STEM PK-6 Kids Invent!
Effectiveness: EFFECTIVE

- English Learners improved +15.0 points SBAC ELA and +13.6 points SBAC Math
- Foster youth improved +8.5 points SBAC ELA and +1.3 points SBAC Math
- Low income improved +9.5 points SBAC ELA and +9.1 points SBAC Math
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The early STEM exposure through hands-on learning experiences continues to contribute to academic gains, particularly for English learner, foster youth, and low-income students who are showing strong improvement across most metrics. The expansion to include PK and TK students demonstrates the district's commitment to early STEM engagement. Programs such as LEGO Education, Innovation Day, Minecraft CTE City, Breakout Boxes, THINK partnerships, Bricks 4 Kidz, and NOVA Farming provide engaging, applied learning opportunities that make STEM concepts more concrete for students. All student work-based learning experiences are logged into TITANWBL – the District's work-based learning platform, where data is entered, aggregated, and monitored in real time, allowing the district to analyze participation and outcomes by variables including unduplicated student groups. Educational partner feedback is gathered through ongoing communication systems including frequent text messages, emails, weekly phone calls, bi-monthly planning meetings, a Bookings platform for scheduling, and regular site visits for in-person collaboration. Additional program-specific monitoring includes LEGO Education teacher check-ins, Teams collaboration, and classroom visits; student and teacher feedback for Minecraft CTE City and Breakout Boxes; ongoing coordination with THINK and the Lyles Center; instructor observations and student surveys for Bricks 4 Kidz; and site visits, educational partner feedback, and staff surveys for NOVA Farming. These feedback and monitoring systems support strong implementation and continuous improvement across the district's PK–6 STEM and CTE programming.

Action 2.03 Men's and Women's Alliance
Effectiveness: SOMEWHAT EFFECTIVE

- Chronic absenteeism Low-income improved -5.2% but Foster Youth declined +2.1%
- Suspension rates Low-income improved -1.4% and Foster Youth improved -1.8%

The Men's and Women's Alliance program is supporting low-income students effectively, with leadership development, social-emotional learning, and mentorship helping them stay engaged and avoid disciplinary issues. Foster youth, however, are still experiencing higher absenteeism, indicating an opportunity to provide more intensive, trauma-informed supports, collaborating with other departments to provide wrap around support. In our teacher survey at mid-point in the year, teachers indicated that 49.8% of their Alliance students showed some increase in academic motivation and 27.7% showed a major increase in academic motivation. Teachers also indicated that 53.3% had shown some increase in school connectedness and 30% showed a major increase in school connectedness which is a further indication of the support Alliance creates to improve chronic absenteeism. The work-based learning experiences and college visits are valuable, offering stability and meaningful engagement that can help all students thrive.

Action 2.04 School Counselors & Resource Counseling Assistants
Effectiveness: SOMEWHAT EFFECTIVE

- Graduation rates improved for Foster Youth +16.8%, Low-income +5.6%, and for English Learners +5.7%
- Student attendance rates improved for: EL +1.4%, LI +1.1%, and decreased FY -1.5%
- A-G completion rates increased across most groups: EL +2.0%, FY -8.3%, LI +2.0%

The investment in counseling support at every middle school is yielding positive results for most student groups. Graduation rate increases suggest that expanded academic counseling support, progress monitoring, and targeted interventions are helping students stay on track toward graduation, with particularly strong gains for Foster Youth. Improved attendance rates for English Learners and Low-Income students also indicate that counselors are helping students feel more connected and supported in school; however, the slight decline in Foster Youth attendance highlights an area for additional focus and targeted intervention. A–G completion rates increased for English Learners and Low-Income students, demonstrating progress toward improved college readiness. In contrast, the decline in Foster Youth A–G completion rates

suggests that additional targeted academic planning and intervention are needed to ensure these students meet college eligibility requirements.

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

Updated the name of the Goal 1, added State Priority 7, and updated the explanation of why the LEA has developed this goal.

Goal 2 from the 2025/26 LCAP has been removed and all metrics and actions have been moved to Goal 1.

Metrics 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, and 1.25 were added to Goal 1.

Action 1.01 Learning Recovery Emergency Block Grant – Literacy Initiative allocation amount was updated to $18,864,428.00.

Action description of Action 1.09 Historically Underserved Student Groups - Targeted Support Services was revised.

Updated name of metrics 1.13, 1.14, and 1.15.

Unspent Equity Multiplier funds in both the 2024/25 and 2025/26 school years have been added to action 1.17 BASE: Instruction.

Action 1.03 Middle & High School Redesign has been revised by increasing the number of teaching positions in order to keep in compliance with class size ratios.

Action 1.07 Additional School Site Administration above Base increased the number of Vice Principal positions.

Action 1.08 Historically Underserved Student Groups total budget increased due to additional technology supplies for improving reading.

GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) will be renumbered to 1.11. This action was revised to reflect a reduction of advanced coursework coordinators.

Expand Alternative Education will be renumbered to 1.12. This action has been revised to reflect the teacher time used to support credit recovery.

Maintain Additional Services for Phoenix Community Day School will be renumbered to 1.13.

All teachers are teachers of English learner (EL) students will be renumbered to 1.14.

BASE: Extended Learning Programs will be renumbered to 1.15. This action title was updated from Base: Extended Summer Learning to Base: Expanded Learning Programs to reflect the inclusion of the prior Base: After School Tutoring action. Revisions made to reflect updated number of days summer programs offered.

Expansion of Dual Language Immersion Programs will be renumbered to 1.16.

BASE: Instruction will be renumbered to 1.17.

BASE: Professional Learning will be renumbered to 1.18.

BASE: Technology Access and Support will be renumbered to 1.19.

High Quality School Site Health Services will be renumbered to 1.20.

Student Technology Access and Annual Refresh will be renumbered to 1.21.

Upgrading Access to Technology will be renumbered to 1.22.

Action 1.23 is renamed to Program Specialists, and the action description has been updated from Regional Instructional Managers (RIMs) to reflect the position title of Program Specialist.

Early Interventions will be renumbered to 1.24.

The action Supports for Foster Youth / Project Access – Direct Technical Assistance will be renumbered as Action 1.25. The action title has also been revised to remove Direct Technical Assistance, as the district is no longer eligible to receive direct technical assistance.. This action was revised to reflect the elimination of in academic counselors.

Supports for Homeless Youth will be renumbered to 1.26. This action has been revised to reflect the removal of a 0.5 Prevention/Intervention Specialist and School Community Liaison positions.

BASE: Special Education will be renumbered to 1.27.

Linked Learning, ROP, and CTE Pathway Development will be renumbered to 1.28. This action has been revised to reflect a reduction in CTE teaching staff due to declining enrollment. Although the total budget increased compared to the prior year, the increase is primarily attributable to the Strong Workforce Connection grant, which provided an additional $1.2 million and included $2.0 million in carryover funding. The budget also reflects increased employee benefit costs.

CTE STEM PK-6 Kids Invent! will be renumbered to 1.29.

Men's and Women's Alliance will be renumbered to 1.30. The action description has been revised to reflect services funded through this action such as career readiness programs and student leadership development.

School Counselors & Resource Counseling Assistants will be renumbered to 1.31.

Action 1.11 BASE: Analysis, Measurement, and Accountability and Action 1.22 BASE: Early Learning have been collapsed into action 1.17 BASE: Instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Learning Recovery Emergency Block Grant – Literacy Initiative	The district completed a needs assessment, including educational partner feedback that determined the need to accelerate student learning in foundational reading skills and ensure more students are reading by the end of first grade. This is how the district continues to address the learning loss due to the pandemic. The district worked with data to review English Language Arts (literacy), Math, and Chronic Absenteeism. From educational partner feedback and data review, the districts greatest need is to support literacy. Utilizing CA Dashboard Data and reviewing data for all student groups, the district is focusing on all Kindergarten and First Grade students at all elementary schools who are at the highest risk of not reaching grade-level reading goals. The District planning team, comprised of multiple department leads, outlined opportunities for community engagement through a literacy task force, made up of district staff, teachers, site administrators, parents, and community partners. The task force reviewed research and collectively developed the three pillars for the district's literacy plan which include classroom instruction, high-quality supports; and family and community partnerships. Fresno Unified monitors local assessment metrics, specifically iReady diagnostic assessments for kindergarten and first-grade students and the	$18,864,428.00	No

Action #	Title	Description	Total Funds	Contributing
		Kindergarten Foundational Skills Assessment to determine grade level proficiency to measure the impact of this action. As part of the required LREBG needs assessment, based on the 2024 iReady and Kindergarten Foundational Skills Assessment data: 51% of kindergarten students were at or above grade level in reading at the end of year Kindergarten Foundational Skills Assessment. 68% of kindergarten students were at or above grade level at the end of year iReady Reading diagnostic assessment. 48% of first-grade students were at or above grade level at the end of year iReady Reading diagnostic assessment. Fresno Unified School District's Every Child is a Reader plan that will ensure all students learn to read by the end of first grade. The District's seven regions have created literacy plans to address their unique needs and strategies. Each plan includes common components including a review of data, alignment to District vision and mission, theory of action, and alignment to research and the District's Literacy Taskforce pillars: high quality instruction, interventions, and parent and community partnerships. Because the research into what matters for students to develop strong early literacy skills is dependent on high-quality Tier 1 instruction, the regions' theory of actions aim to equip every teacher and leader with a strong understanding of the fundamental principles of the Science of Reading and the implementation of evidence-based instructional practices. The goal of the regional plans will be to increase regional alignment and coherence, with teachers, coaches, and leaders equipped to teach and support evidence- based literacy development. This will be accomplished through a combination of professional learning and job-embedded coaching. Coaching models provide job-embedded, school-based professional learning to improve student outcomes by increasing timely support for implementation of practices. They allow for differentiation according to the context and individual needs. Coaching		

Action #	Title	Description	Total Funds	Contributing
		provides “continual follow-up, support, and pressure” and “is a form of professional development that brings out the best in people, uncovers strengths and skills, and builds effective teams” (Sweeney, “Student-Centered Coaching,” 2011; Aguilar, “The Art of Coaching: Effective Strategies for School Transformation,” 2013). Studies find positive impact in coaching models for driving professional learning and school change, citing positive effects on developing teacher leaders (Mayer, “Empowerment Zone,” Journal of Staff Development, 2013), creating networks of “reflective, self-reliant school principals” (Rogers, Hauserman, & Skytt, “Using Cognitive Coaching to Build School Leadership Capacity,” Canadian Journal of Education 39(3), 2016), and increased leader capacity and positive student achievement gains after coaching (Warren & Kelsen, “Leadership Coaching” Journal of Urban Learning, Teaching, and Research 9, 2013). According to the State Literacy Plan, as teachers develop their pedagogical practice, formative assessment naturally becomes part of the necessary data collection to learn about students’ attained skills and the impact of instruction on student outcomes in Tier 1 instruction. High-quality Tier 1 instruction coupled with common and frequent formative assessments, will be foundational to then develop and structure high-quality supports. Parent and community partnerships are a cornerstone of literacy plans. According to John Hattie in Visible Learning for Literacy, Grades K-12, there is a relationship between parental participation and student achievement. The literacy plans focus on increasing parental participation through school literacy nights, parent education modules, literacy celebrations, and extended learning opportunities with community partners. Learning Recovery Emergency Block Grant (LREBG) Funds supporting this action: $18,864,428 through 2027/28. The major areas of investment include:		

Action #	Title	Description	Total Funds	Contributing
		1. Teachers and paraprofessionals will be provided supplemental contracts and substitutes to support engagement with professional learning and training. 2. Contracting service providers for professional learning services and materials. 3. Students will be provided with tutoring services to support small group instruction. 4. Additional certificated and classified staff to support literacy interventions, small group instruction, and support staff professional learning through job-embedded coaching. 5. Partnerships with service providers to increase family engagement with literacy through workshops, events and education. Families will be provided with home libraries and resources to continue to literacy support in the home 6. Learning recovery programs and materials designed to accelerate academic proficiency. 7. Support with lowering classes sizes to increase intervention supports during the regular school day		
1.02	Additional Teacher Supply Funds	Fresno Unified School District will provide each teacher-member of FTA an additional $315 for supplemental instructional supplies to better support low-income students with aligned materials in the classroom and at home. This includes, supplemental resources falling into these categories: • Supplemental books • Project materials • Culturally responsive and inclusive texts • Hands on materials • Reading foundational skills, sounds, and letter cards for small groups • STEAM materials • Supplemental art supplies • Classroom poster to visually support the learning • Classroom libraries	$3,927,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.03	Middle & High School Redesign	69 additional teachers at all the middle school and high school sites. 10 additional academic counselors at high schools	$18,942,582.00	Yes
1.04	Eliminate Elementary Combination Classes	Additional teachers at identified sites based on enrollment	$7,268,862.00	Yes
1.05	Instructional Supports and Instructional Coaches	• Additional Instructional Coaches • Additional Teachers on Special Assignment	$42,700,130.00	Yes
1.06	Additional Teachers Above Base Staffing	Additional classroom teachers	$37,751,841.00	Yes
1.07	Additional School Site Administration Above Base	Additional Vice Principals To meet the educational needs of foster youth and low-income students, Fresno USD will staff additional vice principals as determined by site needs. This increased staffing will assist the school principal to form a stronger leadership team designed to improve academic outcomes, decrease expulsion, decrease suspensions, and ensure the needs of low-income and foster youth students are being met.	$16,093,750.00	Yes
1.08	Historically Underserved Student Groups	• Additional Certificated Teachers • Additional Instructional Aides (paraprofessionals) • Additional Administrative leadership and support • Campus Safety Assistant • Tutors/Advisors (Mentors) • Professional Development • Math Interventions (Robotics, STEM) • Additional Technology Supplies • Summer Literacy (Springboard)	$6,630,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.09	Historically Underserved Student Groups - Targeted Support Services	The Historically Underperforming Student Group (HUSG)–Targeted Support Services action will provide a dedicated Student Support Specialist at each middle and high school to support students academically and socially, addressing achievement gaps identified in SBAC ELA/Math, reducing suspension rates, and increasing graduation and A-G rates. By offering targeted interventions, resources, and structured mentorship, this initiative intends to improve student performance and engagement, leading to measurable gains in academic outcomes and decreased disciplinary incidents. One vendor, the California Teaching Fellows Foundation, along with contracted Certificated Substitute Teachers, will provide support to identified students. • Each specialist will work approximately 35 hours per week and collectively serve approximately 650 students. • Student Support Specialists will participate in monthly training and professional development focused on culturally relevant and responsive practices, social-emotional learning (SEL), restorative practices, trauma-informed approaches, and data collection and analysis. Quarterly writing workshop theory sessions will also be provided. • Materials, supplies, and resources will be purchased. Students in the HUSG program need support in social-emotional development and life skills, with a focus on self-awareness, self-management, self-regulation, social awareness, and decision-making. These supports aim to reduce incidents of misbehavior and improve both academic and social outcomes. 1. We will address the need based on the HUSG data such as SBAC ELA/Math and suspension. a. Goals are to: • Increase academic achievement in ELA and math • Increase graduation and A–G rates • Decrease behavioral incidents, including suspension rates 2. The Student Support Specialists will: a. Meet weekly with each student to build relationships, conduct check-ins,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and provide individualized support through mentorship, including discussions about grades, attendance, and behavior. b. Collaborate with site administrators and counselors to facilitate academic interventions and skills-based group sessions. c. Communicate student progress to site administrators, counselors, and the district team. d. Participate in professional learning (PL) to enhance their skills and better meet the needs of students. Student Support Specialist Program Overview Each middle school and high school will be assigned a Student Support Specialist to address the academic and social-emotional needs of students in the HUSG (Historically Underserved Student Group). 3. District Team Support for Student Support Specialists: The district team will provide ongoing support to the Student Support Specialists through the following actions: a. Deliver professional learning (PL) and training opportunities. b. Monitor and provide student-level data (e.g., behavior and attendance) for each specialist's caseload. c. Guide specialists to refer students to site administrators, counselors, or the district team when additional support is needed. d. Assist specialists with the implementation of Social-Emotional Learning (SEL) programs. e. Introduce comprehensive SEL frameworks focused on self-awareness, self-management, and decision-making skills. f. Emphasize the importance of restoring relationships with peers, teachers, and staff. g. Support the development and implementation of intervention plans for students at risk of suspension, expulsion, or academic/behavioral decline. h. Facilitate communication with families and encourage participation in community engagement activities. 4. Ongoing Responsibilities of Student Support Specialists: a. Specialists will share data weekly, with an intentional focus on identifying racial disparities to prevent the disproportionate punishment of HUSG students.		

Action #	Title	Description	Total Funds	Contributing
		b. Specialists will attend and support local and regional field trips focused on college and career readiness for students in grades 7–12. This action does not have funding attached, as expenditures will be included in BASE actions.		
1.10	Additional Supports for Libraries	To meet the needs of English learners, the district is focused on improving access to high level reading materials in both English and other languages. To support this need for English learners, the district will provide: • All schools will have a library staff member with the additional hours to make them a full time (8 hour) school library staff to supporting the reading needs of students • Purchase additional print and digital books on diverse topics and in a variety of languages based on educational partner input • Increase at-home libraries providing supplemental books for students to read at home without library check-in dates	$1,286,750.00	Yes
1.11	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Fresno Unified continues to invest in a K-8 manager Secondary manager Four advanced coursework coordinators at the eight comprehensive high schools A Teacher on Special Assignment Clerical staff Professional learning - teacher supplemental contracts and AP Summer Institute Training Materials and supplies to support the program including licensing for an assessment tool Student fees for Advanced Placement exams	$4,761,952.00	Yes
1.12	Expand Alternative Education	• Alternative Education staff to oversee the coordination of programs	$1,916,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional teacher time to support credit recovery in the evening and weekends • Online tools for credit recovery course		
1.13	Maintain Additional Services for Phoenix Community Day School	• Additional academic counseling • Additional staff to provide crisis intervention • SEL supports • Materials to support interventions	$6,328,130.00	Yes
1.14	All teachers are teachers of English learner (EL) students	• Additional Teachers on Special Assignment with EL and LTEL as primary focus to support teachers, and administration at schools • Additional period for secondary teachers to support EL students, with a focus on newcomer EL students • Contracted tutors for EL students, including newcomer student and LTEL support • Site licenses for teacher and student use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels.	$20,631,095.00	Yes
1.15	Base: Expanded Learning Programs	Fresno Unified School District continues to design and expand learning opportunities for students from preschool through 12th grade through summer, winter intersession, and after school programs focused on literacy, mathematics, and credit recovery. These expanded learning opportunities provide additional academic support beyond the regular instructional day and school year to address unfinished learning, accelerate student achievement, and increase opportunities for students to meet grade-level standards and graduation requirements. As outlined in the metrics section, English learners, foster youth, and low-income students have lower state (SBAC) English Language Arts and Mathematics and local (iReady) English Language Arts and Mathematics assessment scores and lower graduation rates than the all student group. In addition, English learners, foster youth, and low-income students have lower A-G completion rates compared to the all student group.	$109,819,327.00	No

Action #	Title	Description	Total Funds	Contributing
		The district conducted a needs assessment and review of student outcome data and determined that one root cause is the need for additional learning opportunities beyond the regular instructional day and school year to close learning gaps, address unfinished learning, provide targeted tutoring support, and create opportunities for students in upper grades to recover credits needed for graduation and A-G completion. District data indicates an ongoing need to support English learners, foster youth, and low-income students. While these students continue to demonstrate improvement on local iReady assessments in English Language Arts and Mathematics and have increased A-G course completion, achievement data shows they continue to perform below the all student group. Feedback from the LCAP survey also identified a need for additional academic interventions and tutoring supports for students who are not meeting grade-level expectations. Students identified as being two or more years below grade level in English Language Arts or Mathematics on the second quarter iReady assessment (elementary and middle grades) or more than 10 credits deficient toward graduation and/or A-G requirements (high school) are prioritized for participation in expanded learning opportunities. Fresno Unified School District will continue to prioritize English learners, foster youth, and low-income students for participation in expanded learning programs, including summer, winter intersession, and after school opportunities. Summer programs are available through in-person and/or online learning formats and operate at least three hours per day for 13 days for Preschool students, at least six hours per day for 13 days for Transitional Kindergarten through eighth grade students, and at least six hours per day for 22 days for students in grades 9 through 12 during the summer break. Since the post-pandemic period, Fresno Unified School District has continued to offer in-person summer programming at school sites to meet the needs of students and families while continuing to design and adopt curriculum that supports both online and in-person instruction.		

Action #	Title	Description	Total Funds	Contributing
		After school expanded learning programs provide tutoring and academic support for students in Transitional Kindergarten through grade 12 outside of the regular school day. After school tutoring staff, including teachers and qualified paraprofessionals, provide one-on-one and small group instruction to strengthen literacy and mathematics skills, support homework completion, and reinforce classroom instruction in structured learning environments. School sites provide multipurpose rooms or alternative classroom spaces that support focused academic intervention. Expanding learning opportunities requires additional staffing, including management, certificated teachers, qualified paraprofessionals, and classified employees from school sites and district departments. Programs also include professional learning and training for staff, additional compensated time for school-to-home communication and family engagement, and the purchase of curriculum, instructional materials, and supplies that support student learning. Instructional materials and supplies are selected to promote student engagement and may incorporate approaches that differ from instruction during the regular school day. Professional learning emphasizes instructional strategies that address the unique needs of English learners, foster youth, and low-income students and may include direct instruction, small group instruction, investigative learning, and hands-on experiences that strengthen foundational literacy and mathematics skills. Expanded learning intervention programs are intentionally designed to address unfinished learning and learning loss through literacy instruction, mathematics intervention, tutoring support, and credit recovery. Implementation of expanded learning programs continues to increase student access across the district. In Summer 2025, 65 elementary schools, 12 middle schools, 8 high schools, and 4 alternative education schools offered summer programs, providing students access within their geographical home school boundary. More students are able to participate in summer programs at their school of enrollment, providing continuity with familiar campuses and staff.		

Action #	Title	Description	Total Funds	Contributing
		After school tutoring programs continue to provide students with safe and supportive environments where they receive academic assistance and complete assignments. When a campus is unavailable due to renovation or construction, students attend the nearest summer program within the same region. Because transportation can be a barrier for English learners, foster youth, and low-income students, transportation is provided for impacted students and is available at every summer program site using bus schedules that mirror the regular school year. Expanded Learning Programs are expected to demonstrate student growth on program pre- and post-assessments, as well as improvements on state (SBAC) and local (iReady) assessments. High school students participating in these programs are expected to recover credits needed for graduation, improve graduation rates, and remain on track for A-G completion. For the identified student groups: Increase state (SBAC) English Language Arts and Mathematics and local (iReady) English Language Arts and Mathematics assessment results, increase graduation rates, and increase A-G completion rates.		
1.16	Expansion of Dual Language Immersion Programs	1. DLI Managers and Teachers on Special Assignment - to support DLI students, their families, teachers, and leaders with program specific needs at all DLI sites. 2. Provide supplemental instructional and assessment materials as well as supplemental resources and develop cross-cultural opportunities to actualize all three goals of dual language immersion education.	$1,431,478.00	Yes
1.17	BASE: Instruction	Fresno Unified's instructional Division addresses the needs of all students. Additionally, FUSD will address the specific needs of student groups identified in red on the 2023 CA Dashboard for ELA, Math, Graduation Rate, and Career and College Readiness. The lowest performing student groups in these areas	$502,030,375.00	No

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

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

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

Action #	Title	Description	Total Funds	Contributing
		• Designated ELD : In grades TK – 6th designated ELD instruction builds into and from content instruction, but with a focus on the CA ELD Standards. It is a time set aside in the regular school day when ELs with similar language proficiency levels or close spans are grouped together to address the needs of each respective student/group. • Designated ELD for Long-Term English learners is provided in the classroom with a focus on the CA ELD Standards. Instruction for Long-Term English learners address the students' specific language needs which is driven by data. • Designated ELD: In grades 7-12, designated ELD is provided in one of two ways: through structured ELD courses, or through grade-level English language arts. In both course settings, designated ELD instruction supports students as they progress through the levels of language proficiency: emerging, expanding, and bridging. • Designated ELD: LTEL students are placed in ELD Advanced and/or ELA/ELD and are provided additional instructional supports and tutoring to expand and bridge their needs. To meet the needs of EL students to increase proficiency in Math: Multi-lingual services will work with School Leadership/Curriculum development Math Department to support professional learning through out Fresno Unified to work with Instructional Coaches and Teachers to focus on interventions and strategies to support EL students with math literacy. For school sites that did not expend all the Equity Multiplier funds they received, Addams Elementary, DeWolf High, Farber School of Credit Attainment (Cambridge), Farber School of Independent Studies (J.E. Young), Fort Miller Middle, Fresno High, Fulton School, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary, those funds will roll over to the subsequent school year. As Equity Multiplier		

Action #	Title	Description	Total Funds	Contributing
		funds have a unique SACS code, our EM sites from both 2024/25 and 2025/26 will maintain the spending restrictions year over year. All expenditures will be used for evidence-based services and supports at eligible school sites. Equity Multiplier funds will be expended on evidence-based services and supports for the students who generate the funding each year. Each site will maintain an internal plan for unspent EM funds. The Fresno Unified School District Early Learning Department aims to give every child an equitable start toward college, career, and life readiness through nurturing, child-centered environments and high-quality programs that respect diverse languages, cultures, and family needs. Their programs, such as Early Learning Centers, preschool, Transitional Kindergarten, inclusive and dual immersion settings, and family support services, provide safe spaces where young children can explore, play, and build the social and academic skills needed for long-term success. The District's Department of Analysis, Measurement, and Accountability (AMA) provides accurate and unbiased data analysis to support accountability and evidence-based decision making aimed at improving student achievement and closing opportunity gaps. The department streamlines and standardizes data resources and reporting practices to ensure reliable information for schools and departments. AMA conducts both qualitative and quantitative analyses, promotes data literacy through collaboration with educational partners, and clearly communicates processes and procedures for systemic support. It also assists school leadership by providing student group data to help analyze and address the needs of low-performing groups identified on the California Dashboard. The student groups listed below that were identified as red (lowest performing) on the 2023 CA Dashboard will be supported by AMA to increase interventions. AMAs work will support departments and sites to conduct needs assessments and be able to pinpoint specific areas of growth and target for the student groups listed below. ELA AA ELA EL ELA FY		

Action #	Title	Description	Total Funds	Contributing
		ELA HOM Math EL Math HOM Grad FY Grad SWD Susp AA Susp AI Susp FY Susp HOM Susp MR Susp SWD CCI SWD		
1.18	BASE: Professional Learning	The following bullets outline key components of professional learning, designed to provide comprehensive support for teachers, site administrators, and English learner (EL) services, including targeted coaching, induction programs, and coordination of professional development across various instructional departments. • Provide job embedded professional learning • New teacher support and induction • Targeted coaching support to teachers and site administrators • Learning Summit • Math lesion design and summer school pilot • Smarter Balanced Interim Assessment Training • Unbound Education Standards Institute • PBS Lessons – Instruction serving all children in the valley • Tutor.com – On demand tutoring • First K-3 reading • Coordination of professional learning across all departments in Instructional Division • Adding one Project Manager and three Instructional Coaches • English learner professional learning and student support services • Recruit, train, and retain staff within Teacher Development programs • Collaborate with Institutions of High Education on preservice and retention of staff	$50,671,067.00	No

Action #	Title	Description	Total Funds	Contributing
		Fresno Unified provides professional learning to support the EL language acquisition plan: English Learner Services provides English learner professional learning in support of all EL's through: • New Teacher Saturday Pipeline • Targeted coaching support to teachers and site administrators • Learning Summit • EL Site Rep Meetings • Regional ILT • Site and department based EL PL • Coordination of professional learning across all departments in Instructional Division • English Learner Professional learning for ELS TSAs and staff • English Learner Professional learning for TSAs at Designated Schools English Learner Services provides English learner professional learning in support of LTELs through: • Summit K12 LTEL PL • Content courses (math, science, H/SS, ELA) Integrated ELD PL • New Teacher Saturday Pipeline • LTEL PL (Designated ELD for students not progressing on ELPAC) • English Learner Professional learning for TSAs at Designated Schools • EL PL in Math to all Elementary Site Coaches		
1.19	BASE: Technology Access and Support	Information Technology • Student, Staff, and Classroom Technology and Applications • Enterprise Applications (Financial, HR, Payroll, Facilities) • ATLAS (student information system) • Information Security and Privacy • Data Center • Networks	$23,699,564.00	No

Action #	Title	Description	Total Funds	Contributing
		• STEM Innovation for students • IT Support (Students, Staff, Parents) Technology Access and Support • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications		
1.20	High Quality School Site Health Services	• Every school has a registered nurse provided services above what is required • Professional learning: nurse educator to support nurse onboarding and training to build capacity in student care for all health professionals	$20,412,538.00	Yes
1.21	Student Technology Access and Annual Refresh	IT Technicians, FLAT centers, and student laptops equipped with educational software and rugged features, alongside hotspots for internet access, while support centers offered assistance in multiple languages	$14,475,733.00	Yes
1.22	Upgrading Access to Technology	Technology for students and staff	$4,275,111.00	Yes
1.23	Program Specialists	Program Specialists will be assigned to report to school sites in support of site leaders, teachers and students.	$2,369,688.00	Yes
1.24	Early Interventions	• Intervention teachers • Supplemental curriculum and materials	$3,157,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Supports for Foster Youth / Project Access	• 10 Clinical School Social Workers	$1,831,052.00	Yes
1.26	Supports for Homeless Youth	• 10 Clinical School Social Workers	$2,110,776.00	Yes
1.27	BASE: Special Education	The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population. Specifically, the department is addressing: • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs • Prioritizing the diverse and unique needs of students through enhanced supports and interventions In order to support the lowest performing SWD, as identified as 'Red' on the CA Dashboard, the Special Education department will work with schools to ensure their is a focus on SWD in the areas of Graduation Rate, Suspension, and to increase the Career and College Indicator. This will be a collaboration with Instructional Services, Career and College Readiness, Prevention and Intervention, and school sites to support SWD. The Special Education department will train staff to support with ELA, Math and other academic interventions to increase graduation rate. Additionally, an increased focus on engagement for SWD with increase their overall participation in school with the purpose to increase graduation rate. Part of this work to increase engagement is to increase course access and promotion of elective and pathway opportunities for SWD. This promotion and access will support increase College and Career readiness for SWD to increase CCI on the CA Dashboard.	$262,198,920.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, the Special Education Department works on different behavioral plans and interventions with staff and students in order to increase positive behaviors in the classroom and at school sites, in order to decrease suspensions for SWD.		
1.28	Linked Learning, ROP, and CTE Pathway Development	Teacher Supplemental contracts Educational work field trips Teacher Substitutes Internship Programs Teachers on Special Assignment Administrative Staff CTE office support staff Transportation costs Materials and Supplies	$28,385,656.00	Yes
1.29	CTE STEM PK-6 Kids Invent!	Curriculum and materials Lego Education Innovation Day Field Trips	$1,200,367.00	Yes
1.30	Men's and Women's Alliance	Men's and Women's Alliance Programs: • Additional certificated teacher full-time equivalent (FTE) at secondary sites • Program curriculum, instructional materials, and professional learning for teachers • Academic support, including after-school tutoring and other academic support services • Student leadership development activities, including leadership retreats, conferences, college visits, and service-learning opportunities • Career readiness programming, including job-readiness training and paid work-based learning experiences	$1,128,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Program coordination and administrative support necessary to implement Alliance programming		
1.31	School Counselors & Resource Counseling Assistants	To meet the educational needs of English learners, foster youth, and low-income students, every middle school will have the support of a resource counseling assistant and an academic counselor.	$18,061,515.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	“The Whole Child” (Engagement and Social-Emotional Learning)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.01	Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-	ALL: 7.3% EL: 5.1% FY: 21.5% LI: 7.8% AI: 9.5%	ALL: 6.6% EL: 4.9% FY: 22.1% LI: 7.0% AI: 9.3%	ALL: 5.9% EL: 4.5% FY: 19.7% LI: 6.4% AI: 6.0%	ALL: 6.4% EL: 4.2% FY: 18.0% LI: 6.9% AI: 3.5%	ALL: -1.4% EL: -0.6% FY: -1.8% LI: -1.4% AI: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Income, AI = American Indian, AA = African American, HL = Homeless, MR = Two or More Races, SWD = Students with Disabilities)	AA: 16.4% HL: 15.8% MR: 8.9% SWD: 10.6% Data Year: 2022/23 Data Source: CA Dashboard -additional reports	AA: 15.9% HL: 14.7% MR: 8.3% SWD: 9.8% Data Year: 2023/24 Data Source: CA Dashboard - additional reports	AA: 14.9% HL: 14.1% MR: 7.0% SWD: 9.0% Data Year: 2024/25 Data Source: CA Dashboard - additional reports	AA: 10.4% HL: 12.2% MR: 2.9% SWD: 9.7% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	AA: -1.5% HL: -1.7% MR: -1.9% SWD: -1.6%
2.02	Rate of parents, students and staff report of positive sense of safety and connectedness (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers Data Year: 2023/24 Data Source: Climate & Culture Survey	Safety: 72.5% Students 93.0% Parents 89.0% Staff Connection: 81.5% Students 91.0% Parents 94.0% Teachers Data Year: 2024/25 Data Source: Climate & Culture Survey	Safety: 87.0% Students 76.5% Parents 96.0% Staff Connection: 82.0% Students 96.0% Parents 87.0% Teachers Data Year: 2025/26 Data Source: Climate & Culture Survey	Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers Data Year: 2026/27 Data Source: Climate & Culture Survey	Safety: +14.3% Students -15.2% Parents +6.7% Staff Connection: +1.6% Students +5.7% Parents -5.5% Teachers
2.03	Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 0.24% EL: 0.18% FY: 0.52% LI: 0.26% Data Year: 2022/23 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	ALL: 0.13% EL: 0.10% FY: 0.51% LI: 0.14% Data Year: 2023/24 Data Source: DataQuest Expulsion and	ALL: 0.17% EL: 0.13% FY: 0.79% LI: 0.19% Data Year: 2024/25 Data Source: DataQuest Expulsion and	ALL: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: DataQuest Expulsion and	ALL: -0.7% EL: -0.5% FY: +0.27% LI: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension – Expulsion Rates	Suspension – Expulsion Rates	Suspension – Expulsion Rates	
2.04	Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2022/23 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2023/24 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2024/25 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2025/26 Data Source: FIT Report (Facilities Inspection Tool)	.0%
2.05	Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, AA = African American)	ALL: 34.7% EL: 27.2% FY: 35.0% LI: 36.5% AA: 44.5% Data Year: 2022/23 Data Source: CA Dashboard	ALL: 30.3% EL: 23.1% FY: 37.8% LI: 32.1% AA: 41.5% Data Year: 2023/24 Data Source: CA Dashboard	ALL: 29.4% EL: 22.0% FY: 37.1% LI: 31.3% AA: 40.7% Data Year: 2024/25 Data Source: CA Dashboard	ALL: 25.7% EL: 18.2% FY: 29.0% LI: 27.5% AA: 35.5% Data Year: 2025/26 Data Source: CA Dashboard	ALL: -5.3% EL: -5.2% FY: +2.1% LI: -5.2% AA: -3.8%
2.06	Percent of students who have participated in at least one arts, activities, or athletics event – Broad Course of Study (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 47.5% EL: 37.3% FY: 45.0% LI: 46.5% Data Year: 2022/23 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: 42.6% EL: 31.5% FY: 41.6% LI: 41.4% Data Year: 2023/24 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: 44.6% EL: 33.3% FY: 44.9% LI: 43.2% Data Year: 2024/25 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: 62.5% EL: 52.3% FY: 60.0% LI: 61.5% Data Year: 2026/27 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: -2.9% EL: -4.0% FY: -0.1% LI: -3.3%
2.07	Student attendance rate	ALL: 90.1% EL: 91.6%	ALL: 91.0% EL: 92.0%	ALL: 91.0% EL: 93.0%	ALL: 91.6% EL: 93.1%	ALL: +0.9% EL: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	FY: 89.5% LI: 89.9% Data Year: 2022/23 Data Source: ATLAS (Average Daily Attendance)	FY: 90.0% LI: 91.0% Data Year: 2023/24 Data Source: ATLAS (Average Daily Attendance)	FY: 88.0% LI: 91.0% Data Year: 2024/25 Data Source: ATLAS (Average Daily Attendance)	FY: 91.0% LI: 91.4% Data Year: 2025/26 Data Source: ATLAS (Average Daily Attendance)	FY: -1.5% LI: +1.1%

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.

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

The actions outlined in Goal Three: Increase student engagement in their school and community from the 2025/26 LCAP.

Action 3.01 Increase School Allocations for Athletics
Implementation Status: Full Implementation
The action was fully implemented, meeting all intended objectives. School athletic programs serving low-income students received the promised support in full, including protective gear and uniforms to ensure every student could participate safely and with pride. Staff actively supported the implementation by distributing gear and completing transportation training for safe travel to practices and events. All planned activities were carried out as scheduled, demonstrating that the program was executed as designed. Notable successes included strong collaboration between district and site-level staff, successful distribution of essential gear, and positive student feedback, Semester 1 survey data showed a 61% response rate, with the majority of athletes reporting their needs were met. Challenges included ongoing budget constraints, but strategic, data-driven adjustments allowed the district to effectively prioritize and support athletic programs.
No substantive difference in planned action compared to the actual implementation.

Action 3.02 District-Funded Educational Enrichment Trips
Implementation Status: Full Implementation

The implementation of the enrichment trip program experienced notable successes, including a sustained increase in the number of enrichment trips offered districtwide, high participation rates across most grade levels, particularly TK–5, and continued school and family interest in enrichment opportunities that support student engagement, social development, and real-world learning experiences. The implementation process faced some challenges, including comparatively lower participation rates at the 6th grade level than in elementary grades, difficulty securing sufficient parent chaperones for overnight trips, and logistical and staffing constraints that can impact site participation and scheduling for longer or more complex enrichment experiences.
No substantive difference in planned action compared to the actual implementation.

Action 3.03 District Arts Collaborative Project
Implementation Status: Full Implementation
The action was fully implemented as planned, with six Art Hops held in the new district Art Gallery and participation from 35 teachers across 25 schools. Among the successes were increased student and teacher involvement, improved quality of student work, and stronger adherence to the established theme across participating sites. Challenges included ensuring all student artwork was accompanied by written work, as not all teachers connected the art to literature, limiting the intended literacy component.
No substantive difference in planned action compared to the actual implementation.

Action 3.04 Increased Funding for Music
Implementation Status: Partially Implemented The action was partially implemented as planned, continuing to provide districtwide access to standards-aligned music instruction for grades K–6, with weekly 30-minute classes for grades K–4 and 45-minute ensemble sessions twice per week for grades 5 and 6 during the school day. Additional music teachers supported expanded access for low-income and foster youth students, ensuring identified student groups received instruction, instruments, and materials they would not otherwise have access to, along with supplemental resources for at-home learning. Music teachers utilized the district's scope and sequence and aligned core curriculum to classroom learning to strengthen cross-curricular connections. Successes included maintaining a consistent curriculum across sites, ongoing implementation of music assessments in grades 3–6, and continued access to necessary instruments and materials. Challenges persisted in recruiting and retaining fully credentialed music teachers to fill all K–6 positions across school sites, which limited full implementation at some locations.
No substantive difference in planned action compared to the actual implementation.

Action 3.05 Student Peer Mentor Program
Implementation Status: Partially Implemented
The implementation of the Peer Mentoring program was partially implemented and has seen notable successes, particularly in its ability to connect over 500 students from 16 sites, with high school mentors guiding middle school and elementary mentees academically, socially, and emotionally. In addition to serving middle school students, the program was piloted across five elementary schools to establish mentoring relationships and provide intervention at an earlier stage, due in part to a shortage of middle school program facilitators and in coordination with the district's expanded learning program. Students from identified groups were paired with high school mentors who met with them twice a week to support academic and social-emotional skill development while fostering positive relationships. Feedback from the elementary sites has been overwhelmingly positive, demonstrating strong potential for this expansion to effectively support additional students within identified student groups. However, challenges have emerged in sustaining consistent professional development for mentor

facilitators due to contract-related staffing changes and scheduling conflicts, which have complicated continuity and ongoing learning opportunities for staff.
No substantive difference in planned action compared to the actual implementation.

Action 3.06 School Climate and Culture Expansion
Implementation Status: Full Implementation
The implementation of Tiered supports remains at full implementation across Tiers I, II, and III, with measurable progress and continued refinement. At Tier I, Climate and Culture Specialists (CCS) provide regional support by partnering with administrators, teachers, and Climate and Culture Teams (CCTs) to strengthen classroom conditions, improve schoolwide attendance, and implement early interventions to reduce suspensions, particularly for identified student subgroups. CCS are embedded at school sites, engage in monthly data-driven meetings, and utilize End-of-Month discipline data to identify trends and address disparities. While this work has produced notable successes, challenges include limited capacity to attend all CCT meetings and reduced opportunities to provide whole-staff support. At Tier II, Intervention Specialists (IS) support students with behavioral, social-emotional, and attendance needs, using pre- and post-rating scales to monitor progress; approximately 56% of students completing interventions demonstrate measurable improvement. Although a Tier II intervention menu has been drafted, full rollout has been delayed due to competing priorities. At Tier III, Behavior Support Advisors (BSA), Behavior Intervention Specialists (BIS), and contracted Registered Behavior Technicians (RBT) collaborate to support students with intensive needs, including LI and FY students, achieving a 50% reduction in targeted behaviors and increased SEL skills based on pre- and post-data. Challenges include sustaining progress after supports fade, ensuring fidelity of behavior plan implementation, and generalizing skills across settings.
No substantive difference in planned action compared to the actual implementation.

Action 3.07 Restorative Practices / Relationship Centered Schools
Implementation Status: Partially Implemented
The implementation of this action has shown notable successes, particularly in the restorative processes and social-emotional counseling interventions. The Department of Prevention and Intervention has demonstrated positive outcomes, including a 93% (elementary) and 86% (secondary) rate of no recidivism post-restorative processes (no subsequent suspension or related behavior incident/conflict), as well as a 90% improvement in elementary students who received social-emotional counseling interventions implemented with fidelity. However, there continue to be challenges with limited access to re-entry post-suspension and inconsistent Tier I Restorative Practices, which have impacted the full execution and overall scope of the initiative.
No substantive difference in planned action compared to the actual implementation.

Action 3.08 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention
Implementation Status: Partially Implemented
This action was partially implemented through coordinated efforts across CSSW, CWAS, and the Climate & Culture Division to support low-income students, English learners, foster youth, African American students, homeless youth, and students with disabilities. Services included mental health and attendance interventions, restorative practices, social-emotional learning, school climate initiatives, behavioral supports across Tier I, II, and III systems, and expanded middle school intervention programs. Staff collaborated with school sites to monitor student needs, review data, and implement targeted supports. Although the funds allocated to this action were not fully expended due to unfilled staffing vacancies, students still received all services associated with this action.

No substantive difference in planned action compared to the actual implementation.

Action 3.09 Campus Climate and Culture Teachers
Implementation Status: Partial Implementation
The action to provide Campus Climate and Culture Teachers at middle school sites was partially implemented as planned, with staff focusing on implementing positive reinforcement systems, organizing engaging schoolwide activities to support social-emotional and academic success, and reviewing climate and culture survey data to better understand the needs of low-income students, English learners, and foster youth. While most components were implemented schoolwide, some targeted supports and consistent progress monitoring for specific student subgroups are still being refined. We experienced notable successes in increased student participation in schoolwide events, improved implementation of positive reinforcement systems to support both academic and social-emotional growth, and a more intentional review of disaggregated climate and culture data to better understand student experiences across groups. However, the implementation process also faced challenges, including persistent staff schedule conflicts that limited consistent collaboration and progress monitoring, as well as the absence of centralized and standardized monitoring tools, which made it difficult to capture a complete picture of student engagement and participation and highlighted the need for a more aligned system to track climate, culture, and involvement data across sites.
No substantive difference in planned action compared to the actual implementation.

Action 3.10 Family Engagement Hour Training
Implementation Status: Full Implementation
The action was fully implemented in accordance with the original plan. In partnership with Human Resources, the Department of Prevention and Intervention, Parent University, and the English Learners Department, monthly trainings were provided to Home School Liaisons (HSLs) to support their facilitation of family engagement hour workshops. These workshops were designed to strengthen communication and engagement among families of English learners, low-income students, and foster youth, and were offered at various times of day to accommodate family schedules. Notable successes included strong family participation, families reporting increased connection to their school communities, and HSLs feeling better equipped to provide attendance supports and guide families in understanding the importance of student participation in arts, activities, and athletics. Training strengthened HSL capacity to build supportive partnerships focused on school attendance and student engagement. Implementation challenges included inconsistent family attendance due to work schedules and transportation barriers, the need for ongoing professional learning to deepen HSL expertise in attendance intervention strategies, and ensuring consistent communication across sites. Additionally, some families require sustained outreach and follow-up to better understand the connection between attendance, extracurricular involvement, and long-term student success.
No substantive difference in planned action compared to the actual implementation.

Action 3.11 Mental Health Supports
Implementation Status: Partially Implemented
The action was partially implemented as planned by providing additional school psychologist and office assistant capacity to expand mental health and crisis intervention supports for students, with school psychologists continuing to address students' social-emotional and behavioral needs and connect them to additional mental health services when appropriate. School psychologists also partnered with school sites to strengthen student behavior supports and crisis response efforts, while office assistants supported scheduling, records management, and other administrative functions that increased psychologists' capacity to deliver direct student services. Notable successes included the

continued provision of mental health and crisis intervention services, sustained support for low-income students and foster youth, and improved operational efficiency that allowed for more direct service time. Challenges included limitations in tracking and disaggregating service impact for targeted student groups, difficulty consistently measuring the direct effect of mental health supports on suspension outcomes, and ongoing high demand for mental health and crisis intervention services requiring continued coordination and enhanced data monitoring across school sites.
No substantive difference in planned action compared to the actual implementation.

Action 3.12 Transportation Services
Implementation Status: Fully Implemented
The action was fully implemented as planned, with the Zum software fully launched on the General Education side of the transportation department, including the Parent app, which allows parents and school sites to track buses in real time. Notable successes included positive feedback from both parents and staff regarding the improved communication and transparency. Challenges during implementation included training staff who were new to their positions and to the software, which were addressed through targeted support and onboarding, ensuring smooth adoption across the district.
No substantive difference in planned action compared to the actual implementation.

Action 3.13 Decrease Suspension Rate to Increase Attendance and Academic Success
Implementation Status: Full Implementation
The action was fully implemented as planned through ongoing discussions and regular review of suspension data for students with disabilities (SWD), maintaining a districtwide focus on reducing suspension rates and improving outcomes. While vacancies in Manager III positions presented capacity challenges, the district sustained the core components of the action by continuing cross-departmental collaboration, reviewing available data to inform decision-making, and engaging in planning conversations to support schools in addressing identified needs. Notable successes included maintaining attention to disproportionate suspension rates for SWD and strengthening awareness across departments to inform continuous improvement efforts. Although leadership vacancies and resource limitations impacted the depth and consistency of implementation, the planned activities were carried out within existing structures, with adjustments made to ensure progress toward the action’s intended outcomes.
No substantive difference in planned action compared to the actual implementation.

Action 3.14 Campus Safety Assistants
Implementation Status: Partially Implemented
The action was partially implemented as planned by providing Campus Safety Assistants (CSAs) with the opportunity to participate in annual training that included Restorative Practices and Positive Behavior Interventions and Supports (PBIS) strategies. Notable successes were observed, as CSAs demonstrated more intentional and reflective approaches when working with students, which positively impacted their interactions with students, staff, and families. However, the implementation process faced challenges, including not reaching 100% participation in the training due to some CSAs being unavailable at the time it was offered. Limited time for training opportunities also made it difficult to ensure that all CSAs were fully captured in the annual training cycle. No substantive difference in planned action compared to the actual implementation.
No substantive difference in planned action compared to the actual implementation.

Action 3.15 Diversity, Equity, and Inclusion
Implementation Status: Full Implementation
The Department of Culture & Student Inclusion fully implemented this action by delivering four fixed Cultural Proficiency trainings (each four days in length) to teachers and school site staff, as well as a one-day Cultural Proficiency training to all new employees during New Employee Orientation in collaboration with Human Resources. During the 2025/26 school year, school site presentations were conducted at approximately 16 elementary schools and one middle school to address culturally unhealthy behavior. Feedback from the four-day trainings, New Employee Orientation sessions, and school site presentations was overwhelmingly positive, with both staff and students responding well to the learning. Notable successes included an increased presence at elementary schools and a shift toward a preventative approach focused on proactive learning rather than responding to incidents after they occur. Challenges included determining which school site staff attended the four-day trainings; while teacher attendance increased, there remains a concern regarding whether staff most in need of mindset shifts are participating, or if attendance is primarily limited to those already interested in the topic.
No substantive difference in planned action compared to the actual implementation.

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

Action 3.04 Increased Funding for Music - Actual expenses down 44.1%. Actual expenditures reflected a decrease due to projected savings from unfilled vacancies and phased implementation of the Prop 28 program.

Action 3.08 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention - Actual expenses down 16.3%. Actual expenditure reflected a decrease due to projected savings from unfilled vacancies.

Action 3.12 Transportation Services - Actual expenses up 43.7%. Actual expenditures reflect the continued costs of expanding bus routes in areas with high student populations to reduce travel time and improve bus reliability, as well as adding more bus stops in those areas.

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

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

The actions outlined in Goal 3 Increase student engagement in their school and community from the 2025/26 LCAP.

Action 3.01 Increase School Allocations for Athletics
Effectiveness: SOMEWHAT EFFECTIVE

- Participation in arts, activities, or athletics events declined for Low-income students -3.3%

Although student engagement declined, this action is considered somewhat effective. Providing uniforms, protective gear, and transportation removed financial barriers, and student surveys (61% response rate) along with feedback from coaches and staff indicated improved access,

inclusion, and safety. The decline in participation suggests that other factors, such as family obligations or awareness of opportunities, also influence engagement. Research supports that positive adult-student relationships and supportive environments are critical for long-term participation. Overall, the action successfully addressed key barriers for low-income students and laid a foundation for sustained engagement, but continued outreach, refinement, and monitoring will be needed to translate these supports into measurable increases in future participation.

Action 3.02 District-Funded Educational Enrichment Trips
Effectiveness: SOMEWHAT EFFECTIVE

- Participation rates declined across all targeted groups: All -2.9%, EL -4.0%, FY -0.1%, LI -3.3%

Although financial barriers have been removed and more trips are available, participation has declined across student groups, reflecting concerns raised in educational partner feedback about accessibility beyond cost. Strong engagement in elementary school-day trips contrasts with lower 6th grade overnight camp participation, reinforcing partner input that extended time away from home can create added challenges for students and families. Educational partners also noted that post-pandemic hesitancy, family responsibilities, and the need for clearer communication and support structures may be contributing factors, suggesting that while access has improved, additional strategies are needed to address non-financial barriers impacting overall participation.

Action 3.03 District Arts Collaborative Project
Effectiveness: SOMEWHAT EFFECTIVE

- Participation in arts, activities, or athletics declined: All -2.9%, EL -4.0%, FY -0.1%, LI -3.3%
- English Learners improved +15.0 points SBAC ELA and +13.6 points SBAC Math
- Foster youth improved +8.5 points SBAC ELA and +1.3 points SBAC Math
- Low income improved +9.5 points SBAC ELA and +9.1 points SBAC Math
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%

The REAL Collaborative has successfully integrated arts with literacy, as demonstrated by strong academic gains for English learner, foster youth, and low-income students, with educational partner feedback highlighting increased student engagement, confidence, and sense of belonging as key strengths of the program. While the program is highly effective for those involved, feedback from families, staff, and students also indicates concerns about limited access and awareness, which is reflected in declining overall arts participation and suggests that more students could benefit from these opportunities. The district can build on this success by incorporating partner recommendations to expand outreach, improve equitable access across school sites, and increase opportunities for participation so a broader range of students can experience the academic and social-emotional benefits of arts-integrated learning.

Action 3.04 Increased Funding for Music
Effectiveness: SOMEWHAT EFFECTIVE

- Participation declined for targeted groups: Foster Youth -0.1%, Low-income -3.3%

Expanding music education to all elementary grades represents meaningful progress in access, and the structured curriculum and assessments reflect the program's growth and maturation. By evaluating the identified metrics alongside educational partner feedback, it is evident that this action is somewhat effective in meeting the intended outcomes for targeted student groups, particularly low-income students, through the collaborative approach implemented by student support teams, PLC teams, and individualized practice supported by the online subscription and assessment tools. Parents and teachers expressed satisfaction with the newly formed student support teams and affirmed that the foundational strategies embedded in this action have strong potential to positively influence student outcomes once fully realized. Despite initial participation declines among targeted groups, ongoing refinements, including additional training, resource alignment, and collaborative planning, are showing early signs of promise. With continued investment in professional development, consistent implementation over the next three years, and a focused commitment to data-driven adjustments, this action will yield the desired impact on student achievement and increased engagement in music programs.

Action 3.05: Student Peer Mentor Program
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points SBAC ELA and +13.6 points SBAC Math
- Foster youth improved +8.5 points SBAC ELA and +1.3 points SBAC Math
- Low income improved +9.5 points SBAC ELA and +9.1 points SBAC Math
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%
- School connectedness improved slightly: Students +1.6%, Families +5.7%

By evaluating the identified metrics above, alongside educational partner feedback from site facilitators, the peer mentoring program is successfully supporting academic achievement and modestly improving school connectedness. In our facilitator survey at midpoint in the year, facilitators indicated that of the middle school students enrolled in the program, 50% had shown some increase in school connectedness and 35.2% showed a major increase in school connectedness. In addition, facilitators indicated that 47.3% of students showed some increase in academic motivation and 36.3% showed a major increase in academic motivation. The model of high school mentors supporting middle school mentees addresses both academic and social-emotional needs. While connectedness metrics have shown only modest improvement in the climate culture survey, facilitator feedback indicates it may be higher. However, this still highlights an opportunity to further enhance the program's impact on school climate.

Action 3.06 School Climate and Culture Expansion
Effectiveness: SOMEWHAT EFFECTIVE

- Chronic absenteeism improved for Low-income -4.8% and Foster Youth -7.8%
- Suspension rates improved for Foster Youth -1.8% and Low-income -1.4%

The tiered intervention system is showing positive results for low-income students and foster youth with declines in chronic absenteeism. For suspension rates, we are seeing a slight improvement for foster youth outcomes but an increase for our low-income students suggesting an opportunity to strengthen the pairing of interventions based on specific student needs.

Action 3.07 Restorative Practices / Relationship Centered Schools
Effectiveness: SOMEWHAT EFFECTIVE

- Chronic absenteeism improved for Low-income -5.2% and declined for Foster Youth +2.1%
- Suspension rates improved for Low-income -1.4% and for Foster Youth -1.8%

The high success rates for students who participate in restorative processes demonstrate program effectiveness when implemented. Positive responses were recorded from elementary students, staff, and parents/guardians, indicating a high level of satisfaction with the restorative services provided. According to Fall Semester 2025 data from elementary sites, 504 anonymous survey responses yielded an average satisfaction rating of 4.8 out of 5. These findings, along with an overall 4.8/5.0 satisfaction rating from 824 survey responses, suggest that the approach is generally effective in meeting the needs of the targeted student population while contributing to improved suspension outcomes and reduced chronic absenteeism for Low-income students, though continued attention is needed to address attendance trends for Foster Youth.

Action 3.08 BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention
Effectiveness: SOMEWHAT EFFECTIVE

- Suspension rates improved for most groups: African American -1.5%, American Indian -3.5%, Homeless -1.7%, Mixed Race -1.9%, SWD -1.6%, FY -1.8%
- Chronic Absenteeism rates improved for the following groups: African American -0.8%, FY -0.7%, LI -0.8%, EL -1.1%

The DEI and DPI departments are making progress in reducing suspensions for most vulnerable student groups through equity-based training and comprehensive support services. The improvements for African American students, students experiencing homelessness, and students with disabilities indicate that culturally responsive practices and mental health supports are working.

Action 3.09 Campus Climate and Culture Teachers
Effectiveness: SOMEWHAT EFFECTIVE

- Participation in activities declined for All targeted groups: EL -4.0%, FY -0.1%, LI -3.3%
- Connectedness perceptions improved for families +5.7%

Based on an evaluation of the identified metrics, the action has been somewhat effective in meeting the intended outcomes for students through the collaborative approach implemented by Campus Climate and Culture teachers. The presence of dedicated climate and culture teachers represents a strong investment, as they facilitate climate teams, support schoolwide initiatives, and organize events that contribute to a more positive school environment. Families, students, and educational partners reported increased feelings of school connectedness, reflecting the positive impact of these efforts; however, declining participation rates across student groups suggest opportunities to refine implementation and further strengthen student engagement. Overall, while participation in activities has decreased, feedback continues to indicate improved school connectedness, highlighting both the effectiveness of current practices and the need for continued focus on increasing engagement moving forward.

Action 3.10 Family Engagement Hour Training
Effectiveness: SOMEWHAT EFFECTIVE

- Participation in activities declined for all targeted groups: EL -4.0%, FY -0.1%, LI -3.3%

The increase in family engagement reflects meaningful progress, showing that targeted outreach and culturally responsive practices can reduce barriers and build trust, particularly among English learner, low-income, and foster youth communities. Families are more likely to participate when communication is clear, accessible, and responsive to their needs, and educational partner feedback affirms that families feel more welcomed and informed while emphasizing the need for continued two-way communication. To strengthen engagement, the district also prioritized attendance, with a chronic absenteeism rate of 25.4 percent as of February 2026. Staff received targeted professional learning to better understand attendance trends and communicate with families in supportive, non-punitive ways, while Home School Liaisons used data to identify and support students experiencing chronic absence. Professional Learning Communities further supported collaborative data review and action planning. Educational partner feedback highlighted appreciation for these proactive efforts and the importance of continuing to align supports with student and family needs, as these strategies aim to reduce absenteeism and promote long-term student success.

Action 3.11 Mental Health Supports
Effectiveness: SOMEWHAT EFFECTIVE

- Suspension rates improved for Low-income -1.4% and for Foster Youth -1.8%

The substantial investment in mental health infrastructure is showing positive results for low-income and foster youth students. The high number of counseling interventions indicates services are being accessed, which positively correlates to Ed Partner feedback for the need for stronger relationships with trusted adults on campus. The district maintains its focus on mental health supports by providing specialized trauma-informed interventions while also working to improve continuity of care and student-adult connections.

Action 3.12 Transportation Services
Effectiveness: EFFECTIVE

- Student attendance improved for Low-income +1.1%
- Chronic absenteeism decreased for Low-income -5.2%

Transportation services are successfully removing attendance barriers for low-income students, as evidenced by improved attendance and reduced chronic absenteeism. The combination of traditional bus routes and public transit passes provides flexible options for different student needs. The successful implementation of trip planning software shows operational efficiency. The positive outcomes suggest that reliable transportation is a fundamental need that, when met, enables students to engage with all other school opportunities.

Action 3.13: Decrease Suspension Rate to Increase Attendance and Academic Success
Effectiveness: SOMEWHAT EFFECTIVE

- Suspension rates decreased for SWD -1.6%
- SBAC ELA improved for SWD +45.0 points and SBAC Math +45.0 points
- Chronic Absenteeism improved for SWD 5.7%

The Continuous Improvement Monitoring (CIM) approach is yielding positive results for students with disabilities across academic, and behavioral metrics. The recognition by CDE as an exemplar plan validates the approach. The pilot sites showing significant reductions in suspension rates for students with disabilities demonstrates the potential for scaled impact.

Action 3.14 Campus Safety Assistants
Effectiveness: SOMEWHAT EFFECTIVE

- Suspension rates improved for Low-income -1.4% and for Foster Youth -1.8%
- Student attendance improved for Low-income +1.1% and declined for Foster Youth -1.5%
- Safety perceptions improved for all students +14.3%

Campus Safety Assistants are having a positive impact on school climate. The improvement in attendance for low-income students and the slight decline in attendance for foster youth students suggests CSAs help create a more welcoming environment. Also, the increase in safety perceptions indicates students view increased security presence positively. The improved suspension outcomes suggest CSAs emphasize on relationship-building and restorative practices training.

Action 3.15 Diversity, Equity, and Inclusion
Effectiveness: SOMEWHAT EFFECTIVE

- Chronic absenteeism improved for Low-income -5.2%
- Suspension rates improved for Low-income -1.4%
- Safety perceptions improved for students +14.3%

The comprehensive CSI training approach shows positive impacts on student outcomes, particularly for low-income students. The reduction in chronic absenteeism, suspensions and safety perception suggests that culturally responsive practices are helping students feel more connected and supported. The positive family perception suggests external communication is effective.

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

Updated the name of the Goal 2, and updated the explanation of why the LEA has developed this goal.

Goal 3 from the 2025/26 LCAP has been removed and all metrics and actions have been moved to Goal 2.

The metrics in Goal 2, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, and 2.07 were in the prior year Goal 3.

Updated the data source for metric 2.05 to the CA Dashboard.

Action Decrease Suspension Rate to Increase Attendance and Academic Success will not continue.

Increase School Allocations for Athletics will be renumbered to 2.01. Total budget increased due to increase of salary and benefits and increased transportation costs.

District-Funded Educational Enrichment Trips will be renumbered to 2.02. In addition, this action has been updated to reflected planned elimination of 6th Grade Summer Camp.

District Arts Collaborative Project will be renumbered to 2.03. The total budget was reduced due to realignment in music teachers to base instruction.

Increased Funding for Music will be renumbered to 2.04. Total budget was adjusted due to having reduced carryover.

Student Peer Mentor Program will be renumbered to 2.05.

School Climate and Culture Expansion will be renumbered to 2.06. Although staffing configurations were adjusted based on reflections on prior practice and evolving operational needs, including a decrease of 1 Climate and Culture Specialist, decrease of 9 Behavior Support Advisors serving preschool–8th grade students, increase of 3 Behavior Intervention Specialists, increase of 17 Tier II Intervention Specialists (formerly Child Welfare Attendance Specialists), and increase of 2 Guidance Learning Advisors, the overall level and scope of services provided will remain unchanged. These staffing realignments are intended to maintain continued access to behavioral, attendance, intervention, and student support services for preschool through grade 12 students.

Restorative Practices / Relationship Centered Schools will be renumbered to 2.07. This action was updated to reflect a reduction of five Restorative Practices Counselors.

BASE: Student and Family Services will be renumbered to 2.08. This action title was updated from BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention to BASE: Student and Family Services.

Campus Climate and Culture Teachers will be renumbered to 2.09.

Family Engagement Hour Training will be renumbered to 2.10. This action was updated to reflect the addition of the number of Home School Liaison positions.

Mental Health Supports will be renumbered to 2.11. This action was updated to reflect to reflect the addition of the number of School Psychologists.

Transportation Services will be renumbered to 2.12.

Campus Safety Assistants will be renumbered to 2.13.

Department of Culture and Student Inclusion will be renumbered to 2.14. This action title was updated from Diversity, Equity, and Inclusion to Department of Culture and Student Inclusion.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Increase School Allocations for Athletics	• Supplies needed for Athletic programs at all schools • Student body participation at athletic events, including transportation	$20,482,624.00	Yes
2.02	District-Funded Educational Enrichment Trips	Student educational enrichment field trips: • Transportation • Entrance Fees • Materials and Supplies	$2,353,572.00	Yes
2.03	District Arts Collaborative Project	District Art Collaborative is used for: • Supplemental salaries for additional time • Gallery supplies • Materials and art supplies • Professional learning	$67,882.00	Yes
2.04	Increased Funding for Music	• Additional music teachers for elementary schools • Classroom instruments and instructional resources	$27,956,540.00	Yes
2.05	Student Peer Mentor Program	The student mentor program funds: • Mentor staff • Student mentor payment • Enrichment field trips • Professional learning for mentor staff and student mentors	$672,770.00	Yes
2.06	School Climate and Culture Expansion	8 Climate and Culture Specialists 7 Behavior Intervention Specialists 5 Behavior Support Advisors who serve preschool-8th-grade students, 73 Tier II Intervention Specialists, formerly known as Child Welfare Attendance Specialists 3 Guidance Learning Advisor Contract for Registered Behavior Technicians	$7,480,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.07	Restorative Practices / Relationship Centered Schools	20 Restorative Practices School Counselors (RP Counselors)	$3,108,288.00	Yes
2.08	BASE: Student and Family Services	• Student Attendance/SARB • Student Discipline • Mentoring Support • Clinical Social Work & Mental Health Support • Project ACCESS • School Climate & Culture (Tier I) • Behavioral Intervention (Tier II & III) • Restorative Practices • Home Hospital Instruction • Transfers • Clinical School Social Workers: Address student mental health needs through assessments, counseling referrals, suicide prevention training, and collaboration with families and school leadership to analyze data, identify trends, and connect students to local resources. • Child Welfare Attendance Specialists: Support students and families dealing with truancy by implementing district-level interventions, conducting home visits, leading student and parent support groups, and linking families to attendance improvement resources. The departments of Diversity, Equity, and Inclusion (DEI) and Prevention and Intervention (DPI) provide various services to directly support the identified low-performing student groups in red, as identified on the 2023 CA Dashboard with Chronic Absenteeism and Suspension. A needs assessment identified that the lowest performing student groups (AA, AI, FY, HM, MR, and SWD) for suspension have similar needs of counseling, developing coping mechanisms, and other social-emotional supports to deescalate negative interactions. DEI provides equity based training to students and staff to increase positive interactions between staff to student and student to student. The	$25,519,878.00	No

Action #	Title	Description	Total Funds	Contributing
		purpose of these equity based trainings (cultural proficiency, DEI) is to increase positive interaction and learn how to decrease and minimize negative interactions. This will increase positive relationships, which will decrease chronic absenteeism and decrease the amount of suspensions for the identified student groups listed below. This supports all schools in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Chronic Absenteeism. DPI provides curriculum, mental health services, climate and culture training, behavioral services, and restorative practices for staff and students in order to support the needs of all students, but targeting the lowest performing student groups including EL, FY, LI, and the student groups listed below as indicated on the CA Dashboard. The purpose of this work is to support with positive behaviors and to give staff, students and families the tools to cope with trauma and deescalate negative interactions to decrease suspensions for the student groups listed below. This work supports all the school in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Suspension. Additionally, this work will support the lowest performing student groups, as red, identified on the CA Dashboard, see below. Suspension AA Suspension AI Suspension FY Suspension HM Suspension MR Suspension SWD		
2.09	Campus Climate and Culture Teachers	Access to a campus climate and culture teacher is provided at every middle school	$1,848,705.00	Yes
2.10	Family Engagement Hour Training	Parent University Manager Five primary language specialists Home School Liaisons Materials and supplies	$3,835,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Mental Health Supports	• 57 additional School Psychologists • 2 Office Assistants	$19,364,135.00	Yes
2.12	Transportation Services	Additional Bus Drivers Public Transit Bus Passes Tracking Software	$2,569,436.00	Yes
2.13	Campus Safety Assistants	Additional Campus Safety Assistants Training	$10,740,965.00	Yes
2.14	Department of Culture and Student Inclusion	Department of Culture and Student Inclusion Staff Cultural Proficiency Materials	$2,875,212.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Operational Excellence	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.01	Appropriately assigned and fully credentialed teachers	93.9% Clear Data Year: 2022/23 Data Source: CA School Dashboard	99.9% Clear Data Year: 2023/24 Data Source: CA School Dashboard	99.9% Clear Data Year: 2024/25 Data Source: CA School Dashboard	99.5% Clear Data Year: 2025/26 Data Source: CA School Dashboard	+6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.02	Rate of parents, students and staff report of positive sense of safety and connectedness	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers Data Year: 2023/24 Data Source: Climate & Culture Survey	Safety: 72.5% Students 93.0% Parents 89.0% Staff Connection: 81.5% Students 91.0% Parents 94.0% Teachers Data Year: 2024/25 Data Source: Climate & Culture Survey	Safety: 87.0% Students 76.5% Parents 96.0% Staff Connection: 82.0% Students 96.0% Parents 87.0% Teachers Data Year: 2025/26 Data Source: Climate & Culture Survey	Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers Data Year: 2026/27 Data Source: Climate & Culture Survey	Safety: +14.3% Students -15.2% Parents +6.7% Staff Connection: +1.6% Students +5.7% Parents -5.5% Teachers
3.03	Seek parent input & promote parental participation in programs for low-income, foster youth, and English learner students and students with exceptional needs	Full Implementation - (Level 4) Data Year: 2023/24 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	Full Implementation and Sustainability - (Level 5) Data Year: 2024/25 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	Full Implementation - (Level 4) Data Year: 2025/26 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	Full Implementation and Sustainability - (Level 5) Data Year: 2026/27 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	+0 Level

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.

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

The actions outlined in Goal Four: Increase recruitment and retention of staff reflecting the diversity of our community from the 2025/26 LCAP.

Action 4.01 BASE: Recruitment, Selection, and Retention of Human Capital
Implementation Status: Full Implementation
This action was fully implemented as planned through strong partnerships with California State University, Fresno, Fresno Pacific University, and National University, resulting in a seamless transition of student teachers into classroom roles within Fresno Unified. We experienced notable successes, particularly through our teacher pipeline programs, which helped ensure 220 fully credentialed teachers are ready to fill vacancies, including in hard-to-staff areas like special education, math, and science. Challenges included addressing performance concerns, as reflected in the non-reelection of 28 non-permanent teachers based on evaluations indicating they did not meet established standards. No substantive difference in planned action compared to the actual implementation.

The actions outlined in Goal Five: Increase inclusive opportunities for families to engage in their student's education from the 2025/26 LCAP.

Action 5.01 Parent Engagement Investments
Implementation Status: Full Implementation
The action was successfully implemented through Literacy Family Nights and the Family Leadership Academy across all 20 assigned elementary school sites. Each site hosted one fall Literacy Family Night and planned one in the spring, providing families with practical strategies and resources to strengthen foundational literacy and math skills at home, aligned to site data indicating the need for additional foundational skill development. The Family Leadership Academy engaged families in a six-session workshop series designed to build advocacy skills, increase understanding of student data, and enhance their ability to support academic success. These initiatives collectively increased family capacity and engagement at participating sites, strengthening partnerships between families, educators, and school staff. No substantive difference in planned action compared to the actual implementation.

Action 5.02 Expanded Student, Parent and Community Communication
Implementation Status: Full Implementation
The implementation of the expansion of the Supplemental Translations & Interpretation Services Department, combined with ongoing improvements to the district website and the continued use of the ParentSquare communication platform, has led to significant progress in enhancing accessibility and improving the user experience for Spanish-speaking families. Notable successes include significant design updates to the district website and achieving an impressive 97.7% contractability rate on ParentSquare, demonstrating our ability to reach nearly all families. However, challenges remain in ensuring that school site pages are consistently updated, which is essential for maintaining clear communication and ensuring information is accessible, easy for families to navigate, and simple to follow.

No substantive difference in planned action compared to the actual implementation.

The actions outlined in Goal Six: Contributes to all Fresno Unified School District Goals from the 2025/26 LCAP.

Action 6.01 School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students
Implementation Status: Full Implementation
The action was implemented as outlined in the LCAP, with schools using assessments and input from educational partners to address student needs through intentional planning. It is now fully operational and effectively supports low-income students, English learners, and foster youth through targeted resource allocation. A key success has been the strong engagement process, ensuring students, families, and staff are informed by data and have a voice in decision-making. However, challenges remain as schools continue to address academic gaps and engagement, along with ensuring sufficient time and consistent participation in the various strategies and initiatives.
No substantive difference in planned action compared to the actual implementation.

Action 6.02 BASE: Central Office Administration
Implementation Status: Full Implementation
Action was implemented as described by continuing to support the Board of Education, Office of the Superintendent, and Communications through coordinated leadership, governance support, strategic planning, and transparent internal and external communications. Central Office Administration ensured alignment of district initiatives with LCAP goals, provided timely information to educational partners, and maintained effective operational oversight.
There were no substantive differences between the planned action and the actual implementation.

Action 6.03 BASE: Business and Financial Services
Implementation Status: Full Implementation
Action was implemented as described in the LCAP by continuing to support district departments that work directly with students and families through the provision of centralized services, including fiscal oversight, budgeting, payroll processing, benefits administration, risk management, and compliance monitoring to ensure efficient and effective operations across the district.
No substantive differences were identified between the planned action and the actual implementation.

Action 6.04 BASE: Operational Services
Implementation Status: Full Implementation
The department continued to oversee new capital improvement projects and the modernization of existing schools, guided by the annual program expenditure and maintenance plans, while maintaining clean, safe, and efficient learning environments across more than eight million square feet at 110 schools through comprehensive custodial, maintenance, grounds, and utilities services. Daily operations included the provision of approximately 110,000 nutritious meals, safe transportation for over 16,000 students, and the timely procurement and distribution of essential supplies and materials, supporting nutrition programs, public works contracting, and enrichment and athletic

transportation throughout the district. Successes included the completion of priority maintenance and modernization projects that enhanced safety, functionality, and energy efficiency, demonstrating strong coordination across multiple district initiatives. While challenges such as supply chain delays, contractor availability, complex scheduling across numerous sites, and ensuring consistent distribution and use of the new Principal Guidelines binder for Operations presented obstacles, all essential actions were fully implemented without disruption to core services. Principals were provided with the Operations binder outlining custodial roles, daily duties, service frequencies, and site expectations, which supports effective oversight, accountability, and consistency in service delivery when maintained on site and integrated into daily operations.
No substantive difference in planned action compared to the actual implementation.

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

Action 6.06 One-time Recovery Resources
Implementation Status: Full Implementation
Action was implemented as described in the LCAP by continuing to support the district's eLearn Academy, completing required fingerprinting processes, expanding and maintaining classroom interactive panels, further enhancing schoolwide Wi-Fi infrastructure, providing ongoing professional learning opportunities, and continuing upgrades to HVAC systems to improve learning environments.
No substantive difference in planned action compared to the actual implementation.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard
Implementation Status: Partially Implemented
As part of each school site's annual planning cycle, schools complete a comprehensive needs assessment to inform their site plans. This process includes reviewing LCAP-aligned actions and strategies, analyzing associated budgets, and determining the level of implementation for each action. Through this review process, and after evaluating unspent dollars aligned to actions and strategies serving student groups identified in red on the 2023 California Dashboard, school sites determined that this action was partially implemented. Schools partially implemented this action as described in the LCAP by utilizing multiple data sources to inform actions and strategies designed to support the lowest-performing student groups identified on the 2023 California Dashboard. In addition, increased supervision and the use of leadership supports in some regions supported school administrators and site teams in identifying, tracking, and implementing supports tailored to the needs of individual students and student groups. Partial implementation occurred due to several site-based factors, including unfilled positions such as Resource Counseling Assistants, Instructional Aides, and Home School Liaisons; and independent and supplemental contracts not completed at the projected rate. Additionally, some sites experienced a lack of fidelity of instructional strategy implementation, limited progress monitoring, inconsistent grade level planning, and limited time for professional learning opportunities. Despite these challenges, schools effectively leveraged available data to implement supplemental strategies and initiatives to support the identified student groups, as outlined in the LCAP Appendix and were able to utilize additional materials and supplies than initially budgeted for specific initiatives due to higher than projected school site Title I. Key successes included the use of tutoring programs, social-emotional support, digital site licenses, parent and family engagement activities, Home School Liaisons support for strengthening school to home connections,

and academic coach support focused on responsive instruction through coaching cycles and professional learning. Ongoing challenges include consistently identifying and addressing the specific needs of each student group and individual student, particularly as staffing and resource conditions fluctuate throughout the school year. Continued focus on supervision, leadership support, and data-driven planning remains essential to strengthening full implementation and improving outcomes for the lowest-performing 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 6.06 One-time Recovery Resources - Actual expenses up 21.3%. Actual expenditure reflected an increase due to the Professional Development Block Grant for student laptop program, which supported learning opportunities to address student learning gaps.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard - Actual expenses up 33.2%. Actual expenditure reflected an increase due to higher projected school site Title I expenditures, allowing for more allocation of resources to support student achievement.

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

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

The actions outlined in Goal 4 Increase recruitment and retention of staff reflecting the diversity of our community from the 2025/26 LCAP.

Action 4.01 BASE: Recruitment, Selection, and Retention of Human Capital
Effectiveness: EFFECTIVE

- Appropriately assigned and fully credentialed teachers improved significantly +6.0%
- Strong partnerships with California State University Fresno, Fresno Pacific University, and National University

This action demonstrates strong effectiveness in improving teacher quality and credentialing across the district, with a 6% increase in appropriately assigned and fully credentialed teachers bringing compliance to 99.9%. This progress directly benefits all students, especially English learners, foster youth, and low-income students who have historically had less access to fully credentialed educators. In addition, strategic partnerships with local universities have strengthened long-term planning by creating a teacher pipeline, resulting in fully credentialed teachers prepared for placement in hard-to-staff areas such as special education, math, and science.

The actions outlined in Goal 5 Increase inclusive opportunities for families to engage in their student's education from the 2025/26 LCAP.

Action 5.01 Parent Engagement Investments
Effectiveness: EFFECTIVE

- English Learners showed strong academic gains: ELA SBAC +15.0 points, Math SBAC +13.6 points
- On or above grade level in local (iReady) ELA for English learners +1.2%
- Progress in local (iReady) ELA for English learners +1.2%

- On or above grade level in local (iReady) Math for English learners +1.1%
- Progress in local (iReady) Math for English learners +0.1%

The parent engagement investments are yielding significant returns, particularly for English Learner families. The strong academic gains across all metrics suggest that when families understand how to support their children's learning, students achieve better outcomes. The increase in family engagement demonstrates that the new family engagement initiatives are successfully reaching families. The focus on teaching families to read and interpret iReady reports empowers them to actively monitor progress and seek interventions when needed. The multilingual approach and free childcare remove critical barriers that often prevent EL families from participating. The correlation between increased family engagement and improved student outcomes validates the district's theory of action that engaged families drive student success.

Action 5.02 Expanded Student, Parent and Community Communication
Effectiveness: SOMEWHAT EFFECTIVE

- English Learner Progress Indicator declined -2.9%
- School connectedness improved: Students +1.6%, Families +5.7%

The district’s investments in communication infrastructure have built strong systems, including achieving 97% contractability through ParentSquare and providing translation services in Spanish and Hmong. While English language development outcomes declined, suggesting a gap between access to information and academic support, modest improvements in connectedness across all groups show that these efforts are helping educational partners feel more engaged and connected.

The actions outlined in Goal 6 Contributes to all Fresno Unified School District Goals from the 2025/26 LCAP.

Action 6.01 School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners improved +15.0 points SBAC ELA and +13.6 points SBAC Math
- Foster youth improved +8.5 points SBAC ELA and +1.3 points SBAC Math
- Low income improved +9.5 points SBAC ELA and +9.1 points SBAC Math
- On or above grade level in local (iReady) ELA for English learners +1.2%, foster youth +3.7%, low-income +3.5%
- Progress in local (iReady) ELA for English learners +1.2%, low-income +0.1%
- Progress in local (iReady) ELA for foster youth -2.1%
- On or above grade level in local (iReady) Math for English learners +1.1%, foster youth +3.2%, low-income +2.6%
- Progress in local (iReady) Math for English learners +0.1%, foster youth +0.9%
- Progress in local (iReady) Math for low-income -0.7%
- Graduation rates improved for Foster Youth +16.8%, Low-income +5.6%, and for English Learners +5.7%
- Chronic absenteeism improved for Low-income -5.2% and English learners -5.2% and increased for Foster Youth +2.1%
- Suspension rates improved for Foster Youth -1.8%, Low-income -1.4%, and English learners -0.6%
- A-G completion rates increased for all All: +2.4%, EL: +2.0%, LI: +2.0%

This action is somewhat effective in advancing progress toward LCAP goals, as demonstrated by overall improvements in ELA and Math performance, A-G completion, attendance, and reduced suspension rates, particularly for English learners and low-income students, due to the implementation of School Plans for Student Achievement (SPSAs) developed collaboratively with School Site Councils to align data, resources, and engagement input to meet student needs. However, mixed outcomes across student groups indicate a need for strategic refinement, especially for foster youth, who experienced declines in SBAC Math, increased suspension rates, and higher chronic absenteeism, as well as for English learners, whose graduation rate declined. Schools will refine the use of supplemental resources, professional development, and collaborative planning time to better support differentiated instruction, integrated language development, and data-driven instructional adjustments, while expanding mental health and restorative practices to improve student engagement. These adjustments will strengthen the alignment between identified needs and implemented strategies, ensuring more consistent outcomes across all student groups.

Action 6.02 BASE: Central Office Administration
Effectiveness: EFFECTIVE

- Access to instructional materials maintained at 100% for all students
- Central coordination ensuring equitable resource distribution

The central office administration successfully maintains fundamental operations that enable teaching and learning. The 100% access to instructional materials demonstrates effective procurement, distribution, and monitoring systems. This behind-the-scenes work by the Board of Education, Superintendent, and Communications departments creates the stable foundation necessary for all other initiatives to function.

Action 6.03 BASE: Business and Financial Services
Effectiveness: EFFECTIVE

- Access to instructional materials maintained at 100% for all students
- Fiscal services supporting all educational programs

The Business and Financial Services division effectively manages the complex financial operations that enable educational services. Maintaining 100% access to instructional materials requires sophisticated procurement, budgeting, and distribution systems. The division's focus on accuracy, collaboration, and sound business practices ensures resources reach classrooms efficiently.

Action 6.04 BASE: Operational Services
Effectiveness: EFFECTIVE

- Facilities maintained at 100% good or exemplary rating
- Daily meals, transportation, and safe environments provided

Operational Services demonstrates exceptional effectiveness in maintaining the physical infrastructure and essential services that support teaching and learning, ensuring that 100% of facilities are maintained in good or exemplary condition while coordinating construction, maintenance, nutrition, and transportation across more than eight million square feet of learning space. Each day, over 16,000 students are safely transported and approximately 110,000 nutritious meals—including breakfast, lunch, afterschool snack, and supper—are served, reflecting full implementation of Nutrition Services under this action. Additionally, January 23 through February 6, taste-testing events were conducted at all comprehensive high schools and middle schools to introduce three new menu items, receiving positive responses from the majority of students surveyed and demonstrating ongoing responsiveness to student voice. By maintaining clean, safe facilities and delivering essential operational services with fidelity, this action effectively removes barriers to learning, promotes student health and

achievement, and supports teacher retention.

Action 6.05 BASE: Other Expenses
Effectiveness: Effective
Metric outcomes: Access to Instructional Materials, Appropriately assigned and fully credentialed teachers

- Access to instructional materials maintained at 100%
- Appropriately assigned and fully credentialed teachers improved by 6.0%

The investment in health contributions and retirement benefits proves highly effective in supporting staff recruitment and retention. The 6% improvement in appropriately assigned and fully credentialed teachers demonstrates that competitive benefits packages help attract and retain quality educators. This indirect investment in human capital yields direct benefits for students through improved teacher quality and stability.

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

- Maintained – Full Implementation

This action continues to demonstrate effectiveness in advancing progress toward the goal. As reflected in Fresno Unified School District's most recent implementation of the State Standards local indicator rating, the district remains at full implementation in providing targeted support to teachers on standards they have not yet mastered, resulting in stronger instructional practices that have positively impacted students through improved access to rigorous, standards-aligned learning and increased academic engagement, with ongoing efforts to refine and strengthen this support in the current year.

Action 6.07 School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard
Effectiveness: SOMEWHAT EFFECTIVE
Metric outcomes: See Appendix entitled "2023 CA Dashboard Groups in Red" for a comparison of the District, school, and student group data points from the 2023-2025 CA Dashboards.

This action was somewhat effective. While many of the identified student groups showed growth, as seen in the appendix, some student groups declined, and others maintained. Based on the continued review of state and local assessment data, including the indicators that continue to be identified as lowest performing on the CA Dashboard (as referenced in the appendix), along with continued educational partner feedback, this action was somewhat effective. It consistently utilized data to identify and call out the student groups highlighted on the CA Dashboard within the School Plan for Student Achievement. Schools were required to work with educational partners to review the data and discuss the specific problems, causes, and needs of each student group. In doing so students were able to get the scaffolded support and grade level rigor to increase ELA and Math scores on state and local tests and EL students were able to show progress on the state indicator. The effectiveness of this action helped students to read on grade level and access grade level text. Additionally, this action increase the mental health, mentoring, and safety supports provided to the identified student groups. Students were able to come to school more engaged and decreased the level of negative interactions with other students and adults on campus. This increased their ability to pay attention in class and learn.

Many student groups in red on the 2023 CA Dashboard in Fresno Unified Schools showed growth in the identified areas, see below:

ELA:
Across the district, trends in English Language Arts (ELA) performance varied by student group, with clear areas of growth alongside persistent challenges.

Asian students demonstrated mixed outcomes. Notable gains were observed at Norseman Elementary (+20.6) and King Elementary (+6.7), indicating some effective instructional practices supporting improvement. However, declines at Gaston Middle (-22.4) and continued low performance at Fort Miller Middle highlight inconsistency across sites. While some schools are making progress, the overall pattern suggests a need for more targeted support to sustain and replicate growth.

Black/African American students showed several strong areas of improvement, particularly at Williams Elementary (+62.6), Edison High (+45.8), Kings Canyon Middle (+43), and Tenaya Middle (+40.5). These gains reflect impactful strategies and interventions at specific sites. However, challenges remain, with declines at Gaston Middle (-13.7) and Slater Elementary (-2.2), as well as persistently low performance across multiple schools. While momentum is building in some locations, broader consistency is still needed.

English Learners (EL) experienced widespread growth across the district, making this one of the strongest areas of progress. Significant gains were seen at Centennial Elementary (+84.5), Fresno High (+76.3), Lowell Elementary (+58.8), Homan Elementary (+50.2), and Edison High (+49.9). Many other schools posted gains in the 20–40 point range, demonstrating systemwide effectiveness in supporting EL students. Despite this, a few sites, such as Gaston Middle (-6.2) and Fremont Elementary (-2), showed declines, indicating opportunities to refine supports at specific locations.

Foster Youth showed a modest gain at the district level (+8.5), suggesting some progress, though the limited data indicates a need for continued focused attention on this small but vulnerable group.

Hispanic students showed steady improvement across many schools, with notable gains at Lowell Elementary (+33.6), Turner Elementary (+29.1), Calwa Elementary (+26.3), and Pyle Elementary (+25.2). These results highlight effective practices at multiple sites. However, declines at Gaston Middle (-15.1), Vinland Elementary (-9.2), and Terronez Middle (-5.7) underscore uneven performance and the need for targeted interventions in specific areas.

Homeless Youth showed a small districtwide gain (+7.4), indicating incremental progress, though overall performance remains low and requires continued support.

Students of Multiple Races showed exceptional growth at Tenaya Middle (+83.4), standing out as one of the strongest gains across all groups and suggesting highly effective supports at that site.

Socioeconomically Disadvantaged (SED) students demonstrated consistent growth across many schools. Notable gains were seen at Lowell Elementary (+28.8), Calwa Elementary (+24.3), Turner Elementary (+23.5), and Roeding Elementary (+23.4). These trends indicate that

many schools are successfully addressing the needs of this group. However, declines at Gaston Middle (-18.7), Vinland Elementary (-14.2), and Terronez Middle (-4.6) highlight ongoing challenges in ensuring equitable outcomes across all sites.

Students with Disabilities (SWD) showed significant improvement at several schools, including Fresno High (+109.9), Hoover High (+47.9), Calwa Elementary (+40), and Edison High (+34.6). These gains reflect strong, targeted interventions and growing effectiveness in supporting SWD students. At the same time, declines at Yosemite Middle (-13.1), McCardle Elementary (-7.3), and Terronez Middle (-4.4) indicate that progress is not yet consistent across the district.

White students demonstrated strong gains overall, particularly at Fresno High (+109.9), with additional progress at Wawona Middle (+15.7) and Thomas Elementary (+14.3). These results suggest effective instructional practices at these sites, though continued monitoring is needed to ensure sustained performance.

Overall, the data highlights meaningful progress across many student groups, especially English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. At the same time, persistent declines at specific schools and among certain groups emphasize the need for targeted support, consistency in implementation, and continued focus on equity to ensure all students experience similar levels of success.

MATH:
Across the district, Math performance shows a combination of meaningful growth in several student groups alongside persistent challenges, particularly for Students with Disabilities and some site-specific declines.

Asian students demonstrated mixed results. Gaston Middle showed a positive gain (+11.1), suggesting improving outcomes, while Fort Miller Middle experienced a slight decline (-1.5). While there is evidence of progress at some sites, overall performance remains inconsistent and indicates a need for more targeted and sustained support.

Black/African American students experienced notable gains across multiple schools. Edison High (+73.3) and Kings Canyon Middle (+55.7) stand out for significant improvement, with additional gains at Fort Miller Middle (+25.5), Ahwahnee Middle (+21.3), Wilson Elementary (+17.5), and Bullard High (+17.2). These results highlight strong progress and suggest that targeted supports are having a positive impact. While gains are evident across all listed sites, continued focus is needed to move performance levels out of lower bands.

English Learners (EL) showed widespread and substantial growth, making this a key area of success in Math. Significant gains were seen at Duncan Polytech High (+82.6), Hoover High (+58.7), Edison High (+50.3), Lowell Elementary (+42.5), and Fresno High (+42.4). Many additional schools posted gains between 20–35 points, including Scandinavian Middle (+35.3), Homan Elementary (+30.5), and Terronez Middle (+29.3). While a few sites such as Thomas Elementary (-1.7) showed slight declines and Gaston Middle (+3) showed minimal growth, the overall trend reflects strong systemwide improvement for EL students.

Hispanic students also demonstrated steady growth across most schools. Duncan Polytech High (+59) and Hoover High (+37.9) showed the largest gains, followed by Pyle Elementary (+27.7) and Tehipite Middle (+25.9). Additional growth at McLane High (+21.6), Fort Miller Middle (+19), and Yosemite Middle (+16.3) indicates broad improvement. However, a notable decline at Gaston Middle (-15.1) highlights uneven

performance and the need for targeted intervention at specific sites.

Homeless Youth showed a positive districtwide gain (+17.9), indicating encouraging progress, though overall performance levels suggest continued need for focused support.

Socioeconomically Disadvantaged (SED) students demonstrated moderate but consistent gains across several schools. Notable improvements were seen at McLane High (+21.8), Tehipite Middle (+21.1), Fort Miller Middle (+20.8), and Yosemite Middle (+17). Additional gains at Wilson Elementary (+16.3) and Kings Canyon Middle (+12.6) reflect positive momentum. However, declines at Gaston Middle (-13.4) and relatively small gains at Wawona Middle (+3.6) and Sequoia Middle (+3.7) indicate inconsistency in outcomes across sites.

Students with Disabilities (SWD) showed the greatest variability and remain an area of concern despite some strong gains. Significant improvements were observed at Fresno High (+89), Birney Elementary (+47.6), Figarden Elementary (+45.6), Hoover High (+31.8), and Rowell Elementary (+30.8). Additional gains across many schools, including Viking Elementary (+24.8), Lane Elementary (+23.9), and Roeding Elementary (+21.7), demonstrate that progress is possible with targeted supports. However, several schools experienced declines, including Wishon Elementary (-42.3), Bakman Elementary (-12.6), Sunnyside High (-10.3), and McLane High (-6.2). These mixed results highlight the need for stronger, more consistent implementation of effective strategies for SWD students.

White students showed strong growth at Hoover High (+66.8), indicating effective support and improved outcomes at that site.

Overall, Math data reflects strong progress for English Learners, Hispanic students, and Black/African American students at several key sites, demonstrating that targeted strategies are yielding results. At the same time, ongoing challenges—particularly for Students with Disabilities and specific schools with declining performance—underscore the need for continued focus on equity, consistency in instructional practices, and targeted interventions to ensure all student groups experience sustained success.

Effective implementation strategies that helped improve ELA and Math included contracting tutors and other supports such as Teaching Follows or Interact for daily interventions, in-school and after-school academic intervention, and small-group instruction; providing bilingual instructional support; offering professional learning for teachers on differentiated instruction, lesson design, and culturally responsive practices; and engaging parents through workshops, literacy nights, and home-school liaison support. These coordinated efforts, combined with the use of adaptive learning programs, supplemental instructional materials, and ongoing progress monitoring, created more individualized, skill-focused, and culturally relevant instruction, leading to improved performance in both ELA and Math. Additionally, the school's emphasis on the Goals and Guardrails, including the literacy initiative and increased interventions for students specifically in ELA and math, support student success.

ELPI:
Across the district, English Learner Progress Indicator (ELPI) data shows encouraging growth overall, with several schools demonstrating strong gains in English language proficiency, alongside a few sites facing declines.

English Learners made notable progress at multiple sites, highlighting effective language development practices. Hamilton K-8 stands out with a significant gain of +30.3, followed by Tenaya Middle (+24.6), Fremont Elementary (+14.6), and Ahwahnee Middle (+10.8). Additional

gains at Cambridge High (+10.4), Columbia Elementary (+8), and Yosemite Middle (+8) reflect steady improvement across a range of grade levels. These results suggest that many schools are successfully supporting English Learners in developing proficiency and progressing through language acquisition levels.

Moderate gains were also observed at Roosevelt High (+5.2) and Turner Elementary (+2.9), indicating incremental progress that can be built upon. While these increases are smaller, they still reflect forward movement and opportunities for continued growth.

However, some schools experienced declines, signaling areas for targeted support. Thomas Elementary (-7.6) showed the most significant decrease, followed by Yokomi Elementary (-1.7). These declines suggest potential challenges in maintaining consistent progress in language acquisition and may require closer examination of instructional practices and supports for English Learners at these sites.

Overall, ELPI results demonstrate a positive district trend, with strong gains at several schools and moderate growth across others. At the same time, variability in outcomes highlights the importance of sharing effective practices across sites and providing targeted support where declines occurred to ensure all English Learners continue to make steady progress toward
proficiency.

Effective implementation strategies that helped improve English language proficiency, as indicated on ELPI included adding Teaching Fellows for push-in and pull-out instruction, providing after-school and zero/7th period tutoring, offering literacy intervention classes, and implementing assessment goal-setting sessions and boot camps to support reclassification. Schools strengthened instruction with small-group intervention and supplemental instructional materials, technology, and books. Additional supports included parent engagement in multiple languages, home-school liaisons, and childcare during events to increase family participation. Professional learning, planning time for teachers, and strategic use of classified staff further ensured that interventions were coordinated and data-driven, with a focus on building foundational literacy and improving English proficiency for sustained student success. Incorporated more information to teachers, students, and families about the importance of integrated and designated ELD has support student growth.

CHRONIC ABSENTEEISM:

Chronic Absenteeism data reflects overall improvement from 2023 to 2025 across many schools and student groups, though progress remains inconsistent and rates are still high. Several sites demonstrated meaningful reductions in absenteeism, particularly among Asian and English Learner student groups. Tenaya Middle showed strong improvement for Asian students, decreasing from 33.9% in 2023 to 18.0% in 2024 and 15.2% in 2025 (-18.7 from baseline), maintaining Yellow status. Similarly, English Learners at Tenaya decreased from 48.1% to 26.7% (-21.4), though rates increased slightly to 28.6% in 2025, remaining significantly improved from baseline (-19.5). At Ahwahnee Middle, Asian students decreased from 31.8% to 17.6% and 16.9% (-14.9), while English Learners declined from 36.9% to 23.4% and held steady at 23.1% (-13.8).

Elementary and middle schools also showed progress among targeted student groups. Vang Pao Elementary demonstrated a substantial reduction for Black/African American students, decreasing from 64.1% in 2023 to 39.4% in 2024 and 42.9% in 2025 (-21.2 overall). Viking Elementary improved for English Learners from 35.4% to 32.1% and then to 25.6% (-9.8), while Baird Middle reduced absenteeism for Students with Disabilities from 20.9% to 14.7% and 12.9% (-8.0), maintaining Yellow status. Additional improvements were seen at Gaston

Middle, where Asian students decreased from 27.7% to 22.0% and 20.0% (-7.7), and at Cooper Middle, where White students improved from 34.1% to 27.0% (-7.1).

Despite these gains, several schools experienced continued challenges or regression in 2025. Wawona Middle reduced absenteeism for Black/African American students from 46.7% to 37.0% in 2024 but increased to 52.6% in 2025 (+5.9 from baseline), returning to Red status. Similarly, Kings Canyon Middle decreased from 61.4% to 40.8% but rose again to 51.0% (-10.4 from baseline), also remaining Red. At Phoenix Secondary, absenteeism remains persistently high despite modest declines, with All Students decreasing from 80.0% to 77.9% and 74.5% (-5.5), and similar patterns for Hispanic and Socioeconomically Disadvantaged students. Overall, while many schools reduced chronic absenteeism through improved attendance monitoring, family outreach, and targeted interventions, the data highlights the need for sustained, schoolwide systems and consistent engagement strategies to maintain progress and prevent regression.

Effective implementation strategies that helped decrease Chronic Absenteeism included weekly outreach by school teams, close monitoring of attendance data during social-emotional and behavioral support meetings, and the use of Resource Counseling Assistants or Targeted Support Teams to provide intervention supports, social-emotional learning activities, and case management. Schools expanded parent communication, often in multiple languages, through workshops, home visits, and professional learning, while also offering babysitting and leveraging ELAC or parent volunteers to strengthen connections. Schools also utilized community resources and outreach partners to provide additional support to families. Student engagement was promoted through clubs, after-school programs, attendance campaigns, and culturally responsive professional development for staff. Materials, supplies, and technology were purchased to support both academic and social-emotional needs, fostering stronger school connections and reducing chronic absenteeism rates.

SUSPENSION:

Across the district, suspension rates remain a significant area of concern, with the majority of schools and student groups continuing to receive Red or Orange performance levels, indicating suspension rates well above state or district comparators. While some sites show modest year-over-year improvement, suspensions remain disproportionately high for specific student groups, particularly Students with Disabilities (SWD), Black/African American students, Foster Youth, and Socioeconomically Disadvantaged students.

At the elementary level, several schools continue to exhibit elevated suspension rates for all students and targeted subgroups. For example, Phoenix Elementary demonstrates persistently high suspension rates for All Students (14.7%) and Socioeconomically Disadvantaged students (14.9%), despite showing a reduction compared to the prior year. Similarly, Williams Elementary remains in the Red performance level for All Students (9.2%), Socioeconomically Disadvantaged students (9.4%), and Students with Disabilities (17.3%), indicating that suspension continues to be used at rates well above expected thresholds.
Disproportionate outcomes are especially pronounced for Students with Disabilities at multiple elementary sites. Yosemite Middle, Jefferson Elementary, Figarden Elementary, Vinland Elementary, and Kings Canyon Middle all report double-digit suspension rates for SWD, with several sites showing either limited improvement or increases over time. Although a few schools, such as Lane Elementary and Turner Elementary, moved from Red to Yellow or showed slight improvement, suspension rates for SWD remain substantially higher than comparison groups, suggesting ongoing challenges in providing appropriate behavioral supports and inclusive discipline practices.

At the middle school level, suspension rates escalate sharply. Tehipite Middle, Ahwahnee Middle, Tenaya Middle, Terronez Middle, and

Wawona Middle all report very high suspension rates across multiple student groups, frequently exceeding 20–40%. Notably, Tehipite Middle shows extreme disproportionality for Black/African American students (44.1%) and Students with Disabilities (34.1%), with performance levels remaining Red despite some fluctuation year to year. These rates indicate that a significant percentage of students are missing instructional time due to exclusionary discipline.
Disparities for Black/African American students persist across elementary, middle, and high school levels. Schools such as McLane High, Sunnyside High, Fresno High, Ahwahnee Middle, Tenaya Middle, Terronez Middle, and Norseman Elementary consistently report suspension rates for Black/African American students that are two to three times higher than those of other student groups. While some sites demonstrate recent reductions (movement from Red to Orange or Yellow), many remain far from desired outcomes.

High schools show a mixed pattern of modest improvement alongside continued high suspension use for specific subgroups. Phoenix Secondary remains a critical concern, with suspension rates exceeding 35% for All Students and reaching over 70% for Students with Disabilities in earlier reporting periods. Although the most recent data reflects a decline, performance levels remain Red or Orange, underscoring the need for sustained intervention. Sunnyside High and Fresno High show some improvement for certain groups; however, suspension rates for Black/African American students and Foster Youth remain unacceptably high.
Encouragingly, several schools demonstrate meaningful reductions in suspension rates, especially among smaller subgroups or where targeted intervention appears to be taking effect. Schools such as Scandinavian Middle, Addams Elementary, Bakman Elementary, Malloch Elementary, Webster Elementary, and Columbia Elementary show movement into Yellow, Green, or Blue performance levels for some student groups, suggesting that restorative practices, PBIS implementation, or alternative behavioral supports may be positively impacting outcomes. However, these gains are not yet consistent across all groups or sites.

At the district level, overall suspension rates for Students with Disabilities, Black/African American students, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students remain in the Red or Orange categories, indicating that systemic disparities persist. While incremental progress is evident in isolated cases, suspension continues to disproportionately impact the same student populations across many schools, limiting access to instruction and contributing to opportunity gaps.

Effective implementation strategies that helped decrease Suspensions included a combination of proactive behavioral supports, culturally responsive practices, and increased family engagement. Targeted Support Teams (TST) meet and review interventions based on student need. Interventions included multiple social-emotional and behavioral supports based on data monitoring, targeted supports based on the level of individual student needs, re-entry meetings after suspensions, mentoring programs, and social-emotional learning skill-building sessions. Staff received professional learning in Positive Behavioral Interventions and Supports, restorative practices, and equity-focused strategies, while resource counseling assistants, social workers, and home school liaisons provided ongoing student check-ins, counseling, and connections to internal or external services. Schools also implemented inclusive extracurricular activities, leadership opportunities, and student voice initiatives to build relationships and improve school climate. Parent engagement was strengthened through meetings, workshops, home visits, and translation services, with supports like babysitting to remove barriers. Supplemental contracts, additional staff, and resources for classrooms further reinforced consistent, positive behavior expectations, contributing to fewer suspensions and greater student connection to school.

GRADUATION RATE/COLLEGE AND CAREER READINESS:

Graduation rate outcomes show strong improvement across several schools, with JE Young Academic High and Dewolf High leading the most significant gains. At JE Young, All Students increased from 71.4% in 2023 to 82.5% in 2024 and 85.5% in 2025 (+14.1 from baseline), maintaining Green status. English Learners showed the largest growth, rising from 54.1% to 84.8% (+30.7) and then to 89.3% (+35.2 from baseline). Hispanic students improved from 68.7% to 82.9% and 86.5% (+17.8), while Socioeconomically Disadvantaged students increased from 70.3% to 82.5% and 86% (+15.7). Dewolf High similarly demonstrated substantial gains, with All Students rising from 60.8% to 66.9% and then to 89.5% (+28.7), Hispanic students from 65.9% to 89.7% (+23.8), and Socioeconomically Disadvantaged students from 60.2% to 90.2% (+30.0), all reaching Green status.

Other sites, including Cambridge High, McLane High, and Roosevelt High, demonstrated meaningful recovery and upward trends. Cambridge High improved All Students from 44.9% to 49.3% and then to 68.9% (+24.0), with similar gains for Hispanic students (45.0% to 69.1%, +24.1), Socioeconomically Disadvantaged students (45.2% to 69.6%, +24.4), and English Learners (50.9% to 70.8%, +19.9), moving from Red to Yellow status. McLane High's Students with Disabilities increased from 63.5% to 61.4%, then rose significantly to 77.6% (+14.1), improving to Yellow status. At Roosevelt High, Students with Disabilities improved from 65.3% to 73.8% (+8.5) before a slight decline to 71.8% (Orange), still remaining above baseline (+6.5). Districtwide, Fresno Unified School District showed steady gains for Students with Disabilities (67.3% to 67.9% to 73.0%, +5.7) and Foster Youth (61.2% to 70.9% to 78.0%, +16.8), both improving status levels.

Despite these gains, Fresno High continues to face challenges for Students with Disabilities, declining from 63.3% in 2023 to 51.4% in 2024 before recovering to 67.2% in 2025 (+3.9), but remaining in Red status. Overall, schools with the greatest success implemented targeted strategies such as expanded credit recovery opportunities (night school, weekend, and intersession), focused intervention courses, increased counseling for A-G and CTE pathway access, and ongoing progress monitoring. These efforts have contributed to strong gains across multiple student groups, particularly English Learners and Socioeconomically Disadvantaged students, while highlighting the need for continued targeted support for Students with Disabilities.

College and Career Readiness (CCR) outcomes show areas of both growth and inconsistency, particularly among Students with Disabilities. Roosevelt High demonstrated one of the strongest gains, with Students with Disabilities increasing from 9.7% in 2023 to 9.2% in 2024, followed by a significant rise to 20.8% in 2025 (+11.1 from baseline), improving to Yellow status. Similarly, McLane High showed steady improvement from 6.3% to 8.4% and then to 13.4% (+7.1), reaching Yellow status. At Hoover High, Students with Disabilities increased sharply from 5.5% to 18.2% (+12.7) and sustained progress at 19.4% in 2025 (+13.9), though shifting slightly to Orange status.

At Cambridge High, CCR outcomes reflect gradual improvement across all student groups, though overall performance remains low. All Students increased from 3.3% in 2023 to 1.9% in 2024, then to 4.1% in 2025 (+0.8 from baseline). Similar gains are seen for Socioeconomically Disadvantaged students (3.3% to 4.1%, +0.8) and Hispanic students (3.8% to 5.0%, +1.2). English Learners improved from 1.0% to 1.1% and then to 4.3% (+3.3), while Students with Disabilities increased from 0% to 3.1% (+3.1). These increases reflect movement from Red to Orange status, indicating early progress but continued need for growth.

Mixed trends are evident at other sites and districtwide. Fresno Unified School District improved Students with Disabilities from 8.5% in 2023 to 12.5% in 2024 and 14.5% in 2025 (+6.0), maintaining Yellow status. In contrast, Edison High increased from 8.0% to 12.5% before declining to 5.0% in 2025 (-3.0 from baseline), returning to Red status. Fresno High showed a similar pattern, rising from 0% to 7.1% and

then declining to 5.2%, remaining Red despite a net gain (+5.2). Notably, Bullard High demonstrated consistent growth for English Learners, increasing from 9.1% to 20.9% and sustaining 23.3% (+14.2), maintaining Orange status. Overall, while targeted efforts such as expanding A-G access, CTE pathways, and academic counseling have contributed to gains, the data highlights the need for more consistent and sustained implementation to significantly increase CCR outcomes across all student groups.

Effective implementation strategies that helped improve College and Career Readiness and Graduation Rate included access to credit recovery programs through night school, weekend, and intersession opportunities; integrating technology tools, educational software, and digital platforms to enhance learning and language acquisition; and providing intervention classes in reading and math to remove barriers to advanced coursework. Schools continue to focus on counseling and academic guidance to place students in A-G courses, CTE programs, and electives that build college and career skills, while adding intervention periods and tutoring to improve grades and test performance. Schools engage with families through conferences, communication in multiple languages, and opportunities for families to participate in family engagement events and activities.

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

Updated the name of the Goal 3, added all of the State Priorities, and updated the explanation of why the LEA has developed this goal.

Goals 4, 5, and 6 from the 2025/26 LCAP have been removed and all metrics and actions have been moved to Goal 3.

Corrected the Data Year for Baseline, Year 1 Outcome, and Target for Year 3 Outcome for metric 3.01.

Metrics Rate of teacher's misassigned and Rate of teacher vacancies will no longer be reported as the data is captured in the measurement of the Clear percentage reflected in metric 3.01.

BASE: Recruitment, Selection and Retention of Human Capital will be renumbered to 3.01.

Parent Engagement Investments will be renumbered to 3.02. The total budget was updated to reflect a reduction of 1 Language Specialist, 1 Office Assistant, 2 Primary Language Specialists, and 2 Community Relations Liaisons. In addition, professional development, as listed in last years LCAP, was updated to Family Engagement Supports.

Expanded Student, Parent and Community Communication will be renumbered to 3.03.

School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students will be renumbered to 3.04.

BASE: Central Office Administration will be renumbered to 3.05.

BASE: Business and Financial Services will be renumbered to 3.06.

BASE: Operational Services will be renumbered to 3.07. This action was modified by removing safety and security.

BASE: Other Expenses will be renumbered to 3.08. The total budget was updated to reflect the increases in district health contributions.

Action One-time Recovery Resources has been removed.

School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard will be renumbered to 3.09. The DFS data point from the “Addams Elementary ELA/Math” paragraph was removed from action 3.09 (formerly action 6.07) because the information is included in the appendix.

Appendix entitled "2023 CA Dashboard Groups in Red," related to action 3.09 has been updated to include columns that show the 2024 and the 2025 CA Dashboard data and status, allowing educational partners to track progress by student group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	BASE: Recruitment, Selection, and Retention of Human Capital	• Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels • Hire a diverse staff that is reflective of our students and community • Fill all known vacant positions of leaders, teachers and classified • Retain high performing employees through the evaluation process • Leverage the evaluation process to maintain and monitor employee performance • Leverage supervision process to maintain and monitor employee conduct • Collaborate with teacher and leadership development for retention and promotional opportunities • Monitor credentials of all credentialed staff and completion of credential audits • Research, analyze and implement regulatory changes in credentialing and non-credentialing areas • Monitor classification and compensation process	$16,637,926.00	No

Action #	Title	Description	Total Funds	Contributing
		• Administrating regulatory and negotiated leaves of absence • Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students		
3.02	Parent Engagement Investments	Parent University Staff Materials and Supplies for Staff and Family Family Engagement Supports	$3,418,928.00	Yes
3.03	Expanded Student, Parent, and Community Communication	Contracted services with Spanish and English television programing Supplemental Translation Services	$3,116,412.00	Yes
3.04	School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students	Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth. School sites provide a broad menu of "best practice" investments designed increase or improve services for low-income, foster youth, and English learner students. Specific investments provided for low-income, foster youth, and English learner students through the site plans include but are not limited to the following examples: • Supplemental materials and technology • Academic interventions and supports (including, but not limited additional positions and tutoring) • Supplemental staffing • Parent involvement supports including supplemental staff • Social Emotional Interventions and supports • Supplemental professional learning for staff	$23,250,086.00	Yes
3.05	BASE: Central Office Administration	• Board of Education • Superintendent • Deputy Superintendent Equity Supports	$7,472,983.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communications		
3.06	BASE: Business and Financial Services	The Business and Financial Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration. These values are the foundation of the division mission which is to: • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success Departments serving to support this mission include: • Fiscal Services • Payroll • Benefits/Risk Management • State and Federal	$16,082,148.00	No
3.07	BASE: Operational Services	• Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility uses by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services, and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips	$204,410,089.00	No

Action #	Title	Description	Total Funds	Contributing
3.08	BASE: Other Expenses	• Health contribution • Retirement	$22,778,849.00	No
3.09	School Site Allocations to be Prioritized by each School's Site Council to Support the Lowest-Performing Student Groups in Red on the California School Dashboard	To address the school or student group within a local educational agency, or a student group within a school, receives the lowest performance level on one or more state indicators on the 2023 California School Dashboard (Reds) and identified in the metrics appendix, each school began the following actions in the 2024/25 school year and will continue them through the 2026/27 school year: ADDAMS ELEMENTARY: EL - ELA/MATH The English Learner student population is the only group performing at the lowest level in area of English Language Arts. With Title I funds Addams plans to support our low performing groups of students (ELs) as it relates to this action (ELA/Math) by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELA/ELD and Math). They are also utilizing some of the Title I funds to add an additional Home School Liaison to improve service and communication with the parents of our ELs. SWD- Math With Title I funds Addams plans to support English Learners and Students with Disabilities by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELD and Math). All, HM, AA, SED, HI, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.	$7,924,392.00	No

Action #	Title	Description	Total Funds	Contributing
		To address the “red” on the dashboard for Addams Elementary “all-student group” in Suspension, Addams will utilize Title I funds to support individual and group counseling focused on building social/emotional competencies and coping strategies to be conducted by a School Social Worker. The social worker will also address student groups for AA, HI, HM, SED, and SWD students at Addams elementary for suspension. The social worker will work with the student group to identify triggers and build social-emotional skills in order to support increasing positive behavior/interactions and decreasing suspensions. If the student groups have specific needs the social worker can support connecting students and families with internal or external services. AHWAHNEE MIDDLE SCHOOL: AA, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the needs of AA, EL, HI, and SED in ELA, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial. All, AA, EL, HI, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the red for math on the dashboard for the 'all student group' and to address the needs of AA, EL, HI, and SED in Math, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA, EL, HI, and SED in Math, Ahwahnee will use Teaching Fellows in the math classroom to support students based on assessment. All, EL- ELPI To address the red for ELPI for the 'all student group' and the needs of EL students for ELPI at Ahwahnee, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial. To address the red on the CA Dashboard for ELPI, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial. AA, AS, EL- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the needs of AA and AS students for chronic absenteeism, Ahwahnee will conduct weekly outreach from Grade-level leads to students that are chronically absent, School site team (counselor, VP, Tier 2 Intervention Specialist and teachers) will work with and Instructional Leadership team to learn together using an inclusive, improvement science model. To address the needs of EL students to reduce chronic absenteeism Ahwahnee will ensure that ELL student data is monitored closely during monthly Multi-Tiered System of Support (MTSS) meetings. Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication. All, AA, EL, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red for suspension on the dashboard and to address the needs of AA, EL, HI, SED, and SWD to decrease suspensions at Ahwahnee, Ahwahnee will conduct weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students. Teachers participate in Culturally Responsive training to establish a culture of learning in their classrooms. MTSS Team to report out during Quarterly Cycles of Review and Equity Audits. School site team (counselor, VP, and teachers) will work with and District Support Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement. For EL to reduce suspensions all English Learners will receive tiered supports. Teachers meet with Instructional Coach or TSA to review EL progress monitoring on a quarterly basis. ANTHONY ELEMENTARY EL - ELA/MATH English Learner student population is performing at the lowest level in areas of ELA and Math. Anthony will support English learner students by providing targeted EL support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Acquisition, ELA and Math. Teachers will utilize best practices in support of academic language acquisition. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Guaranteed and Viable Curriculum (GVC) to provide ELD instruction including appropriate interventions based on specific English language proficiency levels that		

Action #	Title	Description	Total Funds	Contributing
		support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners. All subgroups will have access to instruction in foundational skills, small group reading instruction and Intervention. Quarterly monitoring of RFEP students Teachers will know names and ELD levels of al EL students in their classroom and meet with students for goal setting. Teachers to provide ELD instruction for 30 minutes a day. PL content will include developing capacity in teaching and learning in support of our EL students. Site and Region professional learning on SBAC targets and question stems. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices Use of Math manipulatives, visual support and opportunities for group and partner interaction. AYER ELEMENTARY AA and SED - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the needs of AA and SED students to decrease suspensions Ayer will develop Tier 2 and Tier 3 Systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention. Establish systems for students to provide feedback and voice about school climate issues. Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry. Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports. Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors. Provide opportunities for student leadership through clubs, peer mediation, and mentors.		

Action #	Title	Description	Total Funds	Contributing
		AYNESWORTH ELEMENTARY All, EL, HI, and SED - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the red on the dashboard in ELA for the 'all student group' and to address the needs of EL, HI, and SED in ELA, Aynesworth will: add Teaching Fellows; support English learner students by focusing on building foundational literacy from Preschool - 1st grade. Aynesworth will add Teaching fellows to support all student groups, EL, HI, and SED with ELA during the regular school day. They will be committed to hiring and training Teaching Fellows to support and expand the current RTI program for all the identified student groups in red as indicated on the dashboard. Aynesworth will further support English learners by providing additional resources in the classroom by the use of Orton Gillingham/Cullinan strategies and online platforms Lexia and Ooka Island. EL - Math To address the red on the dashboard for EL students in math, Aynesworth will focus on building foundational Mathematic skills in K-6th grade. Students scoring below grade level in Math with small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. BAIRD MIDDLE SCHOOL SWD - Chronic Absenteeism To address the red on the dashboard for SWD in Chronic Absenteeism, Baird will conduct small group counseling, social skills classes, parent workshops and family trips for SWD.		

Action #	Title	Description	Total Funds	Contributing
		AA, SED - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red on the dashboard for AA and SED in suspension, Baird will conduct small group counseling and social skills classes for AA and SED students. BAKMAN ELEMENTARY EL, SWD - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SWD in ELA, Bakman will allocate funding for 4+ Teaching Fellows for Reading Lab Teacher. Supplemental Salaries (tutoring, etc.), Technology to support instruction, Online Subscriptions to improve achievement. Funds for substitutes for Student Succes Team (SST) parent/teacher collaborative meetings. SWD - Math To address the reds on the CA Dashboard in Math, Bakman will provide teacher supplemental salaries (after school tutoring and planning days), technology to support instruction online subscriptions to improve achievement. Funds for Substitute SST parent/teacher collaborative meetings. Additionally, Bakman will utilize CAASPP Tools for Teachers (instructional resources, playlist) to identify lessons math skills, activities, tools, and lessons designed to enhance instruction. They will monitor SWD progress specifically on all assessments. Implement use of academic discourse using math vocabulary.		

Action #	Title	Description	Total Funds	Contributing
		AA, AS, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, AS, SWD in Suspension, Bakman will target and encourage SWD, AA, and AS students to engage in different activities to promote student engagement in order to decrease suspension. Encourage these students groups to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit). Regular practice of Classroom Circles as they are a core element of a restorative culture and support Restorative Practices (RP) and help reduce student behavior/discipline issues, therefore reducing suspensions. Consistency implementing Restorative Practices especially with disproportionally suspended students. A Restorative Practices Counselor will support this work at Bakman and will target these student groups to decrease suspensions. Additionally, they will pair students with others to encourage participation in different activities. BALDERAS ELEMENTARY EL - ELA To address the reds on the CA Dashboard for ELA, Balderas will provide professional learning in CCSS, ELD framework, and EL strategies with an Instructional Coach. Teachers will utilize the ELD framework and strategies to support EL students. Teachers will use daily checks for understanding (CFU) and student engagement strategies to monitor student learning. EL students will have access to rigorous instruction: complex text, talk and tasks, Guided Reading instruction, and interventions. Teachers, TSA, and site administrators will monitor RFEP students quarterly using CFAs, IAB, FIAB, iReady, BAS, DIBELS, and Wonders Phonics Survey. Professional Learning, planning, and data analysis time will be allocated for teachers to identify, and progress monitor all EL students in their classroom.		

Action #	Title	Description	Total Funds	Contributing
		BIRNEY ELEMENTARY SWD- Math To address the reds on the CA Dashboard for Math, Special Education Teachers with will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/Special Education teacher support. Special Education Teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals. RSP students will meet in small groups with an RSP teacher or paraprofessional to make progress on grade level standards. Special Education Teachers will attend all whole school trainings. AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and SWD in Suspension, Birney will utilize Hand in Hand Mentoring to support AA and SWD students. The mentoring providing to students will increase positive behavior, decreasing suspension. BULLARD HIGH SCHOOL EL- CCI To address the reds on the CA Dashboard for CCI, Bullard High School will purchase technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice. These opportunities directed toward EL		

Action #	Title	Description	Total Funds	Contributing
		students will expand their class access, proficiency levels, and language acquisition which will support EL students growth in College and Career. AA- Math To address the reds on the CA Dashboard for Math for AA students, Bullard High School will provide academic intervention through Education and Leadership Foundation (ELF) tutors. All, AA, EL, FY, HI, SED, SWD, WH - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the “red” on the dashboard for Bullard High School “all-student group” in Suspension, Bullard will utilize Title I funds to purchase culturally relevant materials and provide professional development to teachers and staff to support diversity, equity and inclusion. To address the red student groups as indicated on the dashboard (AA, EL, FY, HI, SED, SWD, WH) Bullard will provide professional learning for site leaders and teachers focused on all of the identified student groups. They will also provide additional resources available in a "menu of options" for the site team to access support areas of focus. The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions, and outcomes. Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations), and Athletics to ensure traditionally underrepresented student groups are proportional to our enrollment. Bullard will utilize strategic groups on campus such as Black Student Union, A4, SWD case managers, Foster Youth Pivot team, and the Social-Emotional team to mentor and provide emotional support as we work with students who are members of significant student groups (AA, SWD, FY) in support of positive behavior to decrease suspension in these student groups.		

Action #	Title	Description	Total Funds	Contributing
		For EL students, Bullard will purchase updated and culturally relevant instructional materials, including books, digital resources, and language-learning software. This will support EL students to be engaged in school, decreasing behaviors that lead to suspension. BULLARD TALENT K-8 SWD- ELA To address the reds on the CA Dashboard for ELA, Bullard Talent K-8 will offer support to students with disabilities by providing sub release days for SPED staff and General Education teachers to collaborate and plan to align instructional supports for the identified students. AA- Suspension To address the reds on the CA Dashboard for Suspension for AA students, Bullard Talent K-8 will increase engagement opportunities through supplemental contracts for staff to provide positive behavioral interventions and supports. BURROUGHS ELEMENTARY EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL and SWD in ELA, Burroughs Elementary will hire tutors to support improved reading skills for small group intervention. CALWA ELEMENTARY All, EL, HI, SED, SWD- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Calwa Elementary School "all-student group" in ELA, Calwa will provide instructional supports and interventions based on Common Formative Assessments (CFA), IAB, and FIAB data and progress on grade level standards using re-teaching and small group instruction and intensive instructional supports and Interventions provided for students one year or more below grade level. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Calwa Elementary will provide after school tutorial provided by the classroom teacher specific to reading instruction. SWD- Suspension To address the reds on the CA Dashboard for Suspension, Calwa Elementary will provide a Resource Counseling Assistant (RCA) to work directly with SWD. FARBER SCHOOL OF CREDIT ATTAINMENT (CAMBRIDGE) All, EL - ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Farber School of Credit Attainment (Cambridge) "all-student group" in ELPI, Farber School of Credit Attainment (Cambridge) plans to support English Learner students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy.		

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

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

Action #	Title	Description	Total Funds	Contributing
		All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Columbia Elementary School "all-student group" in ELA, Columbia Elementary will provide tutoring, family engagement events, and optional after school tutoring. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Columbia will identify and analyze data for data chats, intervention supports, and for teacher/teams analysis for CFAs and CSAs. All, EL -ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Columbia Elementary School "all-student group" in ELPI, Columbia Elementary will provide literacy mentors and teacher tutoring beyond the school day. To address the reds on the CA Dashboard (EL students) for ELPI, teachers will use data from CFAs, CSAs, ELPAC, iReady Diagnostics and SBAC to identify students who are falling behind and need immediate intervention through the ELD after school tutoring or RTI time in the classroom during the school day. All, AA, EL, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Columbia Elementary School "all-student group" in Suspension, Columbia Elementary will provide social emotional skill building with the counseling team. All students who needs additional support will work with the counseling team to build behavioral and social skills to help regulate emotions and decrease negative behavior, therefor decreasing suspension. To address the reds on the CA Dashboard for AA, EL, HI SED in Suspension, Columbia will continue to use the weekly behavior huddles to dis-aggregate behavior data and plan for specific supports for students showing severity and frequency of behaviors. The TST team will focus on students who are deemed at risk and meet each Friday to ensure resources are used to support the needs of student socially and emotionally to prevent them from being suspended. COMPUTECH MIDDLE SCHOOL AA- Suspension To address the reds on the CA Dashboard for Suspension, Computech for AA students will provide a Clinical Social Worker to provide social emotional supports to decrease suspensions. They will support by connecting students in need to A4 champions and provide extra support through after school clubs. COOPER MIDDLE SCHOOL WH- Chronic Absenteeism To address the reds (WH students) on the CA Dashboard for Chronic Absenteeism, Cooper Middle School will fund a Social Worker and will provide small group sessions to educate parents about attendance. EL- ELA/Math To address the reds on the CA Dashboard for ELA/Math, Cooper Middle School will provide English Learners with access to the iReady Toolkit for		

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

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

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

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

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

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

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

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

Action #	Title	Description	Total Funds	Contributing
		All, AA, AS, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. Building positive relationships will support students to come to school to learn what they need to increase math proficiency. AA, AS, HI, SED, SWD Students struggling in Math, partnering with the FUSD content managers to increase capacity of Math Teachers and utilize Math Lesson Design (MLD) framework. All, AA, AS, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Suspension, Fort Miller will support low performing student groups by creating mentorships and targeted supports structures. Second Step program to help students build social-emotional skills CHAMPS in all classrooms (Conversation, Help. Activity, Movement, Participation, Success). Use of Ripple Effects for student learning based on misbehaviors. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Suspension, SEL curriculum, peer mediation, and CHAMPs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. Supplemental contracts for mentoring opportunities,		

Action #	Title	Description	Total Funds	Contributing
		intramurals and additional supervision. Restorative Practices to provide ways to prevent and/or constructively address conflict and harmful behavior, build community and maintain healthy relationships. Personnel to support behavioral management and safety. Targeted Support Team (TST) to identify and address student needs through our MTSS framework. FREMONT ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELA, PLCs will participate in Quarterly Planning Days to develop Backwards Maps to include essential standards, common formative and summative assessments and tasks. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Fremont plans to support our English Learners, Socioeconomically Disadvantaged, and Hispanic students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELPI, iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by3 Certificated Tutors. ELPAC goal setting and boot camps will be provided to		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Lowell Elementary School "all-student group" in ELA, Lowell will provide funds for teacher substitutes for SST meetings to support low performing students. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Lowell will provide Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment. They will purchase books and reference materials for additional classroom instruction. EL- Math To address the reds on the CA Dashboard for Math for EI students, Lowell will provide funds for teacher substitutes for SST meetings to support low performing EL students. Subs will allow teachers to have release time to meet with students on families to discuss different intervention models to best support the students in Math. They will purchase books and reference materials for additional classroom instruction that will directly support EL students with their comprehension to increase math proficiency. AA- Suspension To address the reds on the CA Dashboard for Suspension, Lowell will fund contracts for teachers substitutes for Student Success Team (SST) meetings. With Title I funds they plan to support students by addressing social emotional learning and behavioral needs with the support of a school social worker through informal and formal daily check-ins as well as individual and small group sessions. MALLOCH ELEMENTARY SCHOOL All, AA, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Malloch Elementary School "all-student group" in Suspension, teachers will use planning time to address the low performing student groups, and how to reduce suspensions. To address the reds on the CA Dashboard for AA, HI, SED, SWD in Suspension, Malloch will provide a wide array of options for students to be engaged at recess; Malloch will provide teacher substitutes to attend SST meetings to support MTSS. Parent involvement will include a discussion on how to reduce suspension rates. MAYFAIR ELEMENTARY SCHOOL EL- ELA To address the reds on the CA Dashboard for ELA, Mayfair will fund Teaching Fellows to provide extra support for our ELs during Intervention Tiers 1 & 2. HI- Suspension To address the reds on the CA Dashboard for Suspension for HI students, Mayfair will fund a Social Worker 2.5 days per week to support increasing HI student engagement with student and family activities. MCARDLE ELEMENTARY SCHOOL SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for SED and SWD in ELA, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD- Math To address the reds on the CA Dashboard for Math, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD will be provided supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program. WH- Suspension To address the reds on the CA Dashboard for Suspension, McCardle will provide supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate. MCLANE HIGH SCHOOL All, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for McLane High School "all-student group" in Math, McLane will Implement small-group instruction and tutoring sessions to address individual student needs. Offering professional development opportunities for teachers focused on effective research-based strategies.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for EL, HI, SED, SWD in Math, Interact/Teaching Fellows to provide small group instruction and remediation/acceleration services. Support PLC+ with professional development, books, and teacher release time. Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics. SWD- CCI/Graduation Rate To address the reds on the CA Dashboard for CCI, McLane will fund Intervention/Tutorial support through extra pay contracts for CTE teachers to support student needs. Pay for substitute teachers for pull-out planning days for pathway and linked learning PLCs. For SWD, to increase graduation rate, McLane will provide enhanced tutoring and academic support services; Ds/Fs rates data chats and data chats to improve instruction. This will support completion of classes in order for students to graduate on time and to increase the CCI. AA, FY, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, FY, SWD, WH in Suspension, McLane will fund teacher supplemental contracts for tutoring, mentorship and social emotional services. Resource Counseling Assistant. Professional Development for members of COST, Teachers, Classified Staff and Social Emotional Support. Hiring additional support staff Implementing small-group instruction and tutoring sessions to address individual student needs. MUIR ELEMENTARY SCHOOL SWD- ELA/Math		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for ELA and Math, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model. Teacher subs and additional planning days to plan ELA and Math instruction. EL- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Muir will fund materials and supplies to support student engagement, along with translating communication into Spanish. All, AA, HI, SED, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Muir Elementary School "all-student group" in Suspension, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model. To address the reds on the CA Dashboard for AA, HI, SED, WH in Suspension, students with high suspension rates will be selected to have targeted supports. Students will be placed in groups provided by support staff: mentors, Tier II, School Psych, Instructional Coach, TSA, and administration. Progress Monitoring will take place. NORSEMAN ELEMENTARY SCHOOL AS, EL, SED, SWD- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AS, EL, SED, SWD in ELA, Norseman will fund two 3.5 hour certificated tutors and four 4 hour Inter-Act Fellows and before/after school tutoring will be provided for reading intervention for students. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students. SWD- Math To address the reds on the CA Dashboard for Math, Norseman will fund supplemental contracts for teachers to reflect, analyze data, and plan actions with academic coach, TSA, and support team. Substitute release for teachers and support team to meet with parents to collaborate a plan of action for students not meeting academic needs in math. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students. AA, EL, HI, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, EL, HI SWD in Suspension, Norseman will provide before/after After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker. PHOENIX ELEMENTARY SCHOOL All, HI, SED- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Phoenix Elementary School "all-student group" in Suspension, Phoenix will fund materials and supplies to support social-emotional supports and extra pay contracts to support engagement and after school tutoring. To address the reds on the CA Dashboard for HI and SED in Suspension, Phoenix Elementary will fund sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of students to comprehensive sites. PHOENIX SECONDARY SCHOOL All, HI, SED- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the "red" on the dashboard for Phoenix Secondary School "all-student group" in Chronic Absenteeism, with Title I funds Phoenix plans to support with supplemental curriculum and digital literacy platforms. To address the reds on the CA Dashboard for HI and SED in Chronic Absenteeism, low performing students will be referred to the Targeted Support Team. The TST is a multi-disciplinary team that addresses the needs of students from a holistic perspective and includes participation from the student, parent, administration, school social workers, and teachers. The Truancy Team meets weekly to address chronic absenteeism and intervene with students. All, HI, SED, SWD- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Phoenix Secondary School "all-student group" in Suspension, Phoenix Secondary will fund credential/classified supplemental contracts to expand lunchtime activities. To address the reds on the CA Dashboard for HI, SED, SWD in Suspension, Phoenix Secondary will fund credential/classified supplemental contracts to expand lunchtime activities. POWERS-GINSBURG ELEMENTARY SCHOOL WH- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, with Title I funds, Powers-Ginsburg plans to support the White student group by providing materials and supplies to support parent involvement. EL- ELA To address the reds on the CA Dashboard for ELA, with Title I funds, Powers-Ginsburg plans to support English Learner students by funding a paraprofessional to support ELA interventions. WH- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds, Powers-Ginsburg plans to support the White student group by funding a Resource Counseling Assistant and purchase The Positivity Project resources to support social-emotional learning and direct support needs. PYLE ELEMENTARY SCHOOL All, EL, HI, SED- ELA		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Pyle Elementary School "all-student group" in ELA, with Title I funds Pyle plans to support low performing student groups by providing supplemental contracts for teachers to carry out after school tutoring and the purchase of materials and supplies that support English Language Development instruction. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Pyle will provide supplemental contracts for teachers to carry out after school tutoring and the purchase of materials and supplies that support English Language Development instruction. All, EL HI, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Pyle Elementary School "all-student group" in Math, Pyle will purchase online applications Reflex and Refrax to support student math facts automaticity development. To address the reds on the CA Dashboard for EL, HI, SWD in Math, Pyle will provide supplemental contracts for teachers to carry out after school tutoring and purchase materials and supplies that support English Language Development instruction in mathematics. All, AA, HI, MR, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.		

Action #	Title	Description	Total Funds	Contributing
		To address the "red" on the dashboard for Pyle Elementary School "all-student group" in Suspension, Pyle will fund a full time School Social Worker to support social emotional needs and the development of Behavior Support Plans. To address the reds on the CA Dashboard for AA, HI, MR, SED in Suspension, Pyle will fund materials and supplies to support establishment of an African American affinity group to elicit recommendations and concerns. Additionally, Pyle will work utilize materials to continue cultural proficiency training for staff and class circles for AA, HI, MR, SED students to increase positive behavior. Pyle will purchase books for the library and classrooms that support inclusivity and positive relationships. ROEDING ELEMENTARY SCHOOL All, EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Roeding Elementary School "all-student group" in ELA, Roeding will utilize Title I funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. To address the reds on the CA Dashboard for EL, SED, SWD in ELA, Tier 2 and 3 supports will be provided by a TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. SWD- Math		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for Math, Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. AA, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and WH in suspension, with Title I funds Roeding plans to support low performing student groups by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the Instructional Practice Guide (IPG) tool as well as the PLC Rubric. A Resource Counseling Assistant (RCA) to support the SEL of Tier 2 and 3 students. California Teaching fellows to support Tier 3 Reading Intervention. Classroom technology to support student learning. Workbooks to support classroom instruction. ROOSEVELT HIGH SCHOOL All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Roosevelt High School "all-student group" in ELPI, with Title I funds Roosevelt plans to support English learner students by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting		

Action #	Title	Description	Total Funds	Contributing
		their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. To address the reds on the CA Dashboard for ELPI, with Title I funds Roosevelt plans to support English learner students by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. SWD- Graduation Rate and CCI To address the reds on the CA Dashboard for graduation rate and CCI for SWD, Roosevelt will provide additional intervention/enrichment support, with the implementation of specific intervention period during the school day (RST) to support students who have struggled academically. This will support students with disabilities to do better in school, with their grades, and on tests, helping them to graduate on time. Additionally, SWD will receive support from counselors and school staff for class placement in electives that will support engagement in courses that support A-G requirements and job skills to increase the CCI. SWD- ELA To address the reds on the CA Dashboard for ELA, with Title I funds Roosevelt plans to support students with disabilities by providing parental support in 3 languages with the hiring of 3 home school liaisons. Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school. Offering babysitting for parents to utilize as they attend Parent Center sponsored events. Providing California Teaching Fellows in Algebra I classes. Providing co-taught classes in ELA and Algebra I, and Geometry. AA, FY- Suspension		

Action #	Title	Description	Total Funds	Contributing
		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and FY in Suspension, Roosevelt will provide support from A4 advisor and/or Fresno Street Saints mentors for low-performing students who struggle with school connection or ongoing disciplinary. ROWELL ELEMENTARY SCHOOL SWD- Math To address the reds on the CA Dashboard for Math, Rowell will fund supplemental contracts for Certificated and Classified staff (i.e., Planning, Tutoring). California Teaching Fellows for intervention. SCANDINAVIAN MIDDLE SCHOOL All, AA, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Scandinavian Middle School "all-student group" in ELA, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials, supplies, and equipment; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring; Saturday Academy for intervention/acceleration/enrichment.		

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

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

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

Action #	Title	Description	Total Funds	Contributing
		SUNNYSIDE HIGH SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, with Title I funds, Sunnyside plans to build teacher's capacity through professional learning in the content areas (ELA/Math) and by working with the Special Education department to learn strategies that best support SWD. They will strive to train teachers in Advancement Via Individual Determination (AVID) strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, they will provide tutors for ELA and Math available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes. AA, FY, MR, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, FY, MR, SWD, WH in Suspension, with Title I funds, Sunnyside plans to support the White student group, SWD, Foster Youth, and Black/African American, and Mixed Race students through teacher professional learning as a culturally responsive staff. Hiring tutors to provide additional support for students alleviates the feeling of being overwhelmed by students. The students will be provided with a computer to take home, and if they forget to bring it to school, one will be available to borrow in the Math and ELA classes, ensuring learning continues and less time spent roaming the hallways. TATARIAN ELEMENTARY SCHOOL AA- Suspension		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for Suspension, with Title I funds Tatarian plans to support the African American student group by utilizing our Resource Counseling Assistant (RCA) to meet with students focusing on social-emotional skills, leadership skills and build on students' engagement at school; teacher release time (subs) to attend COST/SST meetings; Informational Parent Meetings. TEHIPITE MIDDLE SCHOOL All, EL, HI, SED, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA/Math. To address the "red" on the dashboard for Tehipite Middle School "all-student group" in ELA, with Title I funds Tehipite plan to support all historically marginalized student groups as identified in the California Dashboard (Red) by providing parent conferences, training, and RTI supports for students not progressing. Materials and supplies to meet those gaps through RTI as well as for materials to hold parent teacher conferences and meetings about student progress. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, with Title I funds Tehipite plans to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.		

Action #	Title	Description	Total Funds	Contributing
		Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line. All, AA, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Tehipite Middle School "all-student group" in Suspension, Tehipite will provide substitutes for teacher planning and collaboration around services to students, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. To address the reds on the CA Dashboard for AA, HI, SED, SWD in Suspension, Tehipite will provide opportunities for parent meetings around plans of actions to meet the assessed needs. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. TENAYA MIDDLE SCHOOL All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Tenaya Middle School "all-student group" in ELPI (all students for ELPI are English learner students), an outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly		

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

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

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

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

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

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

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

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

Action #	Title	Description	Total Funds	Contributing
		provide for babysitting to support parent engagement. Additionally, with Title 1 funds, they plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations. VIKING ELEMENTARY SCHOOL EL- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, with Title I funds Viking plans to support English learner students by purchasing supplemental materials. SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math (SWD), with Title I funds Viking plans to support Students with Disabilities by adding extra support time with the RSP paraprofessional through supplemental contracts as needed/funds availability, in addition to their IEP time. Support time maybe push in our pull out based on the needs of the students in ELA and Math. VINLAND ELEMENTARY SCHOOL HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for HI, SED, SWD in ELA, with Title I funds Vinland plans to support the Hispanic student group with culturally responsive teacher training. Identify literacy strategies to support students' initial literacy instruction. The Hispanic student population supports will be: CFAs that identify how group is doing quarterly. Classroom will goal set with student group. Parent classes to support with		

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

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

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

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

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in ELA, Williams will fund after school tutoring for intervention in ELA. Supplemental Materials and Supplies to support ELA. Kindergarten students will receive differentiated instruction within their classroom. Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below intervention will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher 3-4 (3.5 hours). RCA will also support with Response to Intervention groups in reading. SWD- Math To address the reds on the CA Dashboard for Math, Williams will utilize Title I funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. 1 Resource Counseling Assistant, I-Ready Tool Box Program, RazKids, Materials and Supplies to support Literacy instruction. All, AA, HI, SED, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Williams Elementary School "all-student group" in Suspension, Williams will utilize Title 1 funds to fund 1 Resource Counseling Assistant, 1 FTE teacher on Special Assignment, and Materials and Supplies to support Tier 1-3. To address the reds on the CA Dashboard for AA, HI, SED, SWD, WH in Suspension, a Resource Counseling Assistant will provide social emotional support for Tier III students.		

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

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

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

Action #	Title	Description	Total Funds	Contributing
		through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction. AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Yokomi plans to support African American student group by utilizing our HSL and RCAs to make additional connections with families. YOSEMITE MIDDLE SCHOOL All, EL, HI, SED, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA/Math. To address the "red" on the dashboard for Yosemite Middle School "all-student group" in ELA/Math, with Title I funds Yosemite plans to support Socioeconomically Disadvantaged students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. With Title I funds Yosemite plans to support Hispanic students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA/Math, with Title I funds Yosemite plans to support Students with Disabilities by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices, professional learning for co-teachers, as well as professional learning texts for teachers and leaders, and provide for computers for in class working areas. With Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time		

Action #	Title	Description	Total Funds	Contributing
		for teachers to improve instructional practices and provide for computers for in class working areas. They will provide additional reading materials, substitutes, and professional learning time for teachers. They will also provide computers for in class working areas. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Yosemite Middle School "all-student group" in ELPI, with Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas, as well as classified staff to supplement student learning and communication with parents. To address the reds on the CA Dashboard for ELPI, with Title I funds Yosemite plans to support English learner students by providing additional reading materials, subs and professional learning time for teachers to improve instructional practices and provide for computers for in class working areas, as well as classified staff to supplement student learning and communication with parents. All, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Yosemite Middle School "all-student group" in Suspension, Yosemite will fund additional staff to work with students and parents regarding proactive approaches and behavior interventions.		

Action #	Title	Description	Total Funds	Contributing
		To address the reds on the CA Dashboard for EL HI, SED, SWD in Suspension, all students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist. Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier: Use of LCFF Equity Multiplier Funds to implement evidence-based services and supports to address the academic, behavioral, and health needs of student groups that received the lowest performance levels on 2025 California School Dashboard indicators at eligible schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

For Fresno Unified School District, the following 8 schools have been identified by the state as Equity Multiplier funding eligible schools to use a total $4,204,058 in allocated state funding in 2026/27 due to having a 25% or greater pupil non-stability rate and a 70% or greater low-income pupil rate in 2024/25:

School Name Non-Stability Rate (2024/25) Low-income Rate (2024/25) Total Amount Budgeted Actions Action number(s)
DeWolf Continuation High 66.4% 91.7% $321,380 4.04
Farber School of Credit Attainment (Cambridge) 64.4% 95.3% $782,877 4.04
Farber School of Independent Studies (J.E. Young) 50.9% 93.4% $1,703,647 4.01, 4.02, 4.03, 4.05
Fulton School 62.2% 86.5% $51,697 4.04
Lowell Elementary 30.5% 97.3% $452,601 4.03
Muir Elementary 26.4% 93.9% $634,975 4.02, 4.03

Phoenix Elementary Academy Community Day 77.3% 98.7% $83,403 4.03
Phoenix Secondary 91.0% 97.4% $173,478 4.04

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

Evidence-Based Services:

Each of the 8 Equity Multiplier (EM) funding-eligible schools met and consulted with educational partners (parents, students, and staff) throughout the school year to discuss the lowest-performing student groups as identified on the California School Dashboard. Through the School Site Council, School Plan for Student Achievement (SPSA) process, and other engagement meetings, the eligible EM schools shared information and received feedback on the specific use of evidence-based services and programs to improve outcomes for identified student groups from the California Dashboard indicators at their school sites. Through this process, the school completed a needs assessment that guided the selection of appropriate evidence-based services that support the growth of the lowest-performing student groups at each EM school.

One Equity Multiplier Focus Goal:

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

In that effort, the District has developed one Equity Multiplier focus goal in meeting the new state requirement that focuses the educational partner on all resources and actions by eligible schools to support identified student groups in increasing performance levels as defined by California School Dashboard indicators. It is important to note that school identification and eligibility for Equity Multiplier funding by the California Department of Education (CDE) occur well into the school year. In 2026, the District’s 8 eligible schools were determined by CDE

in late-February 2026. The late identification presents a difficulty for eligible schools to fully engage with their educational partners on possible funding uses given the short timeframe before reporting in the LCAP. Aligning the requirement with the school's current School Site Council and School Plan for Student Achievement process, supports schools to gain feedback from the required groups on the identified student data. Additionally, schools can access other feedback to support this work such as feedback provided for the LCAP and other surveys and educational partner engagement opportunities.

Educational Partner Feedback:

During the 2025/26 school year, each of the 8 Equity Multiplier (EM) funding-eligible schools met and consulted with educational partners (parents, students, and staff) throughout the school year to discuss the lowest-performing student groups as identified on the California School Dashboard. Through the School Site Council, School Plan for Student Achievement (SPSA) process, and other engagement meetings, the eligible EM schools shared information and received feedback that was taken into consideration when completing this Goal and each action within this Goal.

Refer to the Appendix titled "Equity Multiplier 2025 CA School Dashboard in Red" pages 354-356 for a comprehensive record of the 2025 Dashboard "Red" indicators - identifying the lowest-performing sites and student groups based on EM site data from the 2026/27 LCAP Year.

To see the change from 2024 to 2025, refer to the Appendix titled "2023 CA School Dashboard Groups in Red" pages 357-369 for a comprehensive recoded of 2023 Dashboard "Red" indicators -identifying the lowest-performing sites and student groups based on EM site data from the 2024/25 LCAP Year.

Student Group Performance:

Considered a separate funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are to be used by the eligible schools to implement evidence-based services and supports for all student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the 2025 California School Dashboard and, if applicable, any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators at Equity Multiplier funding eligible schools. With the eligible schools receiving Equity Multiplier funding due to each school’s pupil non-stability rate and low-income pupil rate, the schools are required to improve performance for student groups receiving the lowest performance level on one or more 2025 Dashboard indicators. A summary of student groups that received the lowest performance level rating on the 2025 Dashboard for one or more indicators within the identified schools:

- Asian: Chronic Absenteeism
- Black/African American: Chronic Absenteeism, ELA, Math, Suspension
- English Learner: CCI, Chronic Absenteeism, ELA
- Hispanic: Chronic Absenteeism, ELA, Math, Suspension
- Long-Term English Learner: Chronic Absenteeism, ELA, Math
- Low-Income: Chronic Absenteeism, ELA, Math, Suspension
- Students with Disabilities: Chronic Absenteeism, Math, Suspension
- White: Chronic Absenteeism, ELA, Math

The table below identifies eligible schools with one or more student groups in the Red or Orange performance levels for any of the following California School Dashboard indicators: English Language Arts, Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. For sites that do not have any student groups in the Red for any of the California School Dashboard indicators, student groups in the Orange performance level are used instead.

School Name	Student Group Abbreviations	Lowest Performance Level Color	Indicator
DeWolf High	AA	Orange	Suspension
DeWolf High	HI	Orange	Suspension
Farber School of Credit Attainment (Cambridge)	AA	Red	Suspension
Farber School of Credit Attainment (Cambridge)	ALL	Red	Suspension
Farber School of Credit Attainment (Cambridge)	LI	Red	Suspension
Farber School of Independent Studies and Online (J.E. Young)	AA	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	ALL	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	AS	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	EL	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	HI	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	LI	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	LTEL	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	SWD	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	WH	Red	Chronic Absenteeism
Farber School of Independent Studies and Online (J.E. Young)	EL	Red	College & Career
Farber School of Independent Studies and Online (J.E. Young)	AA	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	ALL	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	EL	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	HI	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	LI	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	LTEL	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	WH	Red	ELA
Farber School of Independent Studies and Online (J.E. Young)	AA	Red	Math

Farber School of Independent Studies and Online (J.E. Young)	ALL	Red	Math
Farber School of Independent Studies and Online (J.E. Young)	HI	Red	Math
Farber School of Independent Studies and Online (J.E. Young)	LI	Red	Math
Farber School of Independent Studies and Online (J.E. Young)	LTEL	Red	Math
Farber School of Independent Studies and Online (J.E. Young)	WH	Red	Math
Fulton School	ALL	Orange	Suspension
Fulton School	HI	Orange	Suspension
Fulton School	LI	Orange	Suspension
Fulton School	SWD	Orange	Suspension
Lowell Elementary	AA	Red	Chronic Absenteeism
Lowell Elementary	ALL	Red	Chronic Absenteeism
Lowell Elementary	EL	Red	Chronic Absenteeism
Lowell Elementary	HI	Red	Chronic Absenteeism
Lowell Elementary	LI	Red	Chronic Absenteeism
Lowell Elementary	SWD	Red	Chronic Absenteeism
Muir Elementary	AA	Red	Chronic Absenteeism
Muir Elementary	EL	Red	Chronic Absenteeism
Muir Elementary	WH	Red	Chronic Absenteeism
Muir Elementary	SWD	Red	Math
Phoenix Elementary	ALL	Red	Chronic Absenteeism
Phoenix Elementary	HI	Red	Chronic Absenteeism
Phoenix Elementary	LI	Red	Chronic Absenteeism
Phoenix Elementary	SWD	Red	Chronic Absenteeism
Phoenix Secondary	AA	Red	Suspension

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Distance from Standard on CAASPP – English Language Arts (SBAC) (AA = African American, ALL = All students, EL = English Learners, HI = Hispanic, LI = Low-income, LTEL = Long-term English Learner, SWD = Students with Disabilities, WH = White)	Farber School of Independent Studies (J.E. Young) ALL: -72.3 EL: -101.5 HI: -91.8 LTEL: -129.7 LI: -74.4 SWD: -157.1 Data Year: 2023/24 Data Source: California School Dashboard	Farber School of Independent Studies (J.E. Young) AA: -147.2 ALL: -92.4 EL: -100.5 HI: -95.8 LTEL: -152.9 LI: -95.4 SWD: -150.6 WH: -104.0 Data Year: 2024/25 Data Source: California School Dashboard	N/A	Farber School of Independent Studies (J.E. Young) AA: -102.2 ALL: -27.3 EL: -56.5 HI: -46.8 LTEL: -84.7 LI: -29.4 SWD: -112.1 WH: -59.0	Farber School of Independent Studies (J.E. Young) AA: N/A ALL: -20.1 EL: +1.0 HI: -4.0 LTEL: -23.2 LI: -21.0 SWD: +6.5 WH: N/A
4.02	Distance from Standard on CAASPP – Math (SBAC) (AA = African American, ALL = All students, EL = English Learners, HI = Hispanic, LI = Low-income, LTEL = Long-term English Learner, SWD = Students with Disabilities, WH = White)	Farber School of Independent Studies (J.E. Young) ALL: -125.5 EL: -160.0 HI: -143.1 LI: -126.3 LTEL: -196.1 SWD: -190.3 WH: -109.8 Data Year: 2023/24 Data Source: California School Dashboard	Farber School of Independent Studies (J.E. Young) AA: -223.3 ALL: -139.9 EL: -140.4 HI: -149.5 LI: -142.9 LTEL: -201.0 SWD: -167.9 WH: -122.7 Muir SWD: -118.8 Data Year: 2024/25	N/A	Farber School of Independent Studies (J.E. Young) AA: -102.2 ALL: -80.5 EL: -115.0 HI: -98.1 LI: -81.3 LTEL: -151.1 WH: -64.8 Muir SWD: 73.8	Farber School of Independent Studies (J.E. Young) AA: N/A ALL: -14.4 EL: +19.6 HI: -6.4 LI: -16.6 LTEL: -4.9 SWD: +22.4 WH: -12.9 Muir SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: California School Dashboard			
4.03	Student chronic absenteeism rate (AA = African American, ALL = All Students, AS = Asian, EL = English Learners, HI = Hispanic, LI = Low-Income, LTEL = Long-term English Learner, SWD = Students with Disabilities, WH = White)	Farber School of Independent Studies (J.E. Young) AA: 27.0% ALL: 26.1% EL: 23.1% HI: 28.9% LI: 26.6% LTEL: 23.8% WH: 25.4% Phoenix Elem ALL: 25.0% HI: 25.7% LI: 25.9% Data Year: 2023/24 Data Source: California School Dashboard	Farber School of Independent Studies (J.E. Young) AA: 76.1% ALL: 64.8% AS: 45.5% EL: 62.0% HI: 66.3% LI: 65.7% LTEL: 87.9% SWD: 68.5% WH: 60.0% Lowell AA: 55.9% ALL: 34.5% EL: 23.5% HI: 31.3% LI: 35.1% SWD: 40.0% Muir AA: 63.5% EL: 38.0% WH: 46.9% Phoenix Elem ALL: 36.2% HI: 30.2% LI: 36.8% SWD: 48.4%	N/A	Farber School of Independent Studies (J.E. Young) AA: 18.0% ALL: 17.1% AS: 36.5% EL: 14.1% HI: 19.9% LI: 17.6% LTEL: 14.8% SWD: 59.5% WH: 16.4% Lowell AA: 46.9% ALL: 25.5% EL: 14.5% HI: 22.3% LI: 26.1% SWD: 31.0% Muir AA: 54.5% EL: 29.0% WH: 37.9% Phoenix Elem ALL: 16.0% HI: 16.7% LI: 16.9% SWD: 39.4%	Farber School of Independent Studies (J.E. Young) AA: +49.0% ALL: +39.0% AS: N/A EL: +39.0% HI: +37.0% LI: +39.0% LTEL: +64.0% SWD: N/A WH: +35.0% Lowell AA: N/A ALL: N/A EL: N/A HI: N/A LI: N/A SWD: N/A Muir AA: N/A EL: N/A WH: N/A Phoenix Elem ALL: +11.0% HI: +5.0% LI: +11.0% SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024/25 Data Source: California School Dashboard			
4.04	Suspension rate (AA = African American, ALL = All Students, HI = Hispanic, LI = Low-Income, MR = Mixed Race, SWD = Students with Disabilities)	DeWolf AA: 25.8% ALL: 7.3% LI: 7.9% Fulton ALL: 32.0% Data Year: 2023/24 Data Source: California School Dashboard	DeWolf AA: 12.9% ALL: 5.5% HI: 5.6% LI: 6.0% Farber School of Credit Attainment (Cambridge) AA: 13.2% ALL: 6.3% LI: 6.4% Fulton ALL: 16.7% HI: 4.8% LI: 21.9% SWD: 19.4% Phoenix Secondary AA: 45.7% Data Year: 2024/25 Data Source: California School Dashboard	N/A	DeWolf AA: 19.8% ALL: 1.3% HI: 0.0% LI: 1.9% Farber School of Credit Attainment (Cambridge) AA: 7.2% ALL: 0.3% LI: 0.4% Fulton ALL: 26.0% HI: 0.0% LI: 15.9% SWD: 13.4% Phoenix Secondary AA: 39.7%	DeWolf AA: -13.0% ALL: -2.0% HI: N/A LI: -2.0% Farber School of Credit Attainment (Cambridge) AA: N/A ALL: N/A LI: N/A Fulton ALL: -15.0% HI: N/A LI: N/A SWD: N/A Phoenix Secondary AA: N/A
4.05	Percent of Seniors who are "Prepared" on the	Farber School of Independent Studies (J.E. Young)	N/A	N/A	Farber School of Independent	Farber School of Independent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College & Career Indicator (EL = English Learners)	EL: 9.3% Data Year: 2024/25 Data Source: California School Dashboard			Studies (J.E. Young) EL: 36.3%	Studies (J.E. Young) EL: N/A

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 7.01 SBAC ELA
Implementation Status: Partially Implemented
This action was partially implemented across identified school sites through targeted literacy supports, including the deployment of tutors, paraprofessionals, and literacy coaches to provide small-group and one-on-one intervention during RTI and extended learning opportunities. Professional development strengthened staff capacity in foundational literacy, and differentiated instruction. Schools also invested in research-based materials, such as phonics curriculum and decodable readers, and enhanced classroom technology to support instruction and family engagement. Implementation resulted in measurable improvements in ELA outcomes, including increased overall student growth, gains in High Frequency Word proficiency, and improved Tier 1 instructional fidelity. Some challenges included staffing turnover, delays in hiring, inconsistent student attendance, and variability in implementation fidelity across sites, which impacted the consistency of interventions. Overall, there was no substantive difference between the planned action and actual implementation.

Action 7.02 SBAC Math
Implementation Status: Partially Implementation
This action was partially implemented across school sites through a coordinated approach focused on professional learning, instructional alignment, and targeted student supports. Teachers engaged in ongoing capacity building through PLCs, data chats, coaching, and conferences, strengthening use of grade-level standards, adopted curriculum, and formative assessments. Sub release time supported collaboration, peer observation, and planning, leading to improved alignment through GVC structures. Additional supports included instructional coaching, co-teaching, and engagement strategies, along with before- and after-school tutoring provided by Teaching Fellows and other staff. These efforts contributed to positive outcomes, including improved student engagement and measurable gains in math performance, such as reduced distance from standard and growth across grade levels. Some challenges included difficulty maintaining tutoring staff. Despite the challenge, there were no substantive differences between the planned action and actual implementation.

Action 7.03 English Learner Progress Indicator
Implementation Status: Partial Implementation

This action was partially implemented. Schools effectively utilized EL Support Teachers and coordinated substitute coverage to support ELPAC preparation and testing, resulting in improved completion rates and minimal disruption. Teacher collaboration through planning time and PLCs contributed to stronger instruction and increased student engagement, with some gains in course pass rates and stable ELPI outcomes. Family communication efforts also improved, increasing awareness of reclassification criteria and student progress. Challenges included external tutoring services were limited or inconsistent, and the use of instructional technology tools lacked consistent fidelity across programs. Ongoing challenges such as student attendance, mobility, and family engagement impacted overall effectiveness. No substantive differences between the planned action and actual implementation.

Action 7.04 Chronic Absenteeism
Implementation Status: Partial Implementation
This action was partially implemented across school sites through the allocation of key staff, including Clinical School Social Workers, School Social Workers, Child Welfare and Attendance Specialists, administrators, and counseling support, to provide Tier 2 and Tier 3 interventions such as attendance monitoring, home visits, family outreach, counseling, and restorative practices, alongside the establishment of attendance teams that met regularly to review data and coordinate targeted supports. Schools also implemented student engagement strategies such as clubs, interscholastic sports, service-learning opportunities, and assemblies to strengthen school connectedness and promote regular attendance, while expanding social-emotional learning supports and mental health services to address barriers related to trauma, wellness, and disengagement. Notable successes included improved systems for early identification and intervention, more structured attendance monitoring, increased collaboration among staff, stronger communication with families, and greater student engagement, with some sites reporting improved attendance, increased participation in activities, and growth in students' social-emotional skills and self-advocacy. Challenges included persistent external barriers such as transportation issues, housing instability, health concerns, and inconsistent family engagement, as well as staffing shortages that reduced capacity for intensive supports like home visits and individualized interventions. No substantive differences between the planned action and actual implementation.

Action 7.05 Suspension
Implementation Status: Partial Implementation
This action was partially implemented across school sites through the expansion of School Social Workers, Clinical Social Workers, Resource Counseling Assistants, and additional supervision staff to strengthen restorative practices, increase student engagement, and provide Tier 2 and Tier 3 behavioral and social-emotional supports. Schools implemented strategies such as SEL programs (e.g., Second Step, Positivity Project, classroom meetings), calming centers, mentoring, and increased engagement opportunities including clubs, while also expanding access to mental health services like individual and group counseling, student check-ins, and crisis response. Notable successes included maintaining or reducing suspension rates at several sites, stronger use of restorative practices, improved coordination between administration and counseling teams, increased student self-regulation and connectedness, and fewer behavioral incidents during unstructured times due to increased supervision and structured activities. However, challenges including inconsistent Tier 1 SEL practices, variability in staff capacity to implement restorative and trauma-informed approaches with fidelity, and a small number of high-need students requiring intensive Tier 3 supports accounting for a disproportionate number of incidents. Additional barriers included limited confidential space for counseling, delays in external partnerships, staff capacity concerns related to added responsibilities such as leading clubs, and social worker caseload limits. Overall, while progress was made in improving school climate and reducing suspensions, continued focus is needed on strengthening Tier 1 systems, expanding intervention capacity, and ensuring consistent implementation across sites. No substantive difference in planned action compared to the actual implementation.

Action 7.06 Graduation Rate
Implementation Status: Partial Implementation
This action has been partially implemented through expanded credit recovery opportunities, including additional periods, summer sessions, and targeted interventions to support students in staying on track for graduation, alongside ongoing professional development to build teacher capacity in Project-Based Learning, Civic Engagement, and Diploma+ models that promote college and career readiness. Notable successes include increased access to credit recovery, strong student participation in civic engagement activities, and measurable gains in graduation and credit attainment rates at select sites. However, implementation challenges limited full execution, as scheduling conflicts between credit recovery and engagement opportunities reduced participation, and high rates of student truancy and transient enrollment patterns disrupted continuity of services and students' ability to consistently earn credits. While there were no substantive differences between the planned action and actual implementation, adjustments in scheduling, coordination of services, and targeted attendance supports will be necessary to strengthen overall effectiveness and ensure more consistent outcomes across school sites. No substantive difference in planned action compared to the actual implementation.

Action 7.07 College & Career
Implementation Status: Partial Implementation
This action has been partially implemented across identified school sites through efforts to expand college and career readiness opportunities, strengthen CTE pathways, and increase student exposure to postsecondary options. Schools implemented initiatives such as adding sections to existing CTE programs, purchasing instructional technology to support pathway development, and expanding dual enrollment, internships, career fairs, job shadowing, and project-based learning experiences supported by professional development. These efforts contributed to notable successes, including increases in students earning CTE credits, progress on the College & Career Indicator, improved graduation rates, and expanded student recognition such as Civic Engagement seals, dual enrollment completions, and state-level awards. However, implementation was limited by challenges including coordination of CTE course offerings and master scheduling constraints that impacted students' ability to fully complete pathways, as well as attendance barriers and high student mobility that affected consistent participation and timely completion of college and financial aid milestones. No substantive difference in planned action compared to the actual implementation.

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

Action 7.01 SBAC ELA - Actual expenses down 57.0%. Actual expenditures reflected a decrease due to adjusted implementation timelines, staffing vacancies, and lower-than-anticipated costs for contracted literacy intervention services, professional development, instructional materials, and supplemental supports aligned to improvement plans.

Action 7.02 SBAC Math - Actual expenses down 57.0%. Actual expenditures reflected a decrease due to adjustments in implementation timelines and staffing needs, including lower-than-anticipated costs for tutoring services, professional development, instructional support personnel, and math intervention materials.

Action 7.03 English Language Progress Indicator - Actual expenses down 57.0%. Actual expenditure reflected a decrease due to lower-than-anticipated utilization of supplemental contracts and stipend-based tutoring services, staffing vacancies. In addition, reduced assessment-related substitute costs contributed to lower overall expenditures compared to budgeted projections.

Action 7.04 Chronic Absenteeism - Actual expenses down 57.0%. Actual expenditures reflected a decrease due to staffing vacancies, lower utilization of contracted services such as lunchtime tutoring and professional learning, and attendance-related initiatives across school sites.

Action 7.05 Suspension - Actual expenses down 57.0%. Actual expenditure reflected a decrease due to lower-than-projected professional development and conference participation costs, and greater reliance on existing site-based staff and integrated multi-tiered systems of support funded through other sources, resulting in reduced supplemental expenditures.

Action 7.06 Graduation Rate - Actual expenses down 70.0%. Actual expenditure reflected a decrease due to lower-than-anticipated utilization of supplemental funds for release time and substitute coverage, as well as delays in staffing and contract implementation for counselor support and professional development. In addition, some college and career readiness and credit recovery activities were supported through existing site resources and alternative funding sources, resulting in reduced direct expenditures against the original budget.

Action 7.07 College and Career - Actual expenses down 11.0%. Actual expenditure reflected a decrease due to lower than anticipated utilization of substitute and supplemental pay for release time, timing shifts in professional development and independent contract services, and efficiencies in the implementation of college and career readiness activities, including career exploration, dual enrollment, and credit recovery supports.

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

Action 7.01 SBAC ELA
Effectiveness: SOMEWHAT EFFECTIVE

- All Students Columbia Elementary +3.1 points and Farber School of Credit Attainment +64.1 points, and Farber Independent Studies -20.1 points and Vinland Elementary -9.8 points
- Students with Disabilities Addams Elementary +16.3 points, Lincoln Elementary +21.4 points, Williams Elementary +9.1 points, and Farber Independent Studies +6.5 points
- English Learners Farber School of Credit Attainment +68.1 points; Fort Miller Middle +24.1 points; Vinland Elementary +6.2 points, Farber Independent Studies +1.0 point
- Long-Term English Learners Farber School of Credit Attainment +67.7 points and Fort Miller Middle +27.1 points, Farber Independent Studies -23.2 points
- Hispanic Farber School of Credit Attainment +57.6 points and Williams Elementary +12.2 points, Columbia Elementary -0.1 points, Farber Independent Studies -4.0 points
- Low-income Farber School of Credit Attainment +63.5 points and Columbia Elementary +2.9 points, Farber Independent Studies -21.0 points and Vinland Elementary -11.9 points

This action strengthen ELA outcomes through professional learning, targeted literacy interventions, collaborative planning time, and the purchase of research-based instructional materials and technology. In review of the student outcomes shows the action to be somewhat

effective in advancing the goal. Educational partner feedback consistently indicated that literacy mentor training, expanded intervention resources, and structured collaboration positively strengthened instructional practice.

Action 7.02 SBAC Math
Effectiveness: SOMEWHAT EFFECTIVE

- English Learners Columbia Elementary +18.0 points, Farber School of Credit Attainment +86.6 points, Farber School of Independent Studies +19.6 points, Fort Miller Middle +12.8 points
- Long-Term English Learners Farber School of Credit Attainment +92.1 points, Fort Miller Middle +18.5 points, Farber School of Independent Studies -4.9 points
- Low-income Farber School of Credit Attainment +52.3 points, Farber School of Independent Studies -16.6 points
- Students with Disabilities Farber School of Independent Studies +22.4 points, Lincoln Elementary +30.5 points
- All Students Farber School of Credit Attainment +53.5 points, Farber School of Independent Studies -14.4 points

By evaluating SBAC Math distance-from-standard results alongside educational partner feedback from teachers, school site councils, counseling teams, students, and families, this action was somewhat effective in making progress toward the goal attributed to strengthened Tier 1 instructional practices, targeted fluency supports, professional learning in differentiated instruction, and improved access to grade-level content. Students experienced positive growth where collaborative student support teams, individualized interventions, and online instructional tools were implemented with fidelity, and partner feedback indicated increased satisfaction with these coordinated supports. However, while some sites demonstrated movement from Red to Orange performance levels, a significant proportion of students remain below grade level as measured by SBAC, indicating a continued need for intensified intervention, stronger progress monitoring, and more targeted supports to increase overall effectiveness.

Action 7.03 English Language Progress Indicator
Effectiveness: SOMEWHAT EFFECTIVE

- Farber School of Independent Studies: EL +4.4 percentage points; LTEL -0.2 percentage points
- Fort Miller Middle School: EL +25.1 percentage points; LTEL +28.4 percentage points
- Lowell Elementary School: EL +15.8 percentage points
- Vinland Elementary School: EL -21.1 percentage points

Overall, this action was somewhat effective in making progress toward the goal of improving outcomes for English learners and long-term English learners, as reflected by ELPI gains. Educational partner feedback indicated that increased tutoring, intentional use of iReady data, targeted professional learning, and strengthened ELPAC assessment supports positively impacted student engagement, confidence, and instructional alignment. Strong gains at Fort Miller Middle School and Lowell Elementary School demonstrated the positive impact of these supports when implemented consistently, while the decline at Vinland Elementary School suggests a need for more targeted intervention and implementation support. At the same time, inconsistent implementation and variable outcomes across schools, including continued challenges for some LTEL students, demonstrate that additional focus on early intervention, consistent progress monitoring, and intentional staffing for EL supports is needed to ensure more uniform effectiveness.

Action 7.04 Chronic Absenteeism
Effectiveness: SOMEWHAT EFFECTIVE

- African American Addams Elementary –18.6%, Lincoln Elementary –2.3%, Fort Miller Middle School +23.4%, Farber School of Independent Studies +49.1%
- Students with Disabilities Columbia Elementary –3.9%, Lincoln Elementary –0.1%, Fort Miller Middle School +23.7%
- English Learners Vinland Elementary –11.9%, Farber School of Independent Studies +38.9%
- Low-income Columbia Elementary –0.2%, Phoenix Secondary –42.0%, Phoenix Elementary +10.9 pp%, Farber School of Independent Studies +39.1%, Lincoln Elementary +0.6%
- Asian Wolters Elementary +0.7%
- All Students Columbia Elementary –0.7%, Lincoln Elementary +0.7%, Phoenix Elementary +11.2%, Farber School of Independent Studies +38.7%
- Hispanic students Columbia Elementary -1.4%, Farber School of Independent Studies +37.4%, Phoenix Elementary +4.5%
- White student group Farber School of Independent Studies +34.6%, Williams Elementary -1.5%
- MR student group Williams Elementary -12.6%
- Long-term English learners Farber School of Independent Studies +64.1%

This action was somewhat effective in advancing progress toward reducing chronic absenteeism. Educational partner feedback from staff, SSC, ELAC, students, and families indicates that the expansion of social work and counseling services, improved attendance monitoring, MTSS-aligned interventions, tutoring supports, and engagement activities strengthened early identification, family outreach, and relationship-based practices that help re-engage students. These strategies were most effective at sites and student groups where consistent Tier 2 and Tier 3 supports, culturally responsive outreach, and strong site-level coordination were fully implemented, resulting in notable reductions in chronic absenteeism for several student groups. Moderate improvement or stabilization was also observed. However, outcomes varied across schools and student groups, with substantial increases in chronic absenteeism at Farber School of Independent Studies, Fort Miller Middle School, and Phoenix Elementary for multiple student groups, including Long-term English Learners, African American students, Students with Disabilities, Hispanic students, Low-income students, and All Students. Smaller increases were also observed for Asian students at Wolters Elementary and Low-income, All Students, and African American student groups at select sites. These results suggest that while the action improved systems, coordination, and intervention capacity, ongoing challenges such as transportation instability, housing insecurity, health needs, alternative program placement factors, and persistent engagement barriers continued to impact attendance outcomes and could not be fully resolved within a single year. Sustained implementation, differentiated site-specific supports, program refinements, and continued intensive case management will be necessary to achieve more consistent and lasting reductions.

Action 7.05 Suspension
Effectiveness: SOMEWHAT EFFECTIVE

- All Students DeWolf High -1.8%, Fulton School -15.3%, Phoenix Elementary -10.7%, Vinland Elementary +2.1%, Williams Elementary +0.3%
- African American Addams Elementary -2.9%, Columbia Elementary -5.8%, DeWolf High -12.9%, Fort Miller -3.2%
- Students with Disabilities Columbia Elementary -3.1%, Williams Elementary -2.9%, Vinland Elementary (-0.9%
- Hispanic Phoenix Elementary -15.2%, Williams Elementary -0.2%, Vinland Elementary +2.4%
- Low-income DeWolf High -1.9%, Phoenix Elementary -9.7%, Vinland Elementary +2.1%, Williams Elementary +0.6%)
- Homeless Lincoln Elementary +3.1%
- Mixed Race Vinland Elementary +1.9%
- White Addams Elementary -6.2%, Williams Elementary -2.4%, Vinland Elementary +3.8%, Wolters Elementary +8.0%

This action was somewhat effective in making progress toward reducing suspensions, with clear positive impact for African American students and Students with Disabilities at several schools, supported by educational partner feedback highlighting the value of restorative practices, social-emotional learning, increased supervision, and expanded mental health supports. Schools that leveraged social workers, counseling staff, PBIS-aligned interventions, and family engagement strategies reported improved student connectedness, more time in class, and improved campus climate, contributing to reduced suspension rates for targeted groups. However, results were mixed across sites and student groups, indicating inconsistent Tier 1 implementation and the need for stronger classroom-level restorative practices and behavioral expectations. These mixed outcomes suggest that while the action is producing measurable benefits for high-need student groups, continued refinement, fidelity of implementation, and targeted differentiation are necessary to achieve more consistent, systemwide improvement and move additional sites and student groups out of the Orange and Red performance levels.

Action 7.06 Graduation Rate
Effectiveness: EFFECTIVE

- All Students DeWolf High +22.6%, Farber School of Credit Attainment +19.6%
- Hispanic DeWolf High +23.7%, Farber School of Credit Attainment +18.6%
- Low-income DeWolf High +22.8%, Farber School of Credit Attainment +20.0%
- English Learners Farber School of Credit Attainment +25.5%
- Long-term English learners Farber School of Credit Attainment +27.7%
- Students with Disabilities Farber School of Credit Attainment +13.9%

The action was effective in making measurable progress toward the goal of increasing graduation outcomes as evidenced by double-digit percentage point increases across all identified schools and student groups. Graduation rate gains reflect the impact of expanded credit recovery and acceleration opportunities such as extended summer sessions, Saturday school, night school, and additional recovery courses offered outside the traditional school day. Schools also implemented proactive master scheduling adjustments and “opt-out” summer school enrollment models to increase access for credit-deficient students. Educational partner feedback confirms that increased one-on-one student monitoring, enhanced tutoring for special populations, strengthened PLC practices focused on pass rates and instructional alignment, and more frequent counselor and family engagement contributed to improved student persistence and completion. College and career readiness activities, including workshops, internships, and civic engagement opportunities, further reinforced the relevance of graduation, resulting in high levels of staff and family satisfaction with improved outcomes and demonstrating that this action meaningfully advanced equitable graduation progress.

Action 7.07 College & Career Readiness
Effectiveness: SOMEWHAT EFFECTIVE

- All Students DeWolf +11.6, Farber School of Credit Attainment +2.2
- Hispanic DeWolf +14.1, Farber School of Credit Attainment +2.6
- Low-income DeWolf +12.0, Farber School of Credit Attainment +2.2
- English learners Farber School of Credit Attainment +3.2
- Long-term English learners Farber School of Credit Attainment +3.2
- Students with Disabilities Farber School of Credit Attainment +3.1

This action was somewhat effective in advancing progress toward the College and Career Readiness goal, as evidenced by meaningful gains in the College & Career Indicator for All Students at multiple implementation sites, where expanded access to CTE pathways, credit

recovery, counseling workshops, and career exploration opportunities contributed to double-digit increases. Educational partner feedback indicates that increased counseling connections for financial aid and college applications, targeted professional development aligned to CCR-impacting courses (e.g., AP, Dual Enrollment, Seal of Biliteracy), and more consistent use of interim assessments strengthened instructional responsiveness and student planning; however, uneven outcomes across schools and persistent gaps, most notably stagnation for Asian students, continued “Very Low” performance, and feedback that not all students are being recruited or encouraged to pursue higher-level postsecondary options, limit overall effectiveness.

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.

Based on our educational partners’ feedback and informed by the 2025 Dashboard and the sites identified to receive Equity Multiplier funds for the 2026/27 school year, Fresno Unified has eliminated prior year Goal 7. Refer to the appendix titled “2023 CA School Dashboard Groups in Red” pg. 357-369 for a comprehensive record of 2023 Dashboard “Red” indicators—identifying lowest-performing sites and student groups—based on EM site data from the 2025/26 LCAP year. Refer to the appendix titled “Equity Multiplier 2025 CA School Dashboard Groups in Red” pg.354-356 for a comprehensive record of the 2025 Dashboard “Red” indicators- identifying lowest- performing sites and student groups- based on the EM site data for the 2026/27 LCAP year.

Actions, metrics, goal statement, and explanation of why statement were previously in Goal 7 and have been updated to reflect the 2026/27 Identified Sties needs based on the 2025 California School Dashboard and dollar amounts.

SBAC ELA will be renumbered to 4.01.

SBAC Math will be renumbered to 4.02.

Chronic Absenteeism will be renumbered to 4.03.

Suspension will be renumbered to 4.04.

College & Career will be renumbered to 4.05.

Unspent Equity Multiplier funds in both the 2024/25 and 2025/26 school years have been added to action 1.17 BASE: Instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	SBAC ELA	Identified school will implement the following use of evidence-based services and supports to address student group performance levels on the California School Dashboard English Language Arts Indicator: • Purchase of materials and supplies to support academic literacy development and credit recovery, including intervention resources, goal-setting tools, and instructional supplies aligned to standards-based learning, along with expansion of library books and literacy resources (print and digital titles, early reader materials, and high-interest/grade-level texts) to promote reading engagement, vocabulary development, and fluency. • Investment in updated technology, hardware, and adaptive tools, including non-capitalized technology funds, to ensure students have equitable access to rigorous ELA instruction, digital curriculum, and assessment platforms. • Implementation of supplemental and independent contracts to provide wellness and counseling support during Winter and Summer sessions, as well as partnerships with civic and community-based organizations to expand project-based learning, literacy-rich engagement opportunities, and authentic applications of reading and writing skills. • Provision of substitute coverage and administrative supports to enable teacher collaboration, professional development, instructional planning, conferences, and data-driven practices that strengthen Tier 1 ELA instruction. By engaging with their school communities and educational partners in a continuous improvement cycle, a school-needs assessments was conducted, including analysis of student group performances. These coordinated actions are designed to decrease the distance to meeting standards by increasing access to high-quality literacy materials, strengthening technology-supported instruction, and expanding opportunities for personalized and project-based learning while building staff capacity through structured collaboration and ensuring students receive targeted academic and social-emotional supports, particularly	$343,041.00	No

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>during extended learning opportunities such as Winter and Summer sessions.

Please refer to the table below for the identified school and student groups.

<table>
<tr><th>School Name</th><th>AA</th><th>ALL</th><th>EL</th><th>HI</th><th>LI</th><th>LTEL</th><th>WH</th></tr>
<tr><td>Farber School of Independent Studies (J.E. Young)</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
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<tr><td>4.02</td><td>SBAC Math</td><td>Identified Schools will implement the following use of evidence-based services and supports to address student group performance levels on the California School Dashboard Math Indicator:
• Provide access to standards-aligned instructional materials, books, and digital tools to enhance engagement, differentiate instruction, and support both in-person and online/independent study students in mastering foundational and grade-level math skills.

• Expand the use of technology-integrated and project-based learning environments, including non-traditional and outdoor learning spaces, to increase student engagement, and reduce barriers to accessing rigorous math instruction.

• Provide targeted professional development and professional learning opportunities for certificated and classified staff, including collaboration with external partners and attendance at math-focused conferences to strengthen evidence-based instructional practices aligned to SBAC math claims and targets.

• Offer substitute release time and supplemental contracts to ensure teachers can participate in professional learning, instructional planning, data analysis, and collaborative practices such as Professional Learning Communities (PLCs), and Instructional Leadership Teams (ILT).</td><td>$607,083.00</td><td>No</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		• Utilize a Teacher on Special Assignment (TSA) to provide coaching, facilitate PLCs, support instructional planning, and guide the continuous improvement cycle through data analysis, progress monitoring, and alignment of instruction to SBAC standards and assessments. • Implement structured systems for progress monitoring to inform instruction, provide targeted Tier I and Tier II supports, and develop action plans for identified student groups. • Provide additional staffing and support, including supplemental contracts and expanded learning opportunities to address academic gaps, and increase access to grade-level content. • Ensure access to technology and instructional resources through site-based inventory and distribution systems so that all teachers and students are equipped with effective tools to engage in meaningful, standards-based math learning. By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2025/26 school year, including a review of student group performance as evidenced in California School Dashboard indicators to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and student groups.		

School Name	AA	ALL	HI	LI	LTEL	WH	SWD
Farber School of Independent Studies (J.E. Young)	Red	Red	Red	Red	Red	Red	Red
Muir Elementary							Red

Action #	Title	Description	Total Funds	Contributing
4.03	Chronic Absenteeism	Identified schools will implement the following evidence-based services and supports to address student group performance levels on the California School Dashboard Chronic Absenteeism Rate Indicator: • Provide targeted professional development and training for certificated and classified staff focused on attendance improvement strategies, trauma-informed practices, restorative approaches, and social-emotional learning to strengthen student and family engagement and reduce barriers to attendance. • Offer substitute release time and supplemental support to ensure staff can participate in professional learning, collaboration, data analysis, and implementation of Multi-Tiered System of Supports strategies aligned to improving attendance outcomes. • Utilize Teacher on Special Assignment, School Social Workers, attendance teams, and mentoring programs to monitor attendance data, conduct daily check-ins, set goals, and implement Tier I–III interventions that address the root causes of chronic absenteeism. • Provide expanded family engagement and communication supports, including home visits, parent workshops, orientation programs, and direct communication methods to strengthen school-family partnerships and promote consistent student attendance. • Provide materials, supplies, and basic needs resources to reduce barriers to attendance. • Implement social-emotional and behavioral supports, including calm-down kits, de-escalation spaces, and wellness resources, to address school avoidance, improve self-regulation, and increase student readiness to attend school consistently. • Expand student engagement opportunities through clubs, service-learning projects, community outings, and enrichment activities to	$1,649,891.00	No

Action #	Title	Description	Total Funds	Contributing
		increase school connectedness, motivation, and sense of belonging. • Provide targeted academic interventions and enrichment opportunities, including tutoring, certificated tutors, and research-based programs to address learning gaps and reduce absenteeism linked to academic challenges. • Utilize signage, graphics, and recognition systems to promote positive attendance habits, reinforce expectations, and celebrate student improvement and success. • Implement structured systems for attendance monitoring and continuous improvement to achieve measurable reductions in chronic absenteeism. By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school needs assessments throughout the 2025/26 school year, including analysis of student group performance on the California School Dashboard indicators (Chronic Absenteeism), to inform site-based decisions and align resources to improve student outcomes. Please refer to the table below for the identified schools and student groups.		

School Name	AA	ALL	AS	EL	HI	LI	LTEL	WH	SWD
Farber School of Independent Studies (J.E. Young)	Red	Red	Red	Red	Red	Red	Red	Red	Red
Lowell Elementary	Red	Red		Red	Red	Red			Red
Muir Elementary	Red			Red				Red	
Phoenix Elementary		Red			Red	Red			Red

Action #	Title	Description	Total Funds	Contributing
4.04	Suspension	Identified schools will implement the following evidence-based services and supports to address student group performance levels on the California School Dashboard Suspension Rate Indicator: • Provide professional development for certificated and classified staff focused on Positive Discipline, Restorative Practices, Social Emotional Learning, trauma-informed practices, de-escalation strategies, and effective responses to student misbehavior. This includes conference attendance, site-based professional learning, and substitute coverage to support staff participation and collaboration. • Implement and expand schoolwide SEL and climate initiatives, including programs such as School Connect, bullying prevention, community-building circles, and restorative practices. Schools will utilize therapeutic tools, calming spaces, and restorative materials to support student self-regulation, conflict resolution, and positive behavior development, with School Social Workers and Clinical School Social Workers providing integrated mental health supports, including crisis intervention, counseling, and restorative engagement practices. • Establish mentoring and relationship-based supports to build trusting relationships, provide consistent guidance, and create safe spaces for students to develop problem-solving skills and social-emotional competencies. • Increase student engagement and connectedness through expanded extracurricular opportunities such as clubs, service-learning projects, student leadership roles, meaningful student jobs, and community-based learning experiences. • Expand access to academic supports and credit recovery opportunities through extended learning options such as summer school programs, one-on-one tutoring, teacher prep buyouts, and additional course offerings designed to maintain academic progress and increase student motivation and success.	$1,329,432.00	No

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
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Provide materials, technology, and library resources to support student engagement, positive school culture, and campus outreach, while strengthening family engagement through parent education sessions, and inclusive onboarding practices with varied scheduling to increase participation.
Provide additional staffing and operational supports, including safety personnel coverage, supplemental contracts, and supervision for large-scale student activities, to ensure safe, well-structured school environments that proactively reduce incidents leading to suspension.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted comprehensive needs assessments throughout the 2025/26 school year. These assessments included analysis of student group performance on California School Dashboard indicators (Suspension Rate), along with local data on attendance, behavior, and school climate, to inform strategic planning and resource allocation aimed at improving student outcomes.

Please refer to the table below for the identified schools and student groups.

<table>
<tr><th>School Name</th><th>AA</th><th>ALL</th><th>HI</th><th>LI</th><th>SWD</th></tr>
<tr><td>DeWolf High</td><td>Orange</td><td></td><td>Orange</td><td></td><td></td></tr>
<tr><td>Farber School of Credit Attainment (Cambridge)</td><td>Red</td><td>Red</td><td></td><td>Red</td><td></td></tr>
<tr><td>Fulton School</td><td></td><td>Orange</td><td>Orange</td><td>Orange</td><td>Orange</td></tr>
<tr><td>Phoenix Secondary</td><td>Red</td><td></td><td></td><td></td><td></td></tr>
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<tr><td>4.05</td><td>College & Career</td><td>Identified school will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard College & Career Indicator:</td><td>$274,611.00</td><td>No</td></tr>
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Action #	Title	Description	Total Funds	Contributing
		• Provide technology and equipment to expand access to online learning platforms, digital tools, and instructional resources that support college and career readiness. • Implement teacher prep buy-outs to allow educators dedicated time to design, refine, and deliver targeted credit recovery supports, ensuring students remain on track toward graduation and postsecondary opportunities. • Expand and strengthen credit recovery pathways through flexible instructional models tailored to online, and alternative education students, addressing barriers such as transiency, health concerns, and family hardships. • Support project-based learning, civic engagement, and engaging classroom experiences that connect academic content to real-world applications, increasing student motivation, persistence, and readiness for college and careers. • Build educator and counselor capacity through collaboration, networking, and professional learning opportunities focused on innovative strategies to support non-traditional student populations and expand postsecondary pathways. By engaging with their school communities and educational partners in a continuous improvement cycle, school leaders have conducted needs assessments throughout the 2025/26 school year, including analysis of student group performance on the California School Dashboard (College & Career), to inform strategic investments in technology, staffing, and instructional practices. These efforts build on demonstrated gains in online and independent study programs and are designed to sustain improved graduation rates and expand meaningful postsecondary opportunities. Please refer to the below table for the identified school and student group. **Columbia Elementary** | **EL** Farber School of Independent Studies (J.E. Young) | Red		

Action #	Title	Description	Total Funds	Contributing

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
$$290,526,113.00	$36,991,964.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.803%	0.000%	$0.00	38.803%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.02	**Action:** Additional Teacher Supply Funds **Need:** According to the metrics, low-income students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.	Supplemental supplies directly benefit low-income students by providing them with the resources they need to be success to learn in the classroom. These materials are pivotal in making sure LI students are able to come to school every day prepared to learn without the additional stress of not having the items they need to learn. These materials are purchased based on the individual	For the identified student group Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A local needs assessment, in collaboration with educational partners, indicates that many of our low-income students need supplemental instructional supplies to support learning to be successful in the classroom but acquiring additional supplies can be challenging for low-income families. **Scope:** LEA-wide	needs of the classroom and the student. Teachers of LI students require this additional support for in classroom and at home learning. Access to supplemental supplies gives low-income students greater access to grade level content by allowing teachers to differentiate teaching strategies. To strengthen this approach a menu of options, such as supplemental books, project materials, culturally responsive and inclusive texts, hands on materials, reading foundational skills, sounds, and letter cards for small groups, STEAM materials, supplemental art supplies, classroom poster to visually support the learning, and classroom libraries will be shared with teachers to better meet the needs that align to the identified student groups. This action is designed to meet the needs of low-income; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.03	**Action:** Middle & High School Redesign **Need:** Based on state (SBAC) ELA and Math and local (iReady) ELA and Math assessment and A-G Completion results, English learners, low-income, and foster youth students scored lower than the all student group. A local needs assessment involving educational partners indicated EL, LI and FY students would greatly benefit from access to	All middle schools and high schools are provided with additional teachers and additional academic counselors at the high schools based on need and enrollment to support class size reduction and to support students with identifying the A-G classes that will best fit their needs. Smaller class sizes enable teachers to provide more differentiated, scaffolded, and focus on the unique learning needs of EL, FY and LI students. Furthermore, additional counselors will provide the identified students with increased access to	For the identified student groups: Increased rates in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and A-G Completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	smaller A-G class sizes in order to increase academic achievement and A-G course completion. LCAP input gathered from families and students ranked the need for improved academics as the number one priority. **Scope:** LEA-wide	academic and related guidance; increase the frequency of monitoring and working with the identified students and allow students more opportunities to take courses that they find interesting while meeting A-G requirements. To strengthen this approach, the action will be adjusted to increase support including, but is not limited to, more frequent student meetings regarding class schedules, grades, pathways to support student wants and educational needs, and an additional adult support system to collaborate with teachers to organize class schedules to best meet the needs of students. As a result of providing these additional resources, directed toward meeting the needs of English learner, low-income, and foster youth students, the identified student groups will benefit, however, because it is expected all students will benefit, this action is being provided on a district-wide basis.	
1.04	**Action:** Eliminate Elementary Combination Classes **Need:** Students identified as English learner, foster youth and low-income scored lower in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments than the all student group. A local needs assessment, in collaboration with educational partner feedback, identify the EL, FY and LI students would benefit from classrooms with fewer distractions and more	All schools receive equitable teaching staff by grade level based on the number of students enrolled. The design of this action is to add teachers at schools that would otherwise need to create grade level combination classes Eliminating combination classes is designed to provide English learner, foster youth and low-income students more time and attention from teachers who can focus on the identified students' needs with the same grade level standards. By creating grade specific classes teachers will be able to focus on differentiated instructions, scaffolds, manipulatives, and other instructional	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focus on grade level skills and concept development. Teachers have expressed that combination classes make it difficult to provide students with the grade level individualized instruction they need for academic growth. **Scope:** LEA-wide	supports designed specifically for identified students based off of one grade level. Furthermore, this design will allow more time for individual attention to these students and their specific learning needs. While the identified student groups are not showing growth in all the aligned metrics, educational partners, specifically, teachers and educational leaders, have indicated that eliminating combination classes is academically and social-emotionally what is best for the identified student groups. The elimination of combination classes is intended to address the academic needs of English learner, foster youth and low-income students, however, because all students will benefit, this action is provided on a district-wide basis.	
1.05	**Action:** Instructional Supports and Instructional Coaches **Need:** Fresno Unified School District's English learners, foster youth and low-income students perform lower on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates that the identified student groups need an optimal learning environment that supports effective,	The identified student groups (LI, EL, FY) will receive an optimal learning environment that supports effective, standards aligned instructional practice because Instructional coaches and Teachers on Special Assignment support teachers by delivering professional learning, side-by side coaching, co-teaching, and data analysis of student work and results for low-income, English learner, and foster youth students. Each coaching cycle has three high leverage practices used to support this population (LI, EL, FY) of students: • Analysis of student work • Planning aligned, effective instruction • Observation and feedback The identified student groups (LI, EL, FY) will	For the identified student groups: Increase state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standards aligned instructional practices. This includes evidence based instructional practices that utilize student data to differentiate and support the unique needs of the identified student group. Educational partner feedback from parent's states that the district needs better teachers and that more needs to be done to support teachers. **Scope:** LEA-wide	receive evidence based instructional practices that utilize student data to differentiate and support the unique needs of the identified student group because the instructional coaching cycle focuses on the identified student groups, so teachers can address their needs. This includes data analysis and reflection where the Instructional Coaches and Teachers on Special Assignment support teachers to examine their practices with low-income, English learner, and foster youth students by sharing instructional strategies that support learner variability for the identified student groups, which includes modeling, strategic grouping, sequenced questioning, timely feedback, and guided practice opportunities. Both Instructional coaches and Teachers on Special Assignment support teachers during their Professional Learning Communities (PLC). The identified student groups (LI, EL, FY) will receive an optimal learning environment that supports effective, standards aligned instructional practices because Instructional Coaches and Teachers on Special Assignment will work with teachers during their Professional Learning Communities, to focus on supporting collaboration and a shared vision of effective, standards aligned instruction. This includes reviewing identified student group data, lesson design focusing on the specific needs of the identified student groups and incorporating common tools and practices that will best help the LI, EL, and FY students such as small group instruction, grade level alignment, and utilizing strategies to access the text.	

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
		To strengthen the approaches each high leverage practice listed above is captured in a tool that is used for monitoring and providing evidence to the California Commission on Teacher Credentialing. 70% of all high leverage tools include planning and analyzing student learning. High leverage tools examine the needs of special populations and learner variability based on student groups that include English Learners, Low Income, and Foster Youth. Tools are used as evidence that is monitored in a portfolio, read by the department, and must meet criteria based on a rubric measuring the California Standards for the Teaching Profession. This action is designed to meet the needs of the identified student groups; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.06	**Action:** Additional Teachers Above Base Staffing **Need:** Fresno Unified School District's low-income, foster youth, and English learner students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with Educational Partners, indicates that students need organized and well-developed lessons that meet their unique needs. This includes getting personalized attention from the teacher. In our experience, smaller class	Providing additional teachers to lower class sizes increases opportunities for differentiated and individualized instruction in response to the unique needs of the identified student groups. Smaller class sizes allow for more personalized attention to each student, which is designed to support the development of foundational skills like reading, writing, math, and social skills. Teachers will have more time to provide individualized instruction to the identified student groups, support struggling identified students, and tailor their teaching methods to meet the needs of these learners. Schools receive this additional support based on the population of identified student groups at their site.	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sizes allow for increased individual student-teacher interaction. Educational partner feedback from teachers indicates that they need smaller class sizes to meet the needs of the identified student groups. **Scope:** LEA-wide	Additionally, having these additional teachers provided the district with the ability to hire early, meaning that Fresno Unified can hire the best and most qualified teachers to meet the needs of the identified students' groups. A strengthened approach is to update interview practices within human resources to help identify teachers with the greatest strengths and potential to support the identify student groups. This action is designed to meet the needs of the identified student groups; however, this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.07	**Action:** Additional School Site Administration Above Base **Need:** Students identified as low-income and foster youth perform lower on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments compared to the all student group. Additionally, these identified student groups have higher rates of suspensions and expulsions when compared to the all student group. A local needs assessment, in collaboration with Educational Partners, indicates that the identifies students need high quality instruction and a safe school and learning environment. The identified students need to have their	The additional vice principals will be tasked with the following to support low-income and foster youth students: Assist the principal in providing and leading the school site vision and mission with a focus on ensuring equity for low-income and foster youth students Fostering a culture of data-driven instructional decision making focused on supporting low-income students and foster youth students and addressing learning gaps. Support site efforts to build positive school climate and culture and maintain collaborative relationships with families of low-income students and foster youth students.	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and lower suspensions and expulsions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	specific areas of concerns and growth addressed by teachers and adults outside of the classroom. **Scope:** Schoolwide	Support site efforts to provide social emotional learning supports for low-income students and foster youth students. Address the identify needs of low-income and foster youth students by conducting more classroom observations and teacher coaching chats that focus on the identified students instructional and social-emotional needs. This increased staffing will assist the school principal to form a stronger leadership team designed to improve academic outcomes, decrease suspensions, and ensure the needs of low-income students are being met. Foster youth are being suspended at a very high rate. To strengthen this approach, the additional vice principals will work with the social worker and Project Access to provide more direct supports to foster students. This will better support their needs in and out of the classroom. This action is designed to meet the needs of the identified students; however, we believe this action will benefit the all student group, therefore this action will be provided on a school-wide basis.	
1.08	**Action:** Historically Underserved Student Groups **Need:** Low-income students consistently underperform on both state (SBAC) and local (iReady) ELA and Math assessments compared to the overall student population,	The district uses a collection of programs and initiatives to address the needs of low-income students that are in need of equitable support. Through these strengthened interventions we will increase academic performance, decrease chronic absenteeism, and reduce suspensions for low-income students.	For the identified student groups: Increase on state (SBAC) ELA and Math local (iReady) ELA and Math assessments, and lower suspension and chronic absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and they experience higher suspension and chronic absenteeism rates. Educational partners have indicated that, within the low-income group, students identified as Historically Underperforming Student Group (HUSG) require additional academic and behavioral support. This highlights the necessity of targeted interventions for low-income students to close achievement gaps and reduce behavioral incident occurrences. To best support low-income students, we will continue to monitor their progress and bridge the gap for all low-income students. A local needs assessment conducted with Educational Partners found that low-income students need equitable support, targeted reading interventions, and specialized programs to help close achievement gaps in ELA and Math. The assessment also identified the need for safe, supportive spaces, along with opportunities for engagement, relationship-building, mentorship, and leadership to improve attendance, reduce suspensions, and encourage positive student behavior. In addition, both the assessment and our experience show that parent involvement is essential to supporting students' academic and behavioral success. **Scope:** LEA-wide	To focus on math interventions 5th and 6th grades are targeted to increase math proficiency, prior to the LI students entering Middle School. Local data indicates that low-income students demonstrate stronger math skills when engaged in activities like robotics or other STEM subjects. The engaging activities are designed to promote a sense of student self-efficacy while learning math. In our experience, when students feel confident about their learning, they are more likely to attend school and less likely to engage in behaviors that lead to suspensions. This occurs both during the school day and after school. To strengthen the literacy skills of low-income students, targeted interventions will be provided based on their individual needs. Additional school site based certificated teachers are utilized to provide explicit instructional reading interventions for students. They also build relationships with families to support student reading at home. Through the summer literacy program LI students are provided literacy supports through a reading program and the use of additional technology supplies over summer in grades k-4. This program is implemented during three weeks over the summer for five hours per day. It has a heavy emphasis on reading strategies and parent involvement. The literacy program focuses on closing the reading achievement gap for low-income students. The afterschool literacy program provides targeted literacy instruction and supports to meet the needs of our low-income students in grades K-4. This	Educational Partners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		program is expanding to reach 30 elementary sites in both the Fall and the Spring. This program uses additional administrative support to provide coaching and data accountability for certificated teachers. They also facilitate PLC's for data led outcomes of students while within program. The goal of this expansion is to serve up to 1,300 low-income students. Mentorship for low-income students is designed to increase engagement and strengthen relationships, which, in our experience, will help decrease absenteeism and suspension. Site mentors discuss attendance, grades, and behavior in a secure location on campus and create a plan for growth for the identified student group. The advisor also maintains a strong line of communication with the students' parents and teachers. Thirty advisors (tutors/mentors) support all middle schools and high schools. Advisors are a mixture of teachers, additional paraprofessionals, noontime assistants, and tutors who are provided supplemental contracts during the school year to support and mentor students in the advisor program. CSA's (Campus Safety Assistants) are provided supplemental contracts to support the advisors by helping to locate, contact, and escort students to the areas that are designated for the advisors for confidentiality. Because this action is specifically directed toward identified low-income students, CSA support is prioritized to ensure these students consistently access mentoring services when attendance, behavior, or engagement challenges create barriers. By helping students participate in the	

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
		program, CSAs increase access to the individualized supports designed to improve school connectedness, attendance, and engagement. Sites are assigned staff based on their needs of LI students. Advisors meet with identified LI students based on need, at minimum, once a week, and they connect with parents/family by phone, text, email, or in person, at minimum once a month. The advisors are "mentors" who help students map out plans to bring up low grades (they aren't tutors; they help identify missed assignments or set up make-up tests with teachers, for example), give strategies to curb behavior issues they may be experiencing, and provide an additional accountability measure regarding attendance (they will call to see why the child is absent or consistently late). Most advisors work closely with the counselors. The goal of the advisor program is to help develop the whole student. Ideally, grades and attendance will improve, but we also administer weekly surveys to measure student satisfaction and the sense of belonging students feel with their advisor. To decrease absenteeism and suspensions it is important for students to feel engaged and be exposed to leadership opportunities. Low-income students will hold labs (meeting forums) that allow the low-income students to identify problems and construct student led solutions as well as collaborate in the creation of FUSD (Fresno Unified School District) professional learning opportunities that are also designed by the students. The labs allow the identified students to speak their mind and work through addressing the	

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
		problems they face at school that lead to their, and students like them, absenteeism and suspension. These labs will empower and support the identified students with their needs. This action is designed to meet the needs of the low-income students including the HUSG low-income students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.10	**Action:** Additional Supports for Libraries **Need:** Fresno Unified, English learner students have a performance gap compared to the all student group on state (SBAC) ELA and Math local (iReady) ELA and Math assessments. A local needs assessment shows that English learners need access to reading resources, and increased opportunities to read text they can relate to. EL students need more access to reading to increase and improve their reading and literacy skills and language acquisition. Teacher feedback is that students have increased opportunities to read. Students have expressed wanting to be able to read books they like and can relate to.that are also in their primary language. **Scope:**	Additional hours to create full time (8 hour) library staff provide students with a place to go to access books and technology that support reading. Library staff are available to support students with accessing the text. Purchasing additional books (print and digital) will provide EL students with a variety of book offerings and topics that they can relate to. Books will be purchased in a variety of languages and diverse topics based on educational partner input. To strengthen the approach of this action, we will increase the methods of communication when conducting outreach with educational partners to ensure that partners are asked more specific questions on their needs. This will support schools to purchase more specific book titles and authors that students, teachers, and parents are requesting. Additionally, the Department of Instructional Services will analyze and monitor English learner student data, in conjunction with the Department of English Learner Services, to support the specific	For the identified student group: Increase on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	needs of literacy skills that need to be supported. English learner services can provide additional support through professional learning and lesson design to further support EL students. To strengthen the at-home library approach, the district will utilize a feedback method to gather data on the specific books that educational partners want. Student can check books out or access books at home by using the SORA application on their school assigned computer or on their own devices. Additionally, books will be sent home with students during extended breaks from school. Increasing access to reading materials will meet the needs most associated with English learners. However, because Fresno Unified expects that all students, and particularly English learners, will benefit, this action is being provided on a district-wide basis.	
1.11	**Action:** GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) **Need:** District data indicates that English learners, foster youth, and low-income students score lower on the state (SBAC) ELA and Math assessments and the local (iReady) ELA and Math assessments than the all student group. Additionally, low-income students have lower AP exam pass rates than the all student group.	To increase access and exposure of gate instruction to low-income, English learner, and foster youth students, these student groups are identified and targeted to receive gate instruction strategies at the elementary level and identified to be placed in Gate and advanced course work classes at the secondary level. Once enrolled in classes the identified student groups receive grade level instruction with strategies and project-based learning that supports literacy skills, math foundations, and critical thinking. K-8 Manager, Secondary Manager, and Clerical Staff:	For the identified student groups: Increased state (SBAC) ELA and Math and local (iReady) ELA and Math assessments and increase AP exams pass rates.

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	After completing a needs assessment, in collaboration with educational partners, indicates that LI, EL, and FY students need to be provided with a more rigorous setting. It was determined through a root cause analysis that the low-performing identified student groups need to be provided grade-level content and best first teaching practices to promote academic growth. Additionally, the needs assessment identified that LI, EL, and FY students and their parents are not aware of the benefits of gate or advanced course work, including AP classes in regard to how these course support learning. The needs assessment indicated that low-income students participate less in AP classes or taking the AP exam due to the perceived financial burden of testing cost. Feedback from LI, EL, and FY students indicates that they do not see themselves as Gate students or that Gate or AP classes are for them. This feedback indicates that the district needs to increase the awareness, access, and opportunity of Gate and AP to the identified student groups. **Scope:** LEA-wide	To make sure that LI, EL, and FY students are identified and enrolled in Gate and Advanced coursework the staff funded in the action will work with students, schools and families. Students will gain access to the strategies and rigorous lessons of gate and advanced work course due to the work of the K-8 manager, secondary manager, and clerical staff. Four Advanced Coursework Coordinators at eight high schools: These coordinators implement and monitor advance course work at the eight high schools, supporting increased student enrollment in advanced coursework. Additionally, they work with teachers to ensure the targeted student groups are getting the differentiated instruction they need in these classes. Teacher on Special Assignment (TSA): Supports the implementation of Gate course work across the district at the elementary level. The TSA ensure teachers have the tools and resources they need to support the targeted student groups. All staff mentioned above funded in this action: By increasing the access to these provides the targeted identified student's groups to receive standards-based, grade level content with the purpose to enhance their listening, reading, writing, and critical thinking skills to increase ELA and Math skills. This includes providing the students and families communication regarding why these classes are important, how the classes will benefit them, what to expect, and the	

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		additional supports that are provided such as tutoring and other scaffolded materials. Additionally, LI, EL, and FY students will be provided scaffolds, small group instruction, peer support, and differentiated instruction as a result of Gate and Advanced coursework teachers receiving professional learning on how to deliver accelerated instruction to LI, EL, FY students. Materials and Supplies: LI, EL, and FY students who struggle with the accelerated content are provided additional materials and software to support them with organizing and managing the Gate and Advanced Coursework of these classes. The purpose of these materials is to help the identified students access the accelerated information at their pace and provide graphic organizers, images, videos, and additional context for the material. Professional Learning: To strengthen this approach, professional development and planning documents will be provided to support teachers to serve the identified students groups. Additionally, site meetings and PLCs will focus on this data to support students with the strategies listed above. Supplemental pay contracts are provided to teachers attending this professional learning. AP Summer Institute Training is provided for teachers to enhance their skills in the content area. Teachers use this training to further differentiate instruction for the targeted student groups.	

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		Student Fees AP Exams: Low-income students in AP classes can take the AP Exam at no cost to them due to the possible financial barrier. This action will address the academic (ELA/Math) needs of English learner, foster youth and low-income students, however, because all students will benefit, this action is provided on a district-wide basis.	
1.12	**Action:** Expand Alternative Education **Need:** According to the data in the metrics section, English learners, foster youth, and low-income students have lower rates of graduation than the all student group. A local needs assessment, in collaboration with educational partners, it was found that the identified student groups struggle in comprehensive settings. Students need small setting with targeted support to be successful with attending school and obtaining credits needed to graduate high school. **Scope:** LEA-wide	EL, LI, and FY students who are struggling to attend school and obtain the credits in larger comprehensive sites are offered alternative education setting with smaller classes and multiple options to complete high school credits during the regular school day, in the evening, or on weekends. Alternative school staff and counselors work with comprehensive school counselors to identify EL, LI, and FY students who would benefit from alternative settings. Additionally, they work with families to support student transition to these settings. Alternative Education staff, additional teacher hours to provide credit recovery, and online instructional tools expand access to credit recovery and academic support for EL, LI, and FY students, supporting increased engagement, improved attendance, and progress toward high school graduation. These courses occur during the school day, before/after school, in evening, and over the weekends. Many of the courses utilize an online platform to support teachers with supplemental lesson planning and students to complete credits. EL, LI, and FY student data is	For the identified student groups: Higher graduation rates.

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		tracked and utilized become eligible for credit recovery support with alternative education. Students become eligible when they start showing signs of failing grades and the inability to complete courses needed to graduate. The EL, LI, and FY students are provided the opportunity to enroll in the additional credit recovery classes or into alternative schools with the support of their counselor and teachers. To strengthen this approach, FUSD is rebranding alternative education in the system in order to serve students and families by providing early interventions and supports, including timely transition to alternative education sites, which helps students meet their individual academic and graduation goals. This work includes communications with school counselors, administrators, teachers, health and wellness support providers, students, and families about the rebranding process to support the strategy. This action is designed to support the identified student groups, however, this action benefits all so it will be provided on a districtwide basis.	
1.13	**Action:** Maintain Additional Services for Phoenix Community Day School **Need:** According to the data in the metrics section, low-income students have higher rates of suspension and expulsion than the all student group.	The identified at risk low-income students receive additional academic counseling to address their specific need in each class. Focusing on the needs within the classroom consists of identifying academic supports, but it also includes mentoring and SEL supports that identifies the behavioral needs of students to decrease suspensions and expulsions. Additional staff used for crisis intervention work with students on an 'as needed basis' when there is a precipitating event with one	For the identified student group: Lower rates of suspension and expulsion.

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	A local needs assessment, in collaboration with educational partners, indicates that low-income students that are identified as high-risk need targeted academic counseling and intense targeted supports. This need assessment identified at risk low-income students experience crisis and trauma that they lead to behaviors increasing suspension and expulsion rates of the identified group. **Scope:** Schoolwide	or more students who are exhibiting negative behavior. Additional staff support the LI students experiencing crisis. The staff can support identifying triggers and points a trauma to support minimizing and mitigating negative reactions and behaviors to decrease suspensions and expulsions. This could include meeting with the student(s), teacher, other staff involved, and parents/family. The meeting includes determining future supports that can help the student(s) be successful in class and at school. Counselors and support staff utilize SEL supports and other materials to address LI student needs. This includes 1x1 student meetings, group meetings, and counseling/mentoring services such as checking in on students in class or during breaks. The design of this action addresses the need of LI students, however, because all students can benefit from these services it will be implemented schoolwide.	
1.14	**Action:** All teachers are teachers of English learner (EL) students **Need:** English learner (EL) students, including Long Term English Learner students (LTELs) perform lower than the all student groups on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Long	Teachers on Special Assignment for EL and LTEL students will provide additional supplemental supports to every school for EL students by: • Working directly with teachers and admin on their EL plan (plan on how they will directly support EL students including LTEL and newcomer students • Work directly with teachers, students and families to discuss and understand the standards needed to meet ELPI targets.	For the identified student groups Increase English Learner Progress Indicator and increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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	Term English Learner (LTEL) students are performing lower in comparison to English Learner students and the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. A local needs assessment indicates that EL and LTEL students need intervention and that teachers need professional learning to support lesson planning and incorporating interventions for EL and LTEL students. EL intervention needs include monitoring and feedback practices, tutoring, language comprehension in the context of Math, parent involvement in academics and progress monitoring, home language support for families LTEL intervention needs include tutoring support, small group or 1x1 instruction support, Language comprehension in the context of Math, parent involvement in academics and progress monitoring, data and progress chats related to ELPAC, and individualized student planning to support academic progress in ELA and Math. EL Teachers indicated that 26% of their EL, including LTEL students need intervention on the EL progress monitoring forms they submitted. **Scope:**	• Provide professional learning on how to leverage key ELD standards and activities to support the standards, such as but not limited to visual aids, listening strategies, speaking support, and writing scaffolds to support literacy and math. TSA LTEL support: • To increase ELPI rates, development and implementation of individualized plans for LTEL students to support teachers, classroom instruction, and site planning is being conducted • To strengthen the approach the TSA will increase monitoring practices to track and monitor interventions and support. This includes, but is not limited to aligning data, support analysis, and provided best practices for implementation based on the findings • Work with site reps to identify LTEL students who need integrated or after school tutoring The TSA support professional learning provided by the Department of Multi Lingual and Multi Cultural Services. This is provided to teachers and English Learner site representatives, the PL includes: • Staff attend multiple professional learning sessions (roughly 1-2 per quarter) to learn more about how to support EL students including LTEL and newcomer students • Meet regularly (schedule based on specific site needs) with their site	

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	LEA-wide	leadership team to discuss EL plan, EL data, EL monitoring, EL progress, EL lesson design, EL parent support, and other items related to EL services at the site to incorporate best practices learned from PL at each school site • Work with school counselors (as needed) to ensure EL students, including LTEL and newcomer students are getting the classes they need to be successful. This is based on the individual need of each student. Specific focus on LTEL students. • To strengthen this approach, we will cross referencing student literacy performance data with math data and completing quarterly work with Instructional Services math team to incorporate EL strategies into their math PL and EL Rep for LTEL Students: • Works with teachers in Professional Learning Communities (PLC) and the Instructional Leadership Team (ILT) roughly once a month to incorporate LTEL data into the progress monitoring conversation, lesson design, family/parent outreach and other strategies to support the needs LTEL students The district contracts with tutors to work with EL students, including LTEL and newcomer students. Elementary schools with the highest population of LTEL students receive tutoring after school designed to support the needs of each student.	

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		Additional Period for Secondary Teachers: Secondary sites receive tutoring during the school's day, times vary by school site to support the content specific needs of newcomer English Learner students. Tutors collaborate and work alongside teachers to integrate ELD standards, researched based pedagogy, and other intervention supports to meet the literacy and math needs of EL students. Site licensing - Summit K12 is a computer adaptive supplemental English language development curriculum and ELPAC test readiness program which is aligned to ELPAC. Students complete three (3) benchmark assessments throughout the year on the computer program. After the completion of each benchmark assessment, a Personalized Learning Plan is generated based off of the benchmark results. The students then work through the program 90 minutes or more per week which consists of reading, writing, listening, and speaking work aligned to ELPAC task types. This is for students to use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels. Students use this software at school to develop and advance their reading, listening, and speaking skills. This action is designed to meet the needs of English learner students and Long-Term English learner students; however, we believe this action	

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		will benefit all students, therefore this action will be provided on a district-wide basis.	
1.16	**Action:** Expansion of Dual Language Immersion Programs **Need:** English learner students, including Long Term English Learner (LTEL) students perform lower than the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. A local needs assessment indicates that EL students, include Long Term English Learner (LTEL) students need dual language immersion (DLI) content and supports to improve academic outcomes. Additionally, teachers need staff support and professional development to create lessons and sufficiently plan for dual language programs that incorporate strategies for EL and LTEL students. Parents have requested to continue and expand dual immersion programs. **Scope:** LEA-wide	1. Maintain support positions in the English Learner Services Department • DLI Managers and Teachers on Special Assignment (TSA) to support DLI program students, their families, teachers, and leaders with program specific needs: • Provide job-embedded professional learning for DLI teachers to develop and/or support implementation of curriculum guides and curricular resources, assessment tools, instructional and engagement strategies, DLI best practices, language and literacy strategies, digital education tools, and other teacher-generated topics focused on State standards • Provide DLI Academy and Onboarding PLs for new or beginning DLI teachers to enhance their understanding of the DLI program model, curricula, and assessments • Facilitate Professional learning communities (PLCs), for DLI teachers, to support with common learning, data analysis, goal setting, curriculum implementation, development of common formative assessments, and other teacher-driven topics • Develop or revise curricular resources and assessment materials, such as grade level curriculum guides/scope and sequences, decodable texts, foundational	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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		skills lessons and activities, and benchmark assessments • Provide differentiated coaching support to DLI /Heritage (Hmong Studies) teachers on language and literacy development strategies and tasks, student goal setting, and data analysis and through co-planning, co-teaching/modeling, and reflection • Hold regular DLI classroom walks and chats with site leaders to align program across sites, calibrate, provide feedback on instruction, program implementation, expansion, to address needs, concerns, and provide site specific support • Collaborate with cross-district Hmong DLI educators and language to develop a culturally relevant middle school curriculum guide and a common PK-12 Hmong language and literacy assessment 2. Provide supplemental instructional and assessment materials as well as supplemental resources and develop cross-cultural opportunities to actualize all three goals of dual language immersion education. • Provide DLI teachers with culturally responsive texts, lessons, and instructional strategies • Support DLI sites with school-wide cross-cultural experiences • Collaborate with other departments to support the district's goals around cultural proficiency	

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		• Expand and enhance Dual Language Immersion Programs • Add respective grade levels to current DLI programs at Balderas, Birney, Herrera, Hidalgo, and Winchell as students move up the grade levels • To strengthen the approach, Improve DLI PK-12 Articulation Plan and expand DLI pathways from elementary through high school in additional regions (Wawona in Bullard region and Sequoia in Roosevelt region) Fresno Unified School District expects that the design and implementation methods of this action will continue to demonstrate positive outcomes for English learner students, including LTEL students, however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.20	**Action:** High Quality School Site Health Services **Need:** Based on district metrics outlined in the LCAP, low-income students have a higher rate of chronic absenteeism compared to the all student population. A local needs assessment, in collaboration with educational partners, indicated the need for students physical health to be cared for and attended to at school due to the lack of	Registered nurses at every site are trained on processes, procedures, and medical skills needed to support low-income student with their health needs. These nurses have formed a professional learning community (PLC) to discuss, plan, and work through best practices in order to support LI students. Having a nurse at each sites supports each nurse to build relationships and trust with families to support students attending school. Nine additional nurses were added. Professional learning is established and provided by the district to onboard nurses and provided the supports that staff need to be successful at their	For the identified student group: Educational partner feedback, lower rates of chronic absenteeism.

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	access or ability to get those health needs met causes unnecessary absences. Staff feedback on the LCAP survey has shown a desire that Fresno Unified schools be safe places where students and staff feel safe. **Scope:** LEA-wide	jobs in order to support LI students. New staff spend time at an existing school site with a nurse practicing real time student procedures before going to their own site. All nursing staff have the opportunity to observe and learn from each other. To strengthen this support our low-income student population, we added more school nurses in the 2024-25 school year. With additional health staff on sites to support student health, increased professional learning and onboarding for nurses, and access for low-income students to school-based health clinics, we anticipate further decreases in chronic absenteeism. Fresno Unified expects that all students will benefit from this action so it's being provided district-wide.	
1.21	**Action:** Student Technology Access and Annual Refresh **Need:** Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math. This student group also lags the district in A-G completion and passing the Advanced Placement (AP) exams. In addition, experience has shown that low-income students are more likely to lack connected devices for remote or off-campus learning and homework. This expands the digital divide and increases the homework gap between students having access to connected devices, and students lacking access. **Scope:**	Student laptops, hotspots, and additional support technicians are available to the identified students with an unmet need for a learning device. Student laptops are ruggedized, are touchscreen enabled, and have educational software installed prior to distribution. • Hotspots and internet access for the identified students with an unmet need for connectivity off-campus. Hotspots work in conjunction with our private LTE network to provide students with no-cost home internet. Hotspots with unlimited data plans are also available to students that are outside the range of our private LTE network. • Staff and tools for six Family Learning and Technology Support (FLATS) Centers. FLATS provides technology support,	For the identified student groups: Increase SBAC ELA/Math, A-G course completion and percent passing A/P exams

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	LEA-wide	training, and device repairs/replacements to students and parents. Assistance is provided for walk-up visitors, phone support, and email requests. Centers have staff that are fluent in English, Spanish, and Hmong • Software to help ensure student digital and physical safety and security. Devices are content filtered, to ensure safe internet browsing. Indicators of bullying and potential harmful actions are identified, and student supports are provided • Staff and equipment to manage the fleet of student laptops and hotspots. When laptops and hotspots are received, all devices are catalogued, imaged, recorded when checked out to a student, and refreshed based on age. • Software to remotely manage student devices. Ensuring security patches are pushed out to devices, installing new digital curriculum, and remotely locking stolen devices ensures our students have secure devices for digital instruction. • Site-based technology support staff. Additional support technicians are being added to provide troubleshooting support to students and staff on campuses. Fresno Unified School District will ensure students who are low-income have	

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		access to teaching and learning in the digital age. By providing a connected device to each student for both on-campus and off-campus learning, we create district-level responsibility for student technology to be available wherever and whenever students participate in learning. This action also ensures low-income students and families have the necessary supports for safe and secure connected devices and apps. Connected devices and their support structures are designed to meet the needs most associated with low-income students. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis. We believe that providing secure connected devices will also support low-income students with A-G completion and higher passing rates on AP exams. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home. This action is designed to meet the needs of low-income students; however, we believe this action will benefit all students; therefore, this action will be provided on a district-wide basis.	
1.22	**Action:** Upgrading Access to Technology	The identified students groups need high-quality, modern learning experiences that can personalize	For the identified student group:

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	Need: Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math as seen on the SBAC and iReady. In addition, experience has shown that low-income students, students in foster care, and English learners are more likely to lack access to technology at home and at school. To provide higher quality teaching and decrease digital divide teachers need updated technology to support student learning for low-income, foster youth, and English learner students. **Scope:** LEA-wide	and accelerate learning. District research shows such learning experiences improve students' language arts and math performance while also better preparing graduate-ready students. Such modern learning experiences are critical for the growth of foster youth, English learners, low-income, and students requiring supportive services. This action ensures that teachers have updated laptops and classrooms are equipped with stronger networks, allowing them to deliver more personalized, technology-rich instruction that addresses the specific learning needs of low-income students, English learners, and foster youth—helping close achievement gaps and provide equitable access to high-quality education. These technology investments enable modern teaching practices and personalized, adaptive learning that accelerate these students' growth and graduate-readiness. While this goal will impact all students, it will specifically support the technology needs of low-income, foster youth, and English learner students in order to enhance their learning and differentiated needs. Fresno Unified School District will ensure low-income students, foster youth, and English learners have access to teaching and learning in the digital age. By providing a connected device to teachers' classroom environments will be enhanced for the low income, foster youth, and English learner students, along with all students. The identified student groups will have more opportunities to be engaged in learning through	SBAC ELA/Math, iReady ELA/Math

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		technology. This action will be measured with ELA/math iReady and SBAC growth. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home. Fresno Unified expects that all students will benefit from this action so it's being provided district-wide.	
1.23	**Action:** Program Specialists **Need:** According to metrics, English learner, low-income, and foster youth students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with educational partner feedback, indicated that the identified student groups need teachers and site leaders who provide structures and instructional systems to meet the academic needs of the student groups. Teachers and site leaders need better coordination of resources and collaboration to support LI, EL, and FY student. **Scope:** LEA-wide	The presence of Program Specialists at all school sites is crucial for improving ELA and Math CAASPP performance for low-income, English learner, and foster youth students for several reasons: 1. Targeted Support: Program Specialists can provide targeted support and resources tailored to meet the specific needs of these student populations, such as language support for English learners or additional academic support for low-income and foster youth students. 2. Data Analysis: Program Specialists can help schools analyze CAASPP data to identify trends, pinpoint areas for improvement, and develop data-informed strategies to enhance student achievement in ELA and Math. 3. Professional Development: By offering individualized coaching and mentorship opportunities to teachers and staff, Program Specialists can help improve instructional	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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		practices, introduce best practices, and support ongoing professional development. 4. Collaboration: Program Specialists can facilitate collaboration among educators, schools, and the district to share successful strategies, resources, and ideas for improving ELA and Math instruction for diverse student populations. Program Specialists play a vital role in providing on-the-ground support, guidance, and expertise to help schools effectively address the unique challenges and needs of low-income, English learner, and foster youth students to improve their performance on ELA and Math CAASPP assessments. To strengthen this approach Program Specialists will increase their collaboration with site administration to target the specific areas that are being called out for the identified students groups. Program Specialists and Admin will review suspension data in depth to understand causes and develop supports, to decrease time the identified student groups spend out of the classroom. Additionally, Program Specialists will strengthen their collaborative efforts with both sites and the Department of Prevention and Intervention (DPI) to help schools and families focus on social-emotional needs in order to increase academic achievement. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all	

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		students, therefore this action will be provided on a district-wide basis.	
1.24	**Action:** Early Interventions **Need:** As outlined in the LCAP metrics section, English learners, foster youth, and low-income students have lower graduation rates and lower state (SBAC) ELA and Math and local (iReady) assessment scores than the all student group. A local needs assessment, in collaboration with educational partners, determined that a student's ability to graduate high school isn't solely determined by their senior year performance. The identified student groups need appropriate intervention teachers and curriculum before students reach their senior year to significantly enhance the graduation rates of the identified student groups. This starts with interventions for students in elementary and middle school. Students need instruction from teacher that's that allows them to focus and decode text. Additionally, from the needs assessment it was found that students need setting that's provide grade level content with scaffolding and collaboration on their learning gaps. It was found that the identified students and families are not always aware of their needs, so they need support from the school to help them identify what will help them.	During the school day intervention teachers play a vital role in enhancing the graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of English learners, foster youth, and low-income students by: • Early detection of learning gaps and the provision of additional support to help students hone the skills required to bridge these gaps • Offering personalized assistance, developing fundamental skills, and ensuring continuous monitoring and evaluation. • Individualized support involves tailoring interventions to address each student's unique requirements, fostering personalized approaches to tackle academic gaps and challenges In elementary schools, the supplemental curriculum focuses on building essential literacy, and numeracy students can establish a robust foundation for academic success and eventual graduation. To strengthen this approach teachers will receive professional development that will support skill development in the classroom. Additionally, teachers will work within their PLCs to discuss student data and create lesson plans with their teaching team in order support students.	For the identified student groups: Increase graduation rates and increased state (SBAC) ELA and Math and local (iReady) assessment scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Intervention teachers and supplemental curriculum will increase graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of the identified student groups, however, because we believe this action will benefit all students, this action will be provided on a district-wide basis.	
1.25	**Action:** Supports for Foster Youth / Project Access **Need:** Foster youth students are graduating at lower rates than the all student group. Additionally, foster youth students are suspended at higher rates than the all student group. A local needs assessment, in collaboration with educational partners, indicated that foster youth do not feel connected to school or, in some cases, anywhere. This lack of connection affects their engagement level which does not support learning or positive behavior. This leads to increased suspensions for foster youth and a decrease in grad rate. Additionally, the needs assessment indicated the FY have trauma, but do not have the coping skills they need to address their trauma. **Scope:** LEA-wide	The investment of Clinical School Social Workers will provide mental health support and case management services to assist with addressing the whole child through intentional collaboration with school staff, care providers and community partners. Also, equipping foster youth to identify stressors such as transitioning from various homes, being separated from their families and additional emotional stressors that foster youth face. Students are identified through the student information system and assigned according to grade level and regional Clinical School Social Worker assignments. Assigned Clinical School Social Workers carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison between various Departments of Social Services agencies and Fresno Unified. This action is designed to meet the needs of foster youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	For the identified student group: Higher rates of graduation and lower rates of suspension.

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1.26	**Action:** Supports for Homeless Youth **Need:** Homeless students in Fresno Unified have lower graduate rates and higher suspension rates compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that students experiencing homelessness face greater challenges within the educational system that contribute to the disproportionate rate of completing high school graduation compared to all students. They experience lack of stability and connection to the school or home which can cause trauma induced issues for HM students. The needs assessment also found that students are not getting their basic needs met and do not have the coping skills to manage those needs. **Scope:** LEA-wide	The investment of Clinical School Social Workers will provide mental health supports and case management services for students identified as experiencing homelessness to identify stressors and areas of trauma such as, not living in a stable home, lack of food/resources and the impact of financial hardship. Students are identified through the student information system and assigned according to grade level to a regional Clinical School Social Worker (CSSW). Assigned Clinical School Social Workers will carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison services between various community partners and Fresno Unified. These services will provide more intensive and individualized support for students and families identified as experiencing homelessness. These services from the CSSWs, coinciding with the work of the counselors and community liaisons, specifically focusing on behavioral issues to mitigate suspensions of homeless students. The CSSWs focus on the mental health supports of homeless students which provides them individual and group activities to learn how to work through and balance emotions that can lead to negative interactions between other students and staff. This work specifically supports with decreasing suspension. Furthermore, provide additional support to students marginalized within the educational system to improve educational outcomes through	For the identified student group: Increased graduation rates and lower suspension rates.

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		linkages to resources and social emotional support. To strengthen this approach, our team will continue to work with the community to build relationships and increase the resources that will be offered to the identified student group. We will schedule more events and opportunities for the community to connect with the district, our schools, and our students. This action is designed to meet the needs of homeless youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.28	**Action:** Linked Learning, ROP, and CTE Pathway Development **Need:** For Fresno Unified, Low-income, English learner and foster youth students have lower graduation rates and lower rates of graduates who completed a CTE capstone sequence than the all student group. A local needs assessment, in collaboration with educational partner feedback, indicates that LI, EL and FY students feel like that don't have access or don't see themselves in CTE classes. The needs assessment also indicated that LI, EL and FY do not have expansive knowledge or understanding of CTE and how it relates to the career or college readiness outside of school. Also, LI, EL and FY students	LI, EL and FY students will continue to have access to CTE courses despite reduced numbers of CTE Teachers as a result of declining district enrollment, which will allow students to have multiple options of CTE classes or pathways to choose from. While CTE staffing has been adjusted due to declining enrollment, additional funding, including Strong Workforce Program carryover funds, will support expanded student services and pathway development, including work-based learning, instructional materials, recruitment, professional learning, and student supports. Teachers are provided supplemental pay contracts to support the additional work they do with LI, EL and FY students outside of the general school day. This enhances the engagement opportunities in CTE courses and helps LI, EL and FY students to understand how the coursework applies outside of	For the identified student groups: Increase rate graduation rates and rates of graduates who completed a CTE capstone sequence.

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	don't always feel engaged in their core classes and would like classes that they can relate to. In addition, feedback from the LCAP survey revealed the desire to have more secondary classes that are focused on trades and job skills. **Scope:** LEA-wide	the classroom. Some courses call teachers to take students on educational work trips to further LI, EL and FY students understanding of how the CTE coursework applies outside of the classroom. Transportation for students will be provided. Substitute teachers are needed to support this. Substitute teachers are also used if teachers need to attend CTE professional development to continue to provide engaging lessons to LI, EL and FY students. Funding will also support teacher professional learning and collaboration to strengthen engaging, industry-aligned instruction for LI, EL, and FY students. To increase access and opportunity for CTE courses to LI, EL and FY students CTE admin and CTE office staff spend time recruiting LI, EL, and FY students into CTE classes. CTE administrative staff are specifically assigned to coordinate outreach, enrollment, and student support activities that increase access to CTE pathways for LI, EL, and FY students. Working from the district CTE office in collaboration with school sites, counselors, the English Learner Department, and families, administrative staff identify eligible students, assist with pathway placement, coordinate recruitment, and connect students with available supports and work-based learning opportunities. This targeted coordination reduces barriers to enrollment, increases access to CTE programs, and ensures identified students receive timely guidance throughout their participation in CTE. Office staff are needed to support the increased services that are provided to LI, EL, and FY students who are enrolled in CTE courses. This	

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		includes recruitment material, class placement based on the need of the EL, LI, or FY student, collaboration with the school site, and collaboration with families. Additional funding will support recruitment activities, outreach materials, family engagement, and coordination with schools to increase enrollment of identified student groups in CTE pathways. We will utilize CTE teachers and support staff to use recruitment materials at planned CTE events that are specifically geared toward recruitment of the identified groups to get more students involved in CTE. LI students would not have the opportunity to access some of these CTE resources if they had to fund them on their own. That is why it is critical for this action to fund the materials and supplies needed, such as but not limited to, construction tools, medical devices, work materials, technology, and machinery. Funding will support industry-standard equipment, technology, tools, and supplies needed to provide hands-on CTE learning experiences aligned with workforce expectations. Teachers on Special Assignment (TSAs) provide new CTE teachers additional support and coaching to ensure that the identified students are getting differentiated instruction and scaffolding to be successful in the CTE course. Additionally, they conduct professional learning and coaching for all CTE teachers to help the CTE programs thrive and function for the identified student groups. This includes, but is not limited to use of data to support the success of the identified students, college and	

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		career planning, pathway instruction, work experience programs, and elementary experiences, so that the identified student groups experience CTE prior to entering secondary courses. TSAs will continue to support CTE teacher coaching, pathway development, data-informed practices, and instructional strategies that improve outcomes for LI, EL, and FY students. Additionally, to support LI, EL, and FY students with the job connection of CTE related to career outside of school, the district conducts a five-week internship program over the summer that supports the identified students receiving high school credit. Recruitment of the identified students into this program is important to increase access and opportunity. Funding will support internship coordination, student recruitment, and related supports that increase access to work-based learning opportunities. To strengthen this approach, we will use resources within the Instructional Division to provide more direct support students in completing a-g requirements and onboarding protocols with Counseling and Guidance to enroll students in CTE pathways. We will meet with the English Learner department to gain further access to the scaffolds and interventions they teach to support the identified students in CTE pathways. The increased budget reflects Strong Workforce Program carryover funds and expanded investments in equipment, materials, work-based learning, recruitment, professional learning, and	

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		student supports to strengthen Linked Learning, ROP, and CTE pathway access for LI, EL, and FY students. This action is designed to meet the needs of the identified student groups; however, we believe all students will benefit so this action will be districtwide.	
1.29	**Action:** CTE STEM PK-6 Kids Invent! **Need:** In Fresno Unified, low-income, English learner, and foster youth students score lower than all students on state and local assessments in ELA and Math (SBAC and iReady). A local needs assessment, in collaboration with educational partners, indicated that FUSD low-income, foster youth, and English learner students do not have access to real-world learning experiences or career pathway exposure. English learners, foster youth, and low-income students face unique math and science education challenges and would benefit from additional scaffolds to help them succeed in science and math. Based on local data, there is a need to prepare PK students with math and science skills for kindergarten. Improved Access to STEM Education: According two class enrollment data, the identified students are underrepresented in the fields of science in, technology, engineering, and mathematics (STEM). Low-income and	Differentiated Instruction during Math and Science instruction: Flexible Grouping: Organizing students into small groups based on their skill levels or language proficiency can allow for more targeted instruction. Linking Classroom Learning to Real-Life Job Skills: Parents, students, community members, and the Board of Education have expressed a desire to connect classroom learning with practical, real-world job skills to prepare students for future careers. Students will have access to hands on curriculum and materials, working with heavy machinery or devices used on the job connected to the CTE pathway that they are enrolled in. The identified student groups will have access to Lego Education, Innovation Day, field trips and work in the field in different areas such as, but not limited to the medical, technology, agriculture, teaching, construction, and other industries related to CTE pathways. We will provide STEM experiences beginning in PK and Kindergarten is designed to increase early exposure and foundational understanding, thereby improving math and science readiness and supporting long-term academic achievement in these subjects.	For the identified student groups: SBAC ELA, SBAC Math and iReady ELA, and iReady Math

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	foster youth students and families lack the resources for access to quality STEM educational opportunities, and there is a need to expose them to STEM at an earlier age to encourage continued participation beyond elementary school and in higher education. In addition, feedback from parents, students, the community, and the Board of Education indicates the desire to link classroom learning to real life job skills. Fresno Unified has also identified the need for STEM experiences to expand beyond its current focus of K-6 for English learner, foster youth, and low-income students in grades PK, TK STEM, and Kindergarten and expand student-centered and real-world learning experiences throughout PK-6 to better meet their learning needs. **Scope:** LEA-wide	This action is designed to meet the needs of the identified student groups; however, we believe this action will benefit all students, therefore this action will be provided on a district wide basis.	
1.30	**Action:** Men's and Women's Alliance **Need:** According to data available in the district's Local Control and Accountability Plan, Fresno Unified's foster youth and low-income students are chronically absent and suspended at a higher rate than the all student group. A local needs assessment, in collaboration with educational partners, indicated that the	The Men's and Women's Alliance Program is an elective course offered at all comprehensive high schools and select specialty schools including Duncan. The program is intentionally designed as a relationship-based elective that integrates social-emotional learning, leadership development, academic support, and career readiness to address barriers experienced by low-income and foster youth students. An additional certificated teacher delivers the curriculum using culturally	For the identified student groups: Lower chronic absenteeism and suspension rates.

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	identified student groups need support with attendance, behavior, and school engagement. It was determined that students need social emotional learning, leadership skills, and opportunities to feel connected to school. Additionally, the needs assessment indicated if students have more academic support and feel more confident in their core classes, they will be less likely to be absent or suspended. **Scope:** LEA-wide	responsive, relationship-centered instructional practices that build school connectedness and academic engagement. This action is designed specifically to meet the needs of low-income and foster youth in these ways: • An additional certificated teacher provides social-emotional learning and leadership development instruction focused on leadership skills such as developing personal responsibility, self-management, social skills, organizational skills, learning strategies, and resiliency. The curriculum uses structured lessons, goal setting, discussion, and leadership activities to develop these skills and improve students' ability to access instruction. • The Alliance program provides academic support to the identified students during after-school tutoring, community mentors, service-learning opportunities and foster youth and low-income student experiences such as college visits and retreats. These program resources provide consistent academic support, positive adult relationships, and exposure to postsecondary opportunities that strengthen student engagement. • To promote school engagement and connectedness, in high school the identified student groups enrolled in Alliance participate in the Alliance Career	

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		Readiness Program which provides specialized job readiness training and paid work experience, supporting in school connectedness and help them develop the essential skills needed to access instruction and improve their academic achievement. Professional learning supports Alliance teachers in implementing the curriculum using relationship-centered, trauma-informed, and culturally responsive practices that address the needs of low-income and foster youth students. A strengthened approach will be to increase the focus of student's school connectedness, by incorporating men's and women's alliance students into more leadership and climate and culture opportunities at the school site, and professional learning for teachers. This includes volunteering and providing support at school events and activities. This action is designed to meet the needs of low-income and foster youth students; however, we believe this action will benefit English learner and all students, therefore this action will be provided on a district-wide basis.	
1.31	**Action:** School Counselors & Resource Counseling Assistants **Need:** Students identified as English learners, low-income and foster youth experience lower	To meet the needs of English learners, foster youth, and low-income students academic counselors work with teachers, administrators, and the identified students to make sure they are enrolled in the classes they need to help close the academic gaps of LI, EL, and FY students as they enter middle school. Academic counselors will	For the identified student groups: Increased rates of A-G completion, attendance, and graduation.

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	rates of A-G completion, attendance, and graduation rates as compared to all students. A local needs assessment, in collaboration with educational partners, indicated that LI, EL, and FY students who were below grade level in elementary school, fall further behind in middle school which effects their ability to compete A-G course and graduate. The needs assessment found that the LI, EL, and FY students who are falling further behind academically lose interest in school causing their attendance rate to drop and lag behind the all student group. The needs assessment indicated that these identified students need additional support and planning outside of the classroom to support them. **Scope:** Schoolwide	provide additional support to identify the LI, EL, and FY students who have low test scores, grades, teacher feedback, or other determining factors that will trigger the academic counselor to work with students one on one or in small groups to review grade, missing assignment, set goal, access tutoring, or other services that will help the student increase their learning. Additional focus is made to support the identified student groups by utilizing disaggregated data and work with site administration and teachers to support the LI, EL, and FY students. To further support LI, EL, and FY students academic counselors work with resource counseling assistants (RCAs) to run the small groups or work with student one on one. RCA's work with students during the day by pulling them into sessions to provide additional support or RCA's go in identified LI, EL, and FY students classes to observe their needs. There is a heavy academic component to this work of counselors and RCAs that helps with grad rate and A-G completion rate. Such as reviewing grade, test score, and other academic data for the LI, FY, and EL students. Classroom observation, teacher meetings, and other student work reviews are completed to support the student groups (LI, EL, FY). They also work on relationship building with this work. LI, EL, and FY students are working with adults who are showing them that they care and helping to build the confidence of LI, EL, and FY students by conducting individual and small group meetings, providing social emotional	

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		learning, and advisory or class circle lessons. This has direct effect on their attendance. The more the LI, EL, and FY students attend school the more chances they have to increase their A-G completion and graduation rates. LI, EL, and FY students have help bridging the gap outside of the classroom by the connections the RCA makes with the students' families. The RCA works with families to inform them of the work the LI, EL, and FY students are working on and provide them skills to support their students at home. As a result of providing these services, more English learner, foster youth and low-income students will increase rates of A-G completion, attendance, and graduation. However, because we expect that all students will benefit, this action is provided on a school-wide basis.	
2.01	**Action:** Increase School Allocations for Athletics **Need:** In Fresno Unified School District low-income students have lower rates of participation in at least one arts, activities, or athletics event as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that identified student groups need financial support to be involved in extra-curricular activities, like athletics.	Student body participation at athletic events for LI students are funded. Transportation is provided to allow the LI students to participate in athletics to address the barrier for families who cannot provide transportation for students. Uniforms, athletic sports equipment and protective gear (supporting safety) are provided to LI students at all schools. These supplemental materials and supplies are designed to address the financial barriers that may prevent low-income students from participating in athletics. By providing access to uniforms, sport-specific equipment, and required protective gear at each school site, students can participate safely without	For the identified student groups: Educational partner feedback, increased rates of participation in at least one arts, activities, or athletics event.

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	Educational partners such as parents and students have expressed the importance of students having access to extra-curriculars, such as sports (athletics) at schools. **Scope:** LEA-wide	families having to purchase costly athletic items. Providing these supplemental materials and supplies at all locations ensures equitable access to athletic opportunities for identified students regardless of their family's ability to provide these resources. Having these items at all sites for the identified student group creates the opportunity for students to participate and be engaged in athletics without the additional financial burden. This action is designed to meet the needs of low-income students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis. Providing these supplemental materials and supplies districtwide allows the LEA to ensure consistent access to athletic participation opportunities across all school sites while removing barriers that may disproportionately impact low-income students.	
2.02	**Action:** District-Funded Educational Enrichment Trips **Need:** Low-Income, English Learner and Foster Youth students have lower rates of students who have participated in at least one extracurricular arts, activities, or athletics events as compared to the all student group. A local district needs assessment, in collaboration with educational partners, identified factors limiting participation, including the costs associated with transportation and entrance fees, as well as a	The design of this action focuses on the activities element of the metric. The enrichment trip program for elementary students was developed to provide Low-Income, English Learner and Foster Youth students with equal opportunity to experience new and creative learning by eliminating the financial burden and the transportation to attend and providing the necessary materials for the experience. Enrichment trips are provided for all identified students in elementary school. To further meet the needs of identified students, the Educational Enrichment Trip Guide was created for teachers to use to choose and provide grade level enrichment trip options that align with classroom content. The number of destinations	For the identified student groups: Educational partner feedback, increase participation rates of students attending at least one activity annually as measured by arts, activities, or athletics student engagement metric.

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	lack of personal items appropriate for educational enrichment trips. **Scope:** LEA-wide	available to each grade level are at least three and are updated/reviewed each year to ensure destinations are culturally relevant and provide a wide array of experiences appropriate to each grade level. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
2.03	**Action:** District Arts Collaborative Project **Need:** In Fresno Unified School District, English learner, low-income, and foster youth students have lower rates of students who have participated in at least one arts, activities, or athletics events and lower assessment scores in state (SBAC) ELA and local (iReady) ELA assessments as compared to the all student groups. A local needs assessment, in collaboration with Educational Partners, identified that students need a well-developed program with properly trained teachers to increase the engagement opportunities for the identified student groups in the arts. Additionally, students need the opportunity to be creative and expressive while also working on skills such as writing and speaking (literacy skills).	The District REAL Collaborative is for all schools, grades TK-High School. The collaborative occurs throughout the school year at all levels, Elementary and Secondary. This program is designed to meet the needs of the identified student groups by developing their literacy skills and school participation through an engaging arts program in the specific ways described below. The thematic topics are taught utilizing texts and poetry that focus on the learning and application of ELA writing and speaking skills that will support the identified students groups with their literacy needs. To be specific, the differentiating focus for the identified groups include: • Including culturally relevant and multilingual arts projects, with appropriate materials and supplies, that each unduplicated student can optimally engage in • All teachers differentiating literacy instruction to focus on the English learner individual language needs	For the identified student groups: Educational partner feedback, increase in percent of students who have participated in at least one arts, activities, or athletics events and increase in state (SBAC) ELA and local (iReady) ELA assessments.

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	Feedback from teachers and students who have participated in the Relevant Engagement thought Art and Literacy (REAL) Collaborative have said that students are more engaged in the learning when they are working creatively and enjoyed their experience in creating art based on themes they have read about in literature. The REAL project also requires writing. **Scope:** LEA-wide	• Providing clear choices for arts projects that connect to each student's lived experience (i.e. foster youth experience) designed to assist with connecting and communicating with others in meaningful ways English learner, low-income, and foster youth students will put the writing and speaking skills they learn into the creation of powerful writing and artwork for the Art Hop exhibit. Seven Art Hops are held throughout the year to showcase student work. The identified students, specifically EL students are able to build English fluency by publicly presenting their art, answering questions of audience members at Art Hop and most importantly receive public praise for their artwork, allowing the identified students to apply their ELA skills in an exciting and engaging real-world experience. The structure of this program varies by school level and the needs of the site. Elementary students receive this as part of their arts integration or as a school extra-curricular. Secondary sites meet with their students daily during the school day. Program implementation will have a unique focus at each site depending on the needs of the participating identified students. For example, if a particular school has a high foster youth enrollment, teachers at that school meet and communicate regularly with their foster youth liaison to ensure they've collaborating to meet these students' needs. Additionally, social workers who work closely with foster youth meet	

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		regularly with foster youth to ensure this program is meaningfully meeting their needs. Participating in the process aligns with California Art Standards and provides inclusivity, accessibility, and cultural relevance for the low-income, English learner, and foster youth students. During the process, students use their artwork to express their creativity and emotions and improve their communication skills. Teachers receive professional learning to learn more about the collaborative and best practices to help the identified students with their art, including writing and speaking. The training provides the teachers with information regarding the CA Arts Standards and strategies on how to best support the identified student groups. Teachers receive roughly 12-15 hours of training a year. To strengthen this approach, we will enhance our methods of communication for the identified student groups to participate. This will be done through the district's main communication platform, ParentSquare to staff and families. Additionally, information will be provided in a communication platform called District Update. This will increase awareness with the hope to increase overall participation in the work. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	

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2.04	**Action:** Increased Funding for Music **Need:** According to Fresno Unified data, low-income and foster youth students have lower rates of percent of students who have participated in at least one arts, activities, or athletic events as compared to the all student group. A local needs assessment, in collaboration with Educational Partners, identified that these two groups of students need a well-developed program with properly trained teachers to increase the engagement opportunities for the identified student groups with the art and music. Additionally, there is a need for the identified student groups to have access to the music education that they would not otherwise receive due to cost and access. Community input from the LCAP survey revealed the desire to have funding for programs to encourage students to engage in school and in programs such as music and art. **Scope:** LEA-wide	Additional music teachers will provide access to the identified student groups to music education. To engage the identified student groups in music that they would not otherwise receive, teachers meet with students once a week for 30 minutes during the school day for grades K-4. Ensemble music in grades 5 and 6 meet for 45 minutes twice per week. Music class occurs during the school day. Students have access to music lessons that align to standards and the district's scope and sequence (planning tool aligned to state standards). The identified student groups are provided with the materials and instruments needed for the music lessons that they would not be able to afford or have access to. Additionally, there are supplemental music materials that students can complete and access for their learning at home. A strengthened approach includes music teachers utilizing core curriculum to align music lessons to what students are learning in class to support student learning and make connections. This action is designed to meet the needs of low-income, and foster youth students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	For the identified student groups: Educational partner feedback, increased in percent of students who have participated in at least one arts, activities, or athletics events.
2.05	**Action:** Student Peer Mentor Program **Need:**	To meet these needs, FUSD will continue with the Peer Mentoring Program where high school student mentors are matched with middle school student mentees based on needs and	For the identified student groups: Increase on state (SBAC) ELA and Math

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	According to available data in the district's Local Control and Accountability Plan, Fresno Unified's English learner, foster youth, and low-income students score lower on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments than the all student group. Also, Educational Partners shared that families do not always feel connected to their children's school (School Connectedness). A local needs assessment, in collaboration with educational partner feedback, identified that the identified student groups could improve their academic performance by increasing their feelings of connectedness. Additionally, in many cases the identified student groups need academic support from the people they feel connected with, including but not limited to, their student peers. Moreover, is the needs assessment identified a significant need for foster youth students to have increased connection and support with their peers. **Scope:** Schoolwide	commonalities, including being part of the identified student groups (LI, EL, FY). The mentor targets the student's academic needs such as study skills or organization skills, models social-emotional skills, and builds a positive relationship with the mentee. Peer Mentoring serves 7 high schools and 7 middle schools providing services weekly to over 600 students through over 18 programs after school. A mentor staff team at each site coordinates and facilitates the program to ensure that LI, EL, and FY students are identified for support and that student progress is monitored closely. Mentors meet with mentees 1-3 times a week during after school program. Mentors and mentees who attend the same high school are encouraged to meet on their own to provide additional academic support. Enrichment fieldtrips are provided to Fresno State and other local businesses to provide opportunity and experience for the low-income and foster youth to have experiences that they would not have due to financial burden or the instability of homelife. On going training, 1-2 times a week, is provided for mentors by Mentor Office staff on mentoring approaches, relationship stages and development, conflict management and communication. Peer Mentoring provides opportunities for students to participate in service-learning projects throughout the year. The training focuses on how to build relationships with mentees to increase school	assessments and local (iReady) ELA and Math assessments, and higher rates connectedness based on the climate and culture survey.

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		connectedness. Mentors provide information to the identified students on district resources that will support the mentees and their families with studying skills, managing classes, and skills needed beyond high school. All mentors have training by the District's Mentor Office at the start of the school year and another full day of training in December. Training topics include, Communications skills, strategies to connect to the mentee, social-emotional learning tools, and how to identify student needs. Many of the mentors fall into the identified student groups (LI, EL, FY), so they have a personal understanding of the needs of the mentees who are also part of those groups. This is in addition to the training they receive at the school site. To support the implementation and sustainability of the Peer Mentoring Program, student mentor payments are provided as an incentive and support mechanism for high school students who serve as mentors. Many student mentors come from the same identified student groups (LI, EL, and FY) as the mentees they support and may experience similar barriers, including financial responsibilities, limited access to enrichment opportunities, and challenges navigating academic and social-emotional needs. Providing mentor payments reduces potential financial barriers that may prevent students from participating in this leadership and service-learning opportunity and allows a broader range of students to engage in the program.	

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		Student mentor payments recognize the time and commitment required for mentors to participate in ongoing training, meet regularly with mentees, provide academic and social-emotional support, and serve as positive role models. By compensating mentors for their service, the district increases access to trained peer support for students who need additional assistance with academic skills, language development, school connectedness, and preparation for success beyond high school. The payment structure strengthens the program's ability to recruit and retain mentors who can build meaningful relationships with mentees, particularly students identified as low-income, English learners, and foster youth. To strengthen the professional learning for mentors approach written above, a third day of training will be provided. To strengthen this approach, this action will continue to enhance its partnership with Fresno Unified English Learner Services, we connect EL students and EL newcomer students with well performing EL students. The same criteria above are followed to match students. Student mentor and mentees can connect on similar experiences. Mentors can support students with academics, with an emphasis on the skills needed to support the language acquisition component of an English learner student. Additionally, to strengthen this approach this work will align with the district's literacy initiative toward	

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		meeting the needs of our EL, FY, and LI learners. In collaboration with internal and external partners and former foster youth who have graduated from Fresno Unified, we will increase the number of FY participating in peer mentoring. In addition to the support and training described above for mentors and mentees, FY will receive additional support that will focus on essential life skills to help them successfully transition into adulthood. Based on the above-mentioned data, EL, FY, and LI students would benefit from a deliberate support group. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a school-wide basis.	
2.06	**Action:** School Climate and Culture Expansion **Need:** As outlined in the metric section, Fresno Unified School District's low-income and foster youth students have higher rates of suspension and chronic absenteeism than the all student group. A local needs assessment, in collaboration with educational partners, indicates that low-income students and foster youth students are more likely to experience exclusionary discipline practices which can be detrimental to students learning and their perception of school. The needs assessment identified that low-income students and foster-youth	To address these identified needs of LI and FY the district will engage in work of reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions designed to decrease behaviors that lead to suspensions. To do this, Climate and Culture Specialists will provide implementation support of: Tier I climate and culture practices at sites with high-student foster youth and low-income student populations by providing classroom supports such as positive structures, creating classroom conditions to support learning, responding to student behavior and attendance needs, community building, and social-emotional learning instruction. Climate and Culture Specialist will be	For the identified student groups: Decrease suspension and chronic absenteeism rates.

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
	experience more trauma and mental health issues that increase negative behaviors and a disconnection from school. **Scope:** Schoolwide	assigned regionally targeting sites with highest suspension rates and chronic absenteeism rates, as well as those with the highest student populations within our identified subgroups. Tier II Intervention Specialists, formerly known as Child Welfare Attendance Specialists, will provide short-term interventions and support that focus on building social-emotional learning skills and will monitor progress by comparing pre- and post-student discipline, behavior, and attendance data. A menu of interventions will be utilized to match student needs to appropriate intervention, and the continued development and revision of the systems and structures. Tier III will allow a greater focus on the identification of students and appropriate interventions to match their intensive needs. Supports include more intense interventions for students who have been suspended one or more times or who are having heightened behavioral issues that are affecting multiple areas for the student. To support staff with the needs of LI and FY students, Guidance Learning Advisors provide professional learning, staff consultation, implementation support, collaboration with community organizations, and work with other Tier II/III staff who provide intensive services for the identified students and families. Prioritizing low-income and foster youth and through the Interagency Student Empowerment	

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		Team (ISET) process, Behavior Support Advisors serving preschool through 8th grade students will focus on the supervision and development of the Behavior Intervention Specialists, Tier III systems and structures development, and supporting the most intensive student cases. The Behavior Intervention Specialists combined with the Registered Behavior Technicians, will collaborate with site-based staff and parents to implement the identified intervention, and provide coaching and modeling of strategies and techniques based on student needs. The Behavior Intervention Specialists and Behavior Support Advisors serving preschool through 8th grade students continue working on the continuum of services to 8th grade and meet the growing needs of our middle school low income and foster youth students. To empower LI and FY students in order to address trauma and mental health issues a district-level multi-disciplinary team known as ISET will continue to provide an additional layer of support for kindergarten-6th grade, and an additional ISET will be developed to support 7th and 8th grade students. Also, the district will continue to fund a contract with a local agency to obtain a team of Registered Behavior Technicians to support students with intensive behavior needs for LI and FY students. To better serve foster youth and low-income student populations, a Tier II menu of social-emotional, behavioral, and academic interventions will be developed. Targeted Support Teams will	

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
		utilize the menu of interventions to match student needs to the appropriate intervention, utilize progress monitoring tools, behavior rating scales, and the social-emotional universal screener to measure effectiveness and student outcomes. The strengthen approach include professional learning with the use of data to target supports toward the identified student groups, the students with the greatest needs. The climate and culture specialists will provide professional learning, coaching and implementation supports to teachers, leaders, Climate and Culture teams, and classified staff throughout the district to reduce negative outcomes for all students, including foster youth and low-income students. The design of this action will meet the needs of the identified student groups, however, because we believe it will meet the needs of all students this action will be provided on a school-wide basis.	
2.07	**Action:** Restorative Practices / Relationship Centered Schools **Need:** As identified in the LCAP metrics section, low-income and foster youth students have higher rates of chronic absenteeism and higher rates of suspension as compared to the all student group. A local needs assessment, in collaboration with Educational Partner feedback, indicates that the identified students have a 'readiness	A team of 20 Restorative Practices School Counselors provide services at 13 secondary sites in either full or part-time capacity, focus on supporting low-income and foster students with needs that contribute to absenteeism and suspension. The unique design of their work includes, but isn't limited to the following design: Restorative conferences/circles, conflict mediation, re-entry circles of support (post-suspension), social emotional counseling that addresses underlying 'readiness gap'.	For the identified student groups: Lower rates of chronic absenteeism and suspension.

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	gap', meaning that there is a gap in skills or feelings of support, safety, age-appropriate social-emotional and conversational skills. There is a need to build these skills and create conditions that support student physical and emotional well-being. **Scope:** Schoolwide	These supports are designed to provide these students with the skills to fill the existing need and to support building, affirming, and repairing relationships and understanding restorative acts and equitable discipline. These practices are taught and implemented during the school day, built into the class circle based on the needs of the site. When there is conflict, Restorative Practices could be implemented before and after school as well. To strengthen our restorative practices approach, we will be offering voluntary specialized professional learning to site leaders with a focus on using restorative discipline and a menu of restorative options so as to increase safety and accountability while decreasing suspensions. We also plan to partner with Tier 1 managers to strengthen the implementation of Tier 1 restorative practices and social emotional learning which will help to reduce the behaviors that lead to suspension and increase students' sense of belonging. This action is designed to meet the identified needs of low-income and foster youth, however, because we believe it will meet the needs of all students this action will be offered on a school-wide basis.	
2.09	**Action:** Campus Climate and Culture Teachers **Need:** As indicated in the LCAP metrics, low-income, English learner, and foster youth students	The climate and culture teachers will focus their efforts on increasing participation and feelings of connectedness for students identified as Low-Income, Foster Youth, and English learners by implementing a range of activities:	For the identified student groups: Increased in percent of students who have participated in at least one arts, activities, or athletics

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	have lower rates of students who have participated in at least one arts, activities, or athletic events as compared to the all student group. This signals these students have lower school engagement rates as compared to all students. Also, Educational Partners shared that families do not always feel connected to their children's school (School Connectedness). A needs assessment, in collaboration with educational partners, indicates there is need to provide systems and events designed to increase student engagement and connectedness to school. Additionally, parents and students provided feedback that indicates that they want welcoming campuses that feel positive with various activities to engage students and help students feel connected. **Scope:** Schoolwide	• Co-facilitate site climate and culture team while strengthening their approach to encourage participation of Low-Income, Foster Youth, and English Learners. • Campus Climate and Culture Teams meet regularly to review student data, plan events, and organize school activities to promote student engagement and address any current areas of need • Design and implement positive reinforcing systems schoolwide to reinforce academic and social emotional success. • Progress monitor site campus and culture data (climate and culture survey) with a focus on disaggregating data to create supports specific to English Learners and foster youth, and students identified as ow-income. • Organize highly engaging and interesting school-wide events related to social emotional and academic achievement to encourage students to become more active in extra and co-curricular activities and increase school connectedness. The design and implementation of this action is designed to strengthen our approach to meeting the specific identified needs of of low-income, English learner, and foster youth students, however because all students will benefit from this action it will be offered on a school-wide basis.	events and higher rates connectedness based on the climate and culture survey.
2.10	**Action:** Family Engagement Hour Training **Need:**	To address the engagement needs of EL, LI, and FY students, Parent University will work closely with targeted school sites to create engagement opportunities for identified students by engaging	For the identified student groups: Educational partner feedback, increase rates

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	In Fresno Unified School District, English learner, low-income, and foster youth students have lower rates of student engagement in at least one arts, activities, or athletics events compared to the all student group. A local needs assessment, in collaboration with educational partner feedback, indicates that the identified students (EL, LI, FY) would be more encouraged to participate and be engaged in at least one arts, activities, or athletics events if they (the EL, LI, and FY) students and their families receive consistent and clear communication from schools and the district. The needs assessment indicated the EL, LI, and FY students who feel more connected are more inclined to be engaged and that if their families feel connected, so do the students. Student and parent feedback indicate that they want more staff who can communicate in the home language of families. **Scope:** Schoolwide	their families in different aspects of what each school and the district have to offer. The Parent University Manager plays a critical role in coordinating, implementing, and monitoring these family engagement efforts to ensure they are aligned with the identified needs of EL, LI, and FY students and their families. The Parent University Manager collaborates with school administrators, Home School Liaisons (HSLs), and school staff to identify barriers to family engagement and develop culturally and linguistically responsive strategies that increase family participation and strengthen connections between families and schools. The Parent University Manager also provides leadership and guidance to HSLs and school staff by supporting the development of professional learning opportunities focused on effective communication, family engagement strategies, and practices that support families in navigating school systems and accessing available resources. Parent University's primary language specialists provide professional development and training support for Home School Liaisons (HSLs) and school staff who facilitate family engagement opportunities at targeted school sites. Funding in this action supports the HSL's as well as the materials and supplies utilized by Parent University staff and HSL's to develop and deliver training sessions focused on effective communication, family engagement strategies, and culturally and linguistically responsive practices for supporting EL, LI, and FY students and families. During family engagement hours, families are encouraged to share barriers they face that prevent them and their students from being engaged in school.	of student engagement in at least one arts, activities, or athletics events.

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		These engagement opportunities are held at different times of day (morning, afternoon, evening) to support families' busy schedules. HSLs remain critical partners in building relationships between schools and families, and the professional development provided by Parent University strengthens the capacity of HSLs and school staff to better support student and family engagement. LI, EL, and FY students and their families can build necessary relationships and connections to schools through these strengthened engagement practices and services, increasing identified student engagement. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered school-wide.	
2.11	**Action:** Mental Health Supports **Need:** According to the current district metrics, foster youth and low-income students in Fresno Unified School District persistently have higher rates of suspension as compared to the all student group. A local needs assessment, in collaboration with Educational Partners, indicates the transition to distance learning four years ago has underscored the critical requirement for mental health support among students, leading to an increase in referrals for crisis intervention services. The needs assessment	Low-income and foster youth students get their mental health and crisis intervention needs met by these additional school psychologists. School psychologists play a vital role in supporting the academic, social, and emotional well-being of foster youth and low-income students. They act as leaders in crisis prevention and provide essential support for the social-emotional and mental health needs of their students. Utilizing the Gaggle software, they assess students' mental health needs and facilitate connections and mitigate suspensions. The primary student groups identified as most vulnerable are foster youth and low-income students. Fresno Unified school psychologists work with the LI and FY students to support	For the identified student groups: Educational partner feedback, lower rates of suspension

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	identified that foster youth and low-income students suffer from mental health issues and traumas that need regular and, at times, crisis support. The Educational Partner feedback from the LCAP showed that Mental and Physical Health was the second highest rated theme of importance and areas that need to be addressed by the district. **Scope:** Schoolwide	positive behavior. To provide the supports they need, the school psychologists refer the LI or FY students to work with vendors to enlist licensed therapists who can assist students requiring mental health supports beyond what they are able to provide at the school site. These additional school psychologists ensure that that LI and FY students receive the additional mental health services they need. In addition, the Office Assistants support school psychologists by managing administrative tasks, scheduling appointments, and organizing student records, allowing psychologists to focus more on their direct work with students. To strengthen this approach, school psychologists will work with directly with the schools site leadership team to review and analyze student data in order to provide the best supports to the identified students groups. Data analysis will support them to target the students with the greatest need and it will support the monitoring progress of students growth, so that shifts can be made to better support the services students are receiving. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered school-wide.	
2.12	**Action:** Transportation Services **Need:**	The Transportation Department establishes a team of bus drivers and strategic bus routes to ensure that the identified students groups have access to transportation to school. This increases low-income students' ability to get to school safely and	For the identified student groups: Lower rates of chronic absenteeism and higher attendance rates.

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	Fresno Unified School District's data indicates that low-income students have lower attendance rates and greater chronic absenteeism as compared to all students. A local needs assessment, in collaboration with educational partners, indicates that the identified student groups need safe and reliable transportation. LI students have so many other points of stress in their life, so it is really important for LI students need to have the structure to start the day off on time and ready to learn. Transportation staff received feedback from Site Staff and Parents about students missing valuable instruction time and or not having enough time to eat breakfast when buses run late. Additionally, parents shared frustration about buses not running on time. **Scope:** LEA-wide	on time. Additional bus routes are added for areas with a high concentration of low-income students to decrease the time spent on the bus and to make the bus a reliable option for the identified student group. This includes having more bus stops in areas that are closer to student's homes that are accessible to LI students. To best support low-income Secondary students who do not have a bus route to their school will receive a monthly public transit bus pass. Students are required to check in with school leadership on a monthly basis to discuss their attendance and their experience using the bus. At that time students can check out another bus pass for the following month. Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement a tracking software on buses. This will allow the department to track buses to create better bus routes with the purpose of getting more students to school on time. Additionally, parents will be able to track school buses. Parents will be able to see when their students arrive to school on time and what time they will be home. This software will allow parents who do not have the means to provide transportation will have a better idea of their child's location when being transported by the school district. The district will utilize this data to improve their routes to support LI students to decrease the time spent on the bus and make bus transportation a more reliable option.	

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		This action is designed to meet the needs of low-income students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
2.13	**Action:** Campus Safety Assistants **Need:** According to the data in the metrics section, low-income and foster youth students have higher rates of suspension and lower rates of attendance than the all student group. Additionally, the district wants to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with educational partners, indicated that LI and FY students need more positive adult relationships at school. Additionally, students want to feel safer at school. LI and FY students expressed that they have certain emotions and feelings that some adults might view as a behavior problem. When this occurs LI and FY want to feel safe to express their feelings without being punished or looked at negatively. The needs assessment indicates that the trauma that LI and FY students experience cause heightened aggression and reactions to confrontations, including internal and external conflict. **Scope:** Schoolwide	The campus safety assistants address the needs of foster youth and low-income students starting with our youngest population at the elementary level. By providing a campus safety assistant we're providing more opportunities to engage with a caring adult while creating a safe school environment. To support low-income and foster youth students who experience trauma and other external factors that lead them to have heightened sense of aggression, reactive behavior, and feelings of lack of safety, Fresno Unified has added additional campus safety assistants (CSA's) to sites. The CSA's act as additional adults who can supervise students with a focus on ensuring a safe environment, but they spend much of their time engaging with LI and FY students and building relationships with them. They leverage these relationships to positively influence student behavior through increased communication built on trust and mutual respect. CSAs are trained in restorative practices (RP), which empower them to support LI and FY students in need and deal with interactions or potential negative behaviors before they heighten. When negative behaviors do occur for LI or FY students the RP training supports the CSAs to navigate the issues. With added training for CSA around conflict resolution, de-escalation, trauma informed practices, campus safety assistants will be more equipped to support our	For the identified student groups: Lower rates of suspension, and higher rates of attendance and higher rates of sense of safety based on the climate and culture survey.

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		low income and foster students, reducing suspensions and further increasing daily attendance. To strengthen this approach, Campus safety assistants will attend a half day of training before school starts with the school staff that they will be serving to connect with their team and to hear the messages and learning that is being providing to the school staff that they will be working with for the school year. This is important to build professional development and increase trust for the safety assistants to support the students and the schools. By having Campus Safety Assistants at all schools, Fresno Unified will be able to provide a wider net of support, allowing a more comprehensive follow-up plan for foster students and their families in support of safety and further increasing attendance. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered school-wide.	
2.14	**Action:** Department of Culture and Student Inclusion **Need:** According to the metrics section, low-income students have higher rates of chronic absenteeism and suspension than the all student group. Additionally, the district wants	To meet the needs of LI students, to decrease suspensions and chronic absenteeism by increasing the feeling of safety and decreasing the number of negative interactions that occur on campuses or knowing how to better deal with those negative interactions by providing Cultural Proficiency training across the district for staff and working with staff on how to deliver and introduce this information to LI students. The Department of	For the identified student groups: Lower rates of chronic absenteeism and suspension, and increased sense of safety based on the climate and culture survey.

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	to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with Educational Partners, indicated that students are being suspended at high rates for behaviors related to exclusivity issues. Additionally, student to student, student to adult, and adult to adult interactions increase LI students' absenteeism due to similar issues that cause LI students to not feel safe and not come to school. Students and the community have expressed the unique need for increased Culture and Student Inclusion learning and knowledge for staff at the school and district level to help create inclusive and equitable teaching and learning environments for our students and staff. **Scope:** LEA-wide	Culture and Student Inclusion will support knowledge of Cultural Proficiency throughout the district by delivering: • Variations of Cultural Proficiency (CP) training and materials for staff and students. All new staff will receive a CP training. There will be optional trainings for staff and students throughout the school year. Components of CP will be integrated into other staff work and training through principal, co-admin, and staff meetings. CP will also be a component of student advisory and class circle lessons for students. • Presentations at School Sites to encourage healthy behavior. Schools have the option to present this information to students or ask the Department of Culture and Student Inclusion team to support with the presentation process. These are optional presentations that occur throughout the school year. • Response work to address unhealthy behavior at school sites. When issues and concerns arise at schools, the Department of Culture and Student Inclusion team will support the school site to provide mandatory trainings and additional interventions to support the need of the school for LI students. This action is designed to support low-income	

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		students by creating equitable and culturally proficiency environments for students to feel included in a culturally healthy environment. This action will be delivered directly to LI students at the school site and indirectly to staff to support the creation of Culturally Proficiency classrooms and school sites, that encourage low-income students to want to attend school and feel safe at school. This action is designed to support the identified student group; however, we believe this will support all students so this action will be carried out districtwide.	
3.02	**Action:** Parent Engagement Investments **Need:** EL students perform lower on state (SBAC ELA/Math) and local (iReady ELA/Math) assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates language is a barrier for EL students and their families. EL students do not feel as connected with school because of their own language barriers and the language barriers of their parents. This language barrier and lack of connection affects EL student's ability to learn causing low performance on SBAC and iReady for ELA and Math. Students have indicated that something that would help them do better in school is to not	To ensure that language is not a barrier for English learner students and their families, we offer family learning and family leadership opportunities, services, and materials in multiple languages. This allows families to engage more fully and receive the information they need to support their children's education. Lack of childcare can be a significant issue for EL families, many who are also low-income who want to participate in their student's education. Offering family engagement supports helps families overcome this barrier. Providing families with information about their children's progress and key milestones can encourage them to seek early interventions when needed. Our family engagement services offer valuable support to English learners and their families by teaching them how to read and analyze their	SBAC ELA/Math, iReady ELA/Math

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	have to worry about how their parents are getting information or having to help their parents with school or district communications. **Scope:** LEA-wide	students' iReady reports. We provide a range of tips, tools, materials, and resources to help parents and families to support their children's learning at home. By holding monthly family engagement hours at school sites, we improve accessibility to both internal and external resources and materials, while also fostering positive relationships between families and staff from the school site and Parent University. The renowned Parent University has introduced a comprehensive five-week family leadership program that combines both online and in-person training to empower parents and families to become proactive decision-makers and powerful advocates for their children's education. The program is available in multiple languages. Also, it offers families an opportunity to voice their opinions through district focus groups and work on projects to enhance student outcomes. To better support the district’s newly adopted goals and guardrails, Parent University will transition all family engagement efforts to targeted school sites starting in the 2025/2026 school year. Initiatives will be tailored based on feedback from each targeted school site. This action is designed to meet the needs of the English learner student group; however, we believe this will support all students so this action will be implemented districtwide.	
3.03	**Action:** Expanded Student, Parent, and Community Communication	Fresno Unified will invest in contracts for Spanish and English television programing as an effective mode for families of English learner students to	For the identified groups: Higher rates of connectedness based on

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	Need: According to data found in the District's Local Control and Accountability Plan (LCAP), parents of English learner students and their families do not always feel connected to their children's school (School Connectedness) compared to the all student group. In addition, higher rates for English learners on the English Language Progress Indicator. A local needs assessment, in collaboration with Educational Partners (families at DELAC meetings and who have identified themselves as parents of English learner students), indicates that our multilingual students and families need multiple modes of communication in multiple languages. Also, more positive information needs to be highlighted and shared with families to increase school connectedness. The needs assessment indicates that EL students and families who are more informed and connected to the school do better academically, including language acquisition. EL students and their families need to be better informed to support ELPI progress. In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children's school and to better support language acquisition and learning. In addition, feedback from families in the LCAP survey revealed the desire to have	receive information about important educational opportunities for their children. News outlets are used on an as needed basis by the district based on the different events, activities, and other important information that needs to be shared with students and families. The more information that is received increases access for student and parents to be engaged and involved, to build positive school connectedness. The Translation Department provides supplemental translation in Spanish and Hmong district wide on an as needed basis. This work provides translation services beyond what is required to ensure students and families are getting the information they need to be engaged and involved in their school and their child's education. The increased access to information through translation services will support the increase of school connectedness by highlighting positive and helpful information. The ability to easily connect with their children's teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare and Finalsite, will also ensure families of English learners feel heard, understood. While these investments were specifically designed to support English learners, the district believes that all students and families will benefit from a more intentional and effective communication strategy.	the climate and culture survey, and higher rates on the English Language Progress Indicator.

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	good communication with staff and parents to be aware and involved in their child's school and education. **Scope:** LEA-wide	This action is designed to meet the needs of English learner students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
3.04	**Action:** School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students **Need:** Based on a needs assessment and educational partner feedback, each school needs to be provided individualized supplemental resources and interventions for EL, FY LI students. The needs assessment shows that tailoring resources to specific student needs at each school sties is essential in helping students meet their educational goals. Our educational partners agree that giving each school the flexibility and resources to provide this additional academic support is critical for helping the identified students thrive. With the release of every Dashboard, each school (and the district) reviews dashboard data to identify all performance gaps that exist between the low-income, foster and/or English learner students and all students at the site.	To meet the needs of EL, LI, and FY students the district offers the school of menu of options to choose supplemental resources that best fit the needs of their EL, LI, and FY students based on the completed needs assessment. Student academic needs are recorded in the Goal 1 of the SPSA. Academic investments can be found in this section of the SPSA. School clearly identify the services and materials that will be provide to students to address the gap that EL, LI, and FY students have on SBAC and iReady ELA and Math. This includes but is not limited to, push-in, pull-out, or afterschool tutoring and other intervention supports that focus on the specific students' groups (LI, FY, EL). Additionally, this goal of the SPSA focuses on the needs of students for A-G completions and graduation rate. Students receive additional support with credit recovery during class or after school to support their needs. Goal 2 of the SPSA focuses on chronic absenteeism and suspension by providing staffing, mentoring, or materials that specifically support student social-emotional skills and mental health needs. This includes professional development for staff to help teachers and school staff interact with students on various levels to provide them the SEL	During each Annual Update, the district reviews the effectiveness of the use of these funds and ensures adjustments are made, as needed based on the current dashboard and all compliance requirements. For the identified student groups: Increase state (SBAC) ELA and Math, local (iReady) ELA and Math, A-G Completion, and Graduation, and lower rates of absenteeism and suspensions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Each school site completes a needs assessment, in collaboration with educational partners to determine which unduplicated group's students need instructional interventions, tutoring, social-emotional, supports, mental health services, and other targeted strategies to address the learning outcomes and well-roundedness of student outcomes. Additionally, schools site-based educational partners identified the need for funding to be allocated to schools to enable sites to make decisions based on the unique needs of their unduplicated students, alongside their educational partners. **Scope:** LEA-wide	supports they need in and outside of class. Goal 3 of the SPSA focuses on operational excellence with an emphasis on staff support and family engagement. While these items are integrated through out all of the actions within Goals 1 and 2, schools have the opportunity to speak to this work further in this goal. Link to SPSA's https://www.fresnounified.org/departments/state-and-federal-programs/school-plan-for-student-achievement-spsa/documents-20252026-spsa Schools that have been identified for low performance of EL, FY, and/or LI students on the CA School Dashboard in red will have student group data recorded in the Needs Assessment. Schools will analyze the data, complete a detailed needs assessment, which includes community input, and create actions that call out the specific supports that will be provided to one or more of the identified groups. Site leaders will work closely with the district to ensure that all resources are used in the best way possible based on identified students' unique needs. This teamwork ensures everyone is responsible for making a positive difference and creating fair opportunities. All spending decisions are based on each school's needs assessments, which are included in a broad menu of best practices to support EL, FY, and LI students. Site leaders work with School Site Councils to	

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
		inform educational partners of goals and targets and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for low-income, foster youth, and English learner students. Again, to strengthen the approach, specific metrics for each group will be called out in the site plans, in order identify the unique needs at each site. Each School Site Plan (School Plan for Student Achievement- SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for low-income, foster youth, and English learner students. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

School districts such as Fresno Unified that have a high concentration of students who are English learners, foster youth and/or low-income will receive 15% increase in funding from the Local Control Funding Formula concentration grant. For Fresno Unified, this results in an additional $36,991,964.00. These additional funds will be used to hire certificated and/or classified staff at school sites that have an enrollment of students who are low-income, English learners, and/or foster youth greater than 55% and that have needs requiring additional staffing resources. For Fresno Unified, this would be every school site. To determine which positions to add, the district engaged with parents, students, staff, school sites, as well as community-based organizations. The engagement was a two-step process. The first objective was to gather general ideas, thoughts, and themes. The second objective was to do a deeper dive with the same groups and school sites on the feedback provided considering each individual school sites academic performance and student needs. The positions listed are outlined in actions throughout the LCAP (Actions 1.05, 1.07, 1.21, 1.23, 1.31, 2.06, 2.09, 2.10, 2.11, and 2.13).

Action 2.11 Mental Health Supports
School Psychologist (Total FTE: 57.0)

Action 2.06 School Climate and Culture Expansion
Behavioral Intervention Specialist (Total FTE: 7.0)

Action 1.31 School Counselors & Resource Counseling Assistants
School Counselors (Total FTE: 67.0)
Resource Counseling Assistant (Total FTE: 1.0)

Action 1.23 Program Specialists
Program Specialists (Total FTE: 11.0)

Action 1.05 Instructional Supports and Instructional Coaches
Instructional Coach (Total FTE: 77.0)

Action 2.09 Campus Climate and Culture Teachers
Teacher, Campus Climate and Culture (Total FTE: 9.6)

Action 1.07 Additional School Site Administration above Base
Vice Principal or GLA (Total FTE: 24.0)

Action 1.21 Student Technology Access and Annual Refresh

Supporting FLATS Centers Personnel:
Manager I: 2 FTE
Technician, Help Desk Support: 5 FTE
Technician Support Specialists I: 8 FTE
Technician Support Specialists II: 9 FTE
(Total FTE: 24.0)

Action 2.10 Family Engagement Hour Training
Home School Liaison (Total FTE: 46.0)

Action 2.13 Campus Safety Assistants
Campus Safety Assistant (Total FTE: 126.0)

Grand Total FTE: 449.6 FTE

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	• Elementary = N/A • Middle = N/A • High = N/A	• Elementary = N/A • Middle = N/A • High = N/A
Staff-to-student ratio of certificated staff providing direct services to students	• Elementary = N/A • Middle = N/A • High = N/A	• Elementary = N/A • Middle = N/A • High = 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	$748,723,992.00	$290,526,113.00	38.803%	0.000%	38.803%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,140,244,722.00	$362,037,444.00	$50,949,746.00	$119,303,498.00	$1,672,535,410.00	$1,283,256,983.82	$389,278,426.18

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.01	Learning Recovery Emergency Block Grant – Literacy Initiative	All	No			All Schools	Ongoing	$8,650,806.00	$10,213,622.00		$18,864,428.00			$18,864,428.00	
1	1.02	Additional Teacher Supply Funds	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$3,927,131.00	$3,927,131.00				$3,927,131.00	
1	1.03	Middle & High School Redesign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,912,654.00	$29,928.00	$18,942,582.00				$18,942,582.00	
1	1.04	Eliminate Elementary Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,268,862.00	$0.00	$7,268,862.00				$7,268,862.00	
1	1.05	Instructional Supports and Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,681,265.11	$14,018,864.89	$19,471,584.00	$10,085,810.00		$13,142,736.00	$42,700,130.00	
1	1.06	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,751,841.00	$0.00	$37,751,841.00				$37,751,841.00	
1	1.07	Additional School Site Administration Above Base	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$11,242,855.00	$4,850,895.00	$5,426,113.00	$10,667,637.00			$16,093,750.00	
1	1.08	Historically Underserved Student Groups	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,452,811.00	$4,177,480.00	$6,630,291.00				$6,630,291.00	
1	1.09	Historically Underserved Student Groups - Targeted Support Services	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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	1.10	Additional Supports for Libraries	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1,286,750.00	$1,286,750.00				$1,286,750.00	
1	1.11	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,370,004.00	$1,391,948.00	$4,761,952.00				$4,761,952.00	
1	1.12	Expand Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,718,721.00	$197,900.00	$1,916,621.00				$1,916,621.00	
1	1.13	Maintain Additional Services for Phoenix Community Day School	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	$6,253,393.00	$74,737.00	$6,328,130.00				$6,328,130.00	
1	1.14	All teachers are teachers of English learner (EL) students	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$17,278,364.75	$3,352,730.25	$15,979,641.00	$391,702.00		$4,259,752.00	$20,631,095.00	
1	1.15	Base: Expanded Learning Programs	All	No			All Schools	Ongoing	$48,700,736.00	$61,118,591.00	$3,536,034.00	$105,010,793.00		$1,272,500.00	$109,819,327.00	
1	1.16	Expansion of Dual Language Immersion Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,168,959.00	$262,519.00	$1,431,478.00				$1,431,478.00	
1	1.17	BASE: Instruction	All	No			All Schools	Ongoing	$479,310,723.00	$22,719,652.00	$427,631,988.00	$38,312,021.00	$21,221,518.00	$14,864,848.00	$502,030,375.00	
1	1.18	BASE: Professional Learning	All	No			All Schools	Ongoing	$21,994,739.00	$28,676,328.00	$18,647,759.00	$2,097,700.00	$2,220,628.00	$27,704,980.00	$50,671,067.00	
1	1.19	BASE: Technology Access and Support	All	No			All Schools	Ongoing	$14,553,272.00	$9,146,292.00	$22,069,864.00		$1,629,700.00		$23,699,564.00	
1	1.20	High Quality School Site Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$17,753,033.00	$2,659,505.00	$9,671,493.00		$10,741,045.00		$20,412,538.00	
1	1.21	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,661,888.00	$10,813,845.00	$14,475,733.00				$14,475,733.00	
1	1.22	Upgrading Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,275,111.00	$4,275,111.00				$4,275,111.00	
1	1.23	Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,369,688.00	$0.00	$2,369,688.00				$2,369,688.00	

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	1.24	Early Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,157,804.00	$0.00	$3,157,804.00				$3,157,804.00	
1	1.25	Supports for Foster Youth / Project Access	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$1,618,247.00	$212,805.00	$201,684.00			$1,629,368.00	$1,831,052.00	
1	1.26	Supports for Homeless Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$1,858,689.00	$252,087.00	$2,032,689.00			$78,087.00	$2,110,776.00	
1	1.27	BASE: Special Education	All	No			All Schools	Ongoing	$232,886,665.99	$29,312,254.01	$135,740,854.00	$102,183,951.00	$6,390,575.00	$17,883,540.00	$262,198,920.00	
1	1.28	Linked Learning, ROP, and CTE Pathway Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,732,368.92	$4,653,287.08	$11,592,931.00	$15,305,370.00	$227,483.00	$1,259,872.00	$28,385,656.00	
1	1.29	CTE STEM PK-6 Kids Invent!	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,200,367.00	$1,200,367.00				$1,200,367.00	
1	1.30	Men's and Women's Alliance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$901,088.00	$227,657.00	$917,163.00			$211,582.00	$1,128,745.00	
1	1.31	School Counselors & Resource Counseling Assistants	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,636,881.00	$2,424,634.00	$17,514,273.00	$547,242.00			$18,061,515.00	
2	2.01	Increase School Allocations for Athletics	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$14,978,553.00	$5,504,071.00	$17,580,851.00	$2,901,773.00			$20,482,624.00	
2	2.02	District-Funded Educational Enrichment Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$941,726.00	$1,411,846.00	$2,353,572.00				$2,353,572.00	
2	2.03	District Arts Collaborative Project	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$34,845.00	$33,037.00	$67,882.00				$67,882.00	
2	2.04	Increased Funding for Music	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$15,239,764.00	$12,716,776.00	$2,208,268.00	$25,748,272.00			$27,956,540.00	
2	2.05	Student Peer Mentor Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools:	Ongoing	$400,527.00	$272,243.00	$672,770.00				$672,770.00	

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
							Dewolf, Bullard, Fresno, Hoover, Roosevelt, Sunnyside, Edison, McLane, and Design Science; Middle Schools: Fort Miller, Hamilton, Kings Canyon, Seqouia, Tehipite, Tenaya, Wawona, and Yosemite									
2	2.06	School Climate and Culture Expansion	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$6,141,600.00	$1,339,346.00	$7,480,946.00				$7,480,946.00	
2	2.07	Restorative Practices / Relationship Centered Schools	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Addams Elem, Ayer Elem, Ayneswo rth Elem, Bakman Elem, Birney Elem, Burroughs Elem, Columbia Elem, Easterby Elem, Ericson Elem, Ewing Elem, Greenberg Elem, Heaton Elem, Hidalgo	Ongoing	$3,070,890.00	$37,398.00	$246,483.00			$2,861,805.00	$3,108,288.00	

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
							Elem, King Elem, Kirk Elem, Leavenworth Elem, Mayfair Elem, Norseman Elem, Olmos Elem, Rowell Elem, Storey Elem, Turner Elem, Williams Elem, Wishon Elem, Bullard High, Cooper Middle, Edison High, Fresno High, Fort Miller Middle, Gaston Middle, Hoover High, Kings Canyon Middle, McLane High, Roosevelt High, Sunnyside High, Terronez Middle, Tioga Middle									
2	**2.08**	BASE: Student and Family Services	All	No			All Schools	Ongoing	$22,614,417.00	$2,905,461.00	$6,291,859.00	$1,813,852.00	$1,609,164.00	$15,805,003.00	$25,519,878.00	

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
2	2.09	Campus Climate and Culture Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,848,705.00	$0.00	$1,848,705.00				$1,848,705.00	
2	2.10	Family Engagement Hour Training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,835,307.00	$0.00	$3,835,307.00				$3,835,307.00	
2	2.11	Mental Health Supports	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$14,307,339.00	$5,056,796.00	$16,007,654.00			$3,356,481.00	$19,364,135.00	
2	2.12	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$395,886.00	$2,173,550.00	$869,436.00			$1,700,000.00	$2,569,436.00	
2	2.13	Campus Safety Assistants	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$10,740,965.00	$0.00	$10,740,965.00				$10,740,965.00	
2	2.14	Department of Culture and Student Inclusion	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,448,569.00	$1,426,643.00	$2,875,212.00				$2,875,212.00	
3	3.01	BASE: Recruitment, Selection, and Retention of Human Capital	All	No			All Schools	Ongoing	$15,586,537.00	$1,051,389.00	$16,338,717.00		$95,670.00	$203,539.00	$16,637,926.00	
3	3.02	Parent Engagement Investments	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,138,128.05	$1,280,799.95	$1,589,873.00		$70,000.00	$1,759,055.00	$3,418,928.00	
3	3.03	Expanded Student, Parent, and Community Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,391,709.00	$724,703.00	$3,116,412.00				$3,116,412.00	
3	3.04	School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,948,499.00	$11,301,587.00	$21,209,635.00			$2,040,451.00	$23,250,086.00	
3	3.05	BASE: Central Office Administration	All	No			All Schools	Ongoing	$6,399,982.00	$1,073,001.00	$6,996,842.00	$476,141.00			$7,472,983.00	
3	3.06	BASE: Business and Financial Services	All	No			All Schools	Ongoing	$12,192,065.00	$3,890,083.00	$14,736,641.00			$1,345,507.00	$16,082,148.00	
3	3.07	BASE: Operational Services	All	No			All Schools	Ongoing	$118,039,474.00	$86,370,615.00	$197,018,281.00	$647,845.00	$6,743,963.00		$204,410,089.00	
3	3.08	BASE: Other Expenses	All	No			All Schools	Ongoing	$0.00	$22,778,849.00		$22,778,849.00			$22,778,849.00	
3	3.09	School Site Allocations to be Prioritized by each School's Site Council to Support the Lowest-	All, African American, Asian, English learner, Foster youth, Hispanic, Homeless,	No			Specific Schools: Addams, Ahwahne	Ongoing	$4,192,597.00	$3,731,795.00				$7,924,392.00	$7,924,392.00	

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
		Performing Student Groups in Red on the California School Dashboard	Mixed-race, Socio-economically disadvantages, Students with Disabilities, White				e, Anthony, Ayer, Aynesworth, Baird, Bakman, Balderas, Birney, Bullard, Bullard Talent, Burroughs, Calwa, Cambridge, Centennial, Columbia, Computech, Cooper, Del Mar, Dewolf, Duncan, Easterby, Eaton, Edison, Ericson, Figarden, Fort Miller, Fremont, Fresno High, Gaston, Gibson, Greenburg, Hamilton, Heaton, Hidalgo, Hoover, Holland, Homan, Farber School of Independent Studies (J.E. Young), Jefferson, King, Kings Canyon, Kratt,								

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
							Lane, Leavenworth, Lincoln, Lowell, Malloch, Mayfair, McCardle, McLane, Muir, Norseman, Phoenix Elementary, Phoenix Secondary, Power-Ginsburg, Pyle, Roeding, Roosevelt, Rowell, Scandinavian, Sequoia, Slater, Sunnyside, Tatarian, Tehipite, Tenaya, Terronez, Thomas, Tioga, Turner, Vang Pao, Viking, Vinland, Wawona, Webster, Williams, Wilson, Wishon, Wolters, Yokomi, and Yosemite. For more information, see the appendix.								

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
							TK-12									
4	4.01	SBAC ELA	All African American, All Students, English Learner, Hispanic, Low-Income, Long-Term English Learner, White	No			Specific Schools: Farber School of Independent Studies (J.E. Young)		$261,641.00	$81,400.00		$343,041.00			$343,041.00	
4	4.02	SBAC Math	All Students with Disabilities African American, All Students, Hispanic, Low-Income, Long-Term English Learner, White, Students with Disabilities	No			Specific Schools: Farber School of Independent Studies (J.E. Young), Muir		$173,850.00	$433,233.00		$607,083.00			$607,083.00	
4	4.03	Chronic Absenteeism	All Students with Disabilities African American, All Students, Asian, English Learner, Hispanic, Low-Income, Long-Term English Learner, White, Students with Disabilities	No			Specific Schools: Farber School of Independent Studies (J.E. Young), Lowell, Muir, Phoenix Elem		$495,808.00	$1,154,083.00		$1,649,891.00			$1,649,891.00	
4	4.04	Suspension	All Students with Disabilities African American, All Students, Hispanic, Homeless, Low-Income, Students with Disabilities	No			Specific Schools: DeWolf, Farber School of Credit Attainment (Cambridge), Fulton, Phoenix		$356,710.00	$972,722.00		$1,329,432.00			$1,329,432.00	

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
							Sec									
4	**4.05**	College & Career	English Learner	No			Specific Schools: Farber School of Independent Studies (J.E. Young)		$194,532.00	$80,079.00		$274,611.00			$274,611.00	

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
$748,723,992.00	$290,526,113.00	38.803%	0.000%	38.803%	$291,235,883.00	0.000%	38.898 %	**Total:**	$291,235,883.00
								LEA-wide Total:	$221,134,537.00
								Limited Total:	$0.00
								Schoolwide Total:	$70,101,346.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.02	Additional Teacher Supply Funds	Yes	LEA-wide	Low Income	All Schools	$3,927,131.00	
1	1.03	Middle & High School Redesign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,942,582.00	
1	1.04	Eliminate Elementary Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,268,862.00	
1	1.05	Instructional Supports and Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,471,584.00	
1	1.06	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,751,841.00	
1	1.07	Additional School Site Administration Above Base	Yes	Schoolwide	Foster Youth Low Income	All Schools	$5,426,113.00	
1	1.08	Historically Underserved Student Groups	Yes	LEA-wide	Low Income	All Schools	$6,630,291.00	

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	1.10	Additional Supports for Libraries	Yes	LEA-wide	English Learners	All Schools	$1,286,750.00	
1	1.11	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,761,952.00	
1	1.12	Expand Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,916,621.00	
1	1.13	Maintain Additional Services for Phoenix Community Day School	Yes	Schoolwide	Low Income	All Schools	$6,328,130.00	
1	1.14	All teachers are teachers of English learner (EL) students	Yes	LEA-wide	English Learners	All Schools	$15,979,641.00	
1	1.16	Expansion of Dual Language Immersion Programs	Yes	LEA-wide	English Learners	All Schools	$1,431,478.00	
1	1.20	High Quality School Site Health Services	Yes	LEA-wide	Low Income	All Schools	$9,671,493.00	
1	1.21	Student Technology Access and Annual Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,475,733.00	
1	1.22	Upgrading Access to Technology	Yes	LEA-wide	Low Income	All Schools	$4,275,111.00	
1	1.23	Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,369,688.00	
1	1.24	Early Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,157,804.00	
1	1.25	Supports for Foster Youth / Project Access	Yes	LEA-wide	Foster Youth Low Income	All Schools	$201,684.00	
1	1.26	Supports for Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	$2,032,689.00	
1	1.28	Linked Learning, ROP, and CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,592,931.00	

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	1.29	CTE STEM PK-6 Kids Invent!	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,367.00	
1	1.30	Men's and Women's Alliance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$917,163.00	
1	1.31	School Counselors & Resource Counseling Assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,514,273.00	
2	2.01	Increase School Allocations for Athletics	Yes	LEA-wide	Low Income	All Schools	$17,580,851.00	
2	2.02	District-Funded Educational Enrichment Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,353,572.00	
2	2.03	District Arts Collaborative Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,882.00	
2	2.04	Increased Funding for Music	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,208,268.00	
2	2.05	Student Peer Mentor Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools: Dewolf, Bullard, Fresno, Hoover, Roosevelt, Sunnyside, Edison, McLane, and Design Science; Middle Schools: Fort Miller, Hamilton, Kings Canyon, Seqouia, Tehipite, Tenaya, Wawona, and Yosemite	$672,770.00	
2	2.06	School Climate and Culture Expansion	Yes	Schoolwide	Foster Youth Low Income	All Schools	$7,480,946.00	
2	2.07	Restorative Practices / Relationship Centered Schools	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Addams Elem, Ayer Elem,	$246,483.00	

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 (%)
						Aynesworth Elem, Bakman Elem, Birney Elem, Burroughs Elem, Columbia Elem, Easterby Elem, Ericson Elem, Ewing Elem, Greenberg Elem, Heaton Elem, Hidalgo Elem, King Elem, Kirk Elem, Leavenworth Elem, Mayfair Elem, Norseman Elem, Olmos Elem, Rowell Elem, Storey Elem, Turner Elem, Williams Elem, Wishon Elem, Bullard High, Cooper Middle, Edison High, Fresno High, Fort Miller Middle, Gaston Middle, Hoover High, Kings Canyon Middle, McLane High, Roosevelt High, Sunnyside High, Terronez Middle, Tioga Middle		
2	**2.09**	Campus Climate and Culture Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,848,705.00	
2	**2.10**	Family Engagement Hour Training	Yes	Schoolwide	English Learners Foster Youth	All Schools	$3,835,307.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.11	Mental Health Supports	Yes	Schoolwide	Foster Youth Low Income	All Schools	$16,007,654.00	
2	2.12	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$869,436.00	
2	2.13	Campus Safety Assistants	Yes	Schoolwide	Foster Youth Low Income	All Schools	$10,740,965.00	
2	2.14	Department of Culture and Student Inclusion	Yes	LEA-wide	Low Income	All Schools	$2,875,212.00	
3	3.02	Parent Engagement Investments	Yes	LEA-wide	English Learners	All Schools	$1,589,873.00	
3	3.03	Expanded Student, Parent, and Community Communication	Yes	LEA-wide	English Learners	All Schools	$3,116,412.00	
3	3.04	School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,209,635.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,699,581,895.00	$1,684,826,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.01**	Learning Recovery Emergency Block Grant – Literacy Initiative	No	$29,555,381.00	$35,244,133.00
1	**1.02**	Additional Teacher Supply Funds	Yes	$4,214,920.00	$4,369,539.00
1	**1.03**	Middle & High School Redesign	Yes	$18,185,209.00	$17,628,523.00
1	**1.04**	Eliminate Elementary Combination Classes	Yes	$10,644,347.00	$8,790,487.00
1	**1.05**	Instructional Supports and Instructional Coaches	Yes	$29,714,477.00	$25,699,616.00
1	**1.06**	Additional Teachers Above Base Staffing	Yes	$33,394,678.00	$37,993,392.00
1	**1.07**	Additional School Site Administration Above Base	Yes	$13,583,991.00	$13,253,215.00
1	**1.08**	Historically Underserved Student Groups	Yes	$5,266,881.00	$5,485,396.00
1	**1.09**	Historically Underserved Student Group - Targeted Support Services	No	$0.00	$0.00
1	**1.10**	Additional Supports for Libraries	Yes	$1,286,750.00	$1,183,813.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	BASE: Analysis, Measurement, and Accountability	No	$5,370,305.00	$5,364,104.00
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	$6,207,381.00	$5,730,638.00
1	1.13	Expand Alternative Education	Yes	$2,355,501.00	$2,313,140.00
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	$6,159,105.00	$6,147,844.00
1	1.15	All teachers are teachers of English learner (EL) students	Yes	$19,988,321.00	$22,083,056.00
1	1.16	Base: After School Tutoring	No	$77,627,519.00	$76,513,678.00
1	1.17	Base: Extended Summer Learning	No	$30,892,899.00	$30,577,783.00
1	1.18	Expansion of Dual Language Immersion Programs	Yes	$1,408,470.00	$1,379,966.00
1	1.19	BASE: Instruction	No	$509,703,319.00	$498,882,773.00
1	1.20	BASE: Professional Learning	No	$50,450,028.00	$42,915,815.00
1	1.21	BASE: Technology Access and Support	No	$24,672,698.00	$23,380,216.00
1	1.22	BASE: Early Learning	No	$829,385.00	$1,131,323.00
1	1.23	High Quality School Site Health Services	Yes	$20,782,799.00	$20,415,414.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Upgrading Access to Technology	Yes	$4,275,111.00	$4,232,100.00
1	1.25	Student Technology Access and Annual Refresh	Yes	$15,445,001.00	$15,039,415.00
1	1.26	Regional Instructional Managers	Yes	$2,848,786.00	$2,487,651.00
1	1.27	Early Interventions	Yes	$3,585,930.00	$3,554,845.00
1	1.28	Supports for Foster Youth / Project Access - Direct Technical Assistance	Yes	$2,324,454.00	$2,283,837.00
1	1.29	Supports for Homeless Youth	Yes	$2,537,713.00	$2,438,702.00
1	1.30	BASE: Special Education	No	$253,513,045.00	$262,601,463.00
2	2.01	Linked Learning, ROP, and CTE Pathway Development	Yes	$27,946,235.00	$20,635,382.00
2	2.02	CTE STEM PK-6 Kids Invent!	Yes	$1,372,047.00	$1,325,115.00
2	2.03	Men's and Women's Alliance	Yes	$1,536,959.00	$1,375,471.00
2	2.04	School Counselors & Resource Counseling Assistants	Yes	$18,276,786.00	$19,753,418.00
3	3.01	Increase School Allocations for Athletics	Yes	$16,143,022.00	$17,029,768.00
3	3.02	District-Funded Educational Enrichment Trips	Yes	$4,578,872.00	$4,265,332.00
3	3.03	District Arts Collaborative Project	Yes	$1,066,510.00	$1,064,684.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.04	Increased Funding for Music	Yes	$31,427,710.00	$17,555,845.00
3	3.05	Student Peer Mentor Program	Yes	$681,641.00	$676,628.00
3	3.06	School Climate and Culture Expansion	Yes	$9,277,672.00	$9,109,118.00
3	3.07	Restorative Practices / Relationship Centered Schools	Yes	$3,985,197.00	$3,824,564.00
3	3.08	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	No	$34,558,116.00	$28,918,749.00
3	3.09	Campus Climate and Culture Teachers	Yes	$1,518,321.00	$1,455,630.00
3	3.10	Family Engagement Hour Training	Yes	$5,929,180.00	$6,245,416.00
3	3.11	Mental Health Supports	Yes	$12,798,721.00	$13,229,020.00
3	3.12	Transportation Services	Yes	$2,520,346.00	$3,621,702.00
3	3.13	Decrease Suspension Rate to Increase Attendance and Academic Success	No	$0.00	$0.00
3	3.14	Campus Safety Assistants	Yes	$7,724,262.00	$8,461,544.00
3	3.15	Diversity, Equity, and Inclusion	Yes	$2,854,358.00	$2,903,311.00
4	4.01	BASE: Recruitment, Selection, and Retention of Human Capital	No	$15,469,494.00	$16,845,721.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.01	Parent Engagement Investments	Yes	$4,111,814.00	$3,909,920.00
5	5.02	Expanded Student, Parent, and Community Communication	Yes	$2,540,965.00	$2,454,152.00
6	6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	$24,699,334.00	$22,590,642.00
6	6.02	BASE: Central Office Administration	No	$8,098,855.00	$7,964,927.00
6	6.03	BASE: Business and Financial Services	No	$18,371,246.00	$17,703,805.00
6	6.04	BASE: Operational Services	No	$190,942,227.00	$201,617,500.00
6	6.05	BASE: Other Expenses	No	$11,061,688.00	$11,669,854.00
6	6.06	One-time Recovery Resources	No	$37,738,575.00	$45,785,607.00
6	6.07	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.	No	$7,801,931.00	$10,389,017.00
7	7.01	SBAC ELA	No	$2,862,760.00	$1,231,163.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.02	SBAC Math	No	$702,120.00	$301,955.00
7	7.03	English Language Progress Indicator	No	$533,785.00	$229,560.00
7	7.04	Chronic Absenteeism	No	$1,728,044.00	$743,165.00
7	7.05	Suspension	No	$1,296,753.00	$557,683.69
7	7.06	Graduation Rate	No	$470,945.00	$142,380.15
7	7.07	College & Career	No	$131,000.00	$116,494.16

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)

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)
$281,637,054.00	$277,508,410.00	$281,694,673.00	($4,186,263.00)	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	1.02	Additional Teacher Supply Funds	Yes	$4,214,920.00	$4,369,539.00		
1	1.03	Middle & High School Redesign	Yes	$18,185,209.00	$17,628,523.00		
1	1.04	Eliminate Elementary Combination Classes	Yes	$10,644,347.00	$8,790,487.00		
1	1.05	Instructional Supports and Instructional Coaches	Yes	$6,774,733.00	$5,308,353.00		
1	1.06	Additional Teachers Above Base Staffing	Yes	$33,394,678.00	$37,993,392.00		
1	1.07	Additional School Site Administration Above Base	Yes	$6,351,440.00	$6,524,428.00		
1	1.08	Historically Underserved Student Groups	Yes	$5,241,881.00	$4,208,105.00		
1	1.10	Additional Supports for Libraries	Yes	$1,286,750.00	$1,183,813.00		
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	$6,207,381.00	$5,730,638.00		
1	1.13	Expand Alternative Education	Yes	$2,355,501.00	$2,313,140.00		
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	$6,159,105.00	$6,147,844.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	All teachers are teachers of English learner (EL) students	Yes	$13,952,874.00	$17,108,546.00		
1	1.18	Expansion of Dual Language Immersion Programs	Yes	$1,408,470.00	$1,379,966.00		
1	1.23	High Quality School Site Health Services	Yes	$13,728,779.00	$13,613,243.00		
1	1.24	Upgrading Access to Technology	Yes	$4,275,111.00	$4,232,100.00		
1	1.25	Student Technology Access and Annual Refresh	Yes	$15,445,001.00	$15,039,415.00		
1	1.26	Regional Instructional Managers	Yes	$2,848,786.00	$2,487,651.00		
1	1.27	Early Interventions	Yes	$3,585,930.00	$3,554,845.00		
1	1.28	Supports for Foster Youth / Project Access - Direct Technical Assistance	Yes	$46,000.00	$46,000.00		
1	1.29	Supports for Homeless Youth	Yes	$2,458,653.00	$2,360,615.00		
2	2.01	Linked Learning, ROP, and CTE Pathway Development	Yes	$12,228,532.00	$12,260,390.00		
2	2.02	CTE STEM PK-6 Kids Invent!	Yes	$1,372,047.00	$1,325,115.00		
2	2.03	Men's and Women's Alliance	Yes	$1,148,662.00	$1,147,758.00		
2	2.04	School Counselors & Resource Counseling Assistants	Yes	$18,146,786.00	$19,573,373.00		
3	3.01	Increase School Allocations for Athletics	Yes	$13,187,712.00	$14,765,268.00		
3	3.02	District-Funded Educational Enrichment Trips	Yes	$4,578,872.00	$4,265,332.00		
3	3.03	District Arts Collaborative Project	Yes	$1,066,510.00	$1,064,684.00		
3	3.04	Increased Funding for Music	Yes	$2,155,298.00	$1,660,005.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.05	Student Peer Mentor Program	Yes	$681,641.00	$676,628.00		
3	3.06	School Climate and Culture Expansion	Yes	$9,277,672.00	$9,109,118.00		
3	3.07	Restorative Practices / Relationship Centered Schools	Yes	$285,154.00	$257,914.00		
3	3.09	Campus Climate and Culture Teachers	Yes	$1,518,321.00	$1,455,630.00		
3	3.10	Family Engagement Hour Training	Yes	$5,929,180.00	$6,245,416.00		
3	3.11	Mental Health Supports	Yes	$9,324,321.00	$9,686,322.00		
3	3.12	Transportation Services	Yes	$820,346.00	$1,968,186.00		
3	3.14	Campus Safety Assistants	Yes	$7,724,262.00	$8,461,544.00		
3	3.15	Diversity, Equity, and Inclusion	Yes	$2,854,358.00	$2,903,311.00		
5	5.01	Parent Engagement Investments	Yes	$1,849,110.00	$2,006,355.00		
5	5.02	Expanded Student, Parent, and Community Communication	Yes	$2,540,965.00	$2,454,152.00		
6	6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	$22,253,112.00	$20,387,529.00		

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)
$711,201,631.00	$281,637,054.00	0	39.600%	$281,694,673.00	0.000%	39.608%	$0.00	0.000%

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Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data	2025 CA School Dashboard Data	2025 CA School Dashboard Status	3-Year Desired Outcome	Value Type
Addams Elementary	ELA	EL	English Learner	-103.5	-93.9	-69.2	Yellow	-58.5	Pts.
Addams Elementary	Math	EL	English Learner	-102.9	-93.7	-74.7	Yellow	-57.9	Pts.
Addams Elementary	Math	SWD	Students with Disabilities	-178.7	-172.3	-166.3	Orange	-133.7	Pts.
Addams Elementary	Suspension	AA	Black/African American	9.3	9.8	6.9	Orange	3.3	Pct.
Addams Elementary	Suspension	ALL	All Students	6.4	4	4	Orange	0.4	Pct.
Addams Elementary	Suspension	HI	Hispanic	6.1	2.9	4	Orange	0.1	Pct.
Addams Elementary	Suspension	HOM	Homeless Youth	12.1	3.9	0	Blue	6.1	Pct.
Addams Elementary	Suspension	LI	Low-Income	6.6	4.0	4	Orange	0.6	Pct.
Addams Elementary	Suspension	SWD	Students with Disabilities	12.9	8.1	7.4	Orange	6.9	Pct.
Ahwahnee Middle	Chronic Absenteeism	AA	Black/African American	49.2	45.1	37.1	Orange	40.2	Pct.
Ahwahnee Middle	Chronic Absenteeism	AS	Asian	31.8	17.6	16.9	Yellow	22.8	Pct.
Ahwahnee Middle	Chronic Absenteeism	EL	English Learner	36.9	23.4	23.1	Red	27.9	Pct.
Ahwahnee Middle	ELA	AA	Black/African American	-85.9	-79.9	-68.9	Yellow	-40.9	Pts.
Ahwahnee Middle	ELA	EL	English Learner	-112.9	-93.9	-82.8	Orange	-67.9	Pts.
Ahwahnee Middle	ELA	HI	Hispanic	-70.1	-79.9	-63.4	Orange	-25.1	Pts.
Ahwahnee Middle	ELA	LI	Low-Income	-72	-60	-64.7	Orange	-27	Pts.
Ahwahnee Middle	ELPI	EL	English Learner	39.2	38.1	50	Green	69.2	Pct.
Ahwahnee Middle	Math	AA	Black/African American	-143.5	-139.9	-122.2	Orange	-98.5	Pts.
Ahwahnee Middle	Math	ALL	All Students	-110.4	-103	-103.2	Red	-65.4	Pts.
Ahwahnee Middle	Math	EL	English Learner	-142.1	-129.3	-114	Orange	-97.1	Pts.
Ahwahnee Middle	Math	HI	Hispanic	-116.9	-106.2	-110.2	Red	-71.9	Pts.
Ahwahnee Middle	Math	LI	Low-Income	-119	-110.3	-108.3	Red	-74	Pts.
Ahwahnee Middle	Suspension	AA	Black/African American	21.9	32.9	35.5	Red	15.9	Pct.
Ahwahnee Middle	Suspension	ALL	All Students	14.2	15.2	13.9	Orange	8.2	Pct.
Ahwahnee Middle	Suspension	EL	English Learner	15.3	15.4	4.9	Green	9.3	Pct.
Ahwahnee Middle	Suspension	HI	Hispanic	14.6	12.7	12.1	Orange	8.6	Pct.
Ahwahnee Middle	Suspension	LI	Low-Income	15	16.2	14.5	Orange	9	Pct.
Ahwahnee Middle	Suspension	SWD	Students with Disabilities	17	22.3	17	Yellow	11	Pct.
Anthony Elementary	ELA	EL	English Learner	-90.2	-36.4	-67.4	Orange	-45.2	Pts.
Anthony Elementary	Math	EL	English Learner	-99.7	-47.7	-72.3	Orange	-54.7	Pts.
Ayer Elementary	Suspension	AA	Black/African American	15.4	11.3	14.3	Red	9.4	Pct.
Ayer Elementary	Suspension	LI	Low-Income	6.2	6.7	7.4	Red	0.2	Pct.
Aynesworth Elementary	ELA	ALL	All Students	-76.1	-89.2	-80.2	Orange	-31.1	Pts.
Aynesworth Elementary	ELA	EL	English Learner	-92.3	-104.3	-90.7	Orange	-47.3	Pts.
Aynesworth Elementary	ELA	HI	Hispanic	-82.1	-92.1	-82.7	Orange	-37.1	Pts.
Aynesworth Elementary	ELA	LI	Low-Income	-78.7	-88.9	-81.8	Orange	-33.7	Pts.
Aynesworth Elementary	Math	EL	English Learner	-103.3	-102.5	-84.9	Yellow	-58.3	Pts.
Baird Middle	Chronic Absenteeism	SWD	Students with Disabilities	20.9	14.7	12.9	Yellow	11.9	Pct.
Baird Middle	Suspension	AA	Black/African American	12.5	14.8	0	No Color	6.5	Pct.
Baird Middle	Suspension	LI	Low-Income	8.1	4.3	1.2	Blue	2.1	Pct.
Bakman Elementary	ELA	EL	English Learner	-71.6	-61.2	-66.3	Orange	-26.6	Pts.
Bakman Elementary	ELA	SWD	Students with Disabilities	-122	-107.9	-113.4	Red	-77	Pts.
Bakman Elementary	Math	SWD	Students with Disabilities	-115.3	-101.9	-127.9	Red	-70.3	Pts.
Bakman Elementary	Suspension	AA	Black/African American	8.7	2	3.8	Orange	2.7	Pct.
Bakman Elementary	Suspension	AS	Asian	3.6	2.6	2.3	Green	-2.4	Pct.
Bakman Elementary	Suspension	SWD	Students with Disabilities	8.2	2.3	3.5	Orange	2.2	Pct.
Balderas Elementary	ELA	EL	English Learner	-83.3	-75.1	-61.8	Yellow	-38.3	Pts.
Birney Elementary	Math	SWD	Students with Disabilities	-170.9	-142.9	-123.3	Orange	-125.9	Pts.
Birney Elementary	Suspension	AA	Black/African American	10.8	2.1	7.1	Red	4.8	Pct.
Birney Elementary	Suspension	SWD	Students with Disabilities	7.2	5.5	5.4	Orange	1.2	Pct.
Bullard High	College/Career	EL	English Learner	9.1	20.9	23.3	Orange	36.1	Pct.
Bullard High	Math	AA	Black/African American	-151.3	-187.3	-134.1	Orange	-106.3	Pts.
Bullard High	Suspension	AA	Black/African American	20.2	20.2	14.3	Yellow	14.2	Pct.
Bullard High	Suspension	ALL	All Students	11.6	10.7	7.5	Yellow	5.6	Pct.

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Groups in Red

School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data	2025 CA School Dashboard Data	2025 CA School Dashboard Status	3-Year Desired Outcome	Value Type
Bullard High	Suspension	EL	English Learner	11.3	17.8	9	Yellow	5.3	Pct.
Bullard High	Suspension	FOS	Foster Youth	43.5	40	26.5	Orange	37.5	Pct.
Bullard High	Suspension	HI	Hispanic	13	11.5	7.9	Yellow	7	Pct.
Bullard High	Suspension	LI	Low-Income	14.9	13.6	9.6	Yellow	8.9	Pct.
Bullard High	Suspension	SWD	Students with Disabilities	19.1	15.5	10.3	Yellow	13.1	Pct.
Bullard High	Suspension	WH	White	6.7	6.1	4.5	Green	0.7	Pct.
Bullard Talent K-8	ELA	SWD	Students with Disabilities	-99.2	-116.9	-88.8	Orange	-54.2	Pts.
Bullard Talent K-8	Suspension	AA	Black/African American	12.5	8.9	0	Blue	6.5	Pct.
Burroughs Elementary	ELA	EL	English Learner	-77.9	-74.8	-48.9	Yellow	-32.9	Pts.
Burroughs Elementary	ELA	SWD	Students with Disabilities	-162.8	-159.2	-137.2	Orange	-117.8	Pts.
Calwa Elementary	ELA	ALL	All Students	-86.9	-81.6	-62.1	Yellow	-41.9	Pts.
Calwa Elementary	ELA	EL	English Learner	-103.1	-86.8	-74.3	Orange	-58.1	Pts.
Calwa Elementary	ELA	HI	Hispanic	-89.9	-84.2	-63.6	Yellow	-44.9	Pts.
Calwa Elementary	ELA	LI	Low-Income	-86.5	-82	-62.2	Yellow	-41.5	Pts.
Calwa Elementary	ELA	SWD	Students with Disabilities	-173	-164.6	-133	Orange	-128	Pts.
Calwa Elementary	Suspension	SWD	Students with Disabilities	10.6	3.5	1.3	Green	1.3	Pct.
Centennial Elementary	ELA	EL	English Learner	-70.6	-84.7	13.9	Orange	-25.6	Pts.
Centennial Elementary	Suspension	AA	Black/African American	18.4	14.6	3	Green	12.4	Pct.
Centennial Elementary	Suspension	ALL	All Students	5.5	5.8	7.1	No Color	-0.5	Pct.
Centennial Elementary	Suspension	MR	Multiple Races/Two or More	8.6	9.7	6.7	Orange	2.6	Pct.
Centennial Elementary	Suspension	SWD	Students with Disabilities	14.9	13.9	2.1	Green	8.9	Pct.
Centennial Elementary	Suspension	WH	White	11.3	8.9	-80.7	Orange	5.3	Pct.
Columbia Elementary	ELA	ALL	All Students	-84.7	-83.8	-80.7	Orange	-39.7	Pts.
Columbia Elementary	ELA	EL	English Learner	-95	-91.7	-81.4	Orange	-50	Pts.
Columbia Elementary	ELA	HI	Hispanic	-78.4	-77.5	-77.6	Red	-33.4	Pts.
Columbia Elementary	ELA	LI	Low-Income	-86.3	-84	-81.1	Red	-41.3	Pts.
Columbia Elementary	ELPI	EL	English Learner	35.5	44.8	43.5	Orange	65.5	Pct.
Columbia Elementary	Suspension	AA	Black/African American	10	13.6	7.8	Orange	4	Pct.
Columbia Elementary	Suspension	ALL	All Students	7	5	2.6	Green	1	Pct.
Columbia Elementary	Suspension	EL	English Learner	5.8	2.8	1.9	Green	-0.2	Pct.
Columbia Elementary	Suspension	HI	Hispanic	7	3.8	1.8	Green	1	Pct.
Columbia Elementary	Suspension	LI	Low-Income	7.1	5.1	2.6	Green	1.1	Pct.
Computech Middle	Suspension	AA	Black/African American	22.2	4.5	11.1	Orange	16.2	Pct.
Cooper Middle	Chronic Absenteeism	WH	White	34.1	34.2	27	Orange	25.1	Pct.
Cooper Middle	ELA	EL	English Learner	-85.1	-96.3	-73.2	Orange	-40.1	Pts.
Cooper Middle	Math	EL	English Learner	-132.9	-145.8	-116.1	Orange	-87.9	Pts.
Cooper Middle	Suspension	AA	Black/African American	22	19.6	19.5	Red	16	Pct.
Del Mar Elementary	ELA	EL	English Learner	-80.8	-56.7	-46.4	Yellow	-35.8	Pts.
Del Mar Elementary	ELA	HI	Hispanic	-70.2	-54.5	-55.1	Orange	-25.2	Pts.
Del Mar Elementary	ELA	LI	Low-Income	-70.6	-60	-53	Yellow	-25.6	Pts.
Del Mar Elementary	ELA	SWD	Students with Disabilities	-131.6	-129.6	-132.2	Red	-86.6	Pts.
Del Mar Elementary	Math	SWD	Students with Disabilities	-170.8	-145.2	-151.4	Red	-125.8	Pts.
Dewolf High	Graduation Rate	ALL	All Students	60.8	66.9	89.5	Green	75.8	Pct.
Dewolf High	Graduation Rate	HI	Hispanic	65.9	66	89.7	Green	80.9	Pct.
Dewolf High	Graduation Rate	LI	Low-Income	60.2	67.4	90.2	Green	75.2	Pct.
Duncan Polytech High	ELA	EL	English Learner	-92.4	-81.7	-46.8	Orange	-47.4	Pts.
Duncan Polytech High	Math	ALL	All Students	-116	-97.9	-58.4	Green	-71	Pts.
Duncan Polytech High	Math	EL	English Learner	-187.4	-171.2	-104.8	Yellow	-142.4	Pts.
Duncan Polytech High	Math	HI	Hispanic	-125	-104.6	-66	Yellow	-80	Pts.
Duncan Polytech High	Suspension	AA	Black/African American	18.9	8.8	5.4	Green	12.9	Pct.
Duncan Polytech High	Suspension	SWD	Students with Disabilities	12.3	11.8	4.1	Green	6.3	Pct.
Easterby Elementary	ELA	EL	English Learner	-74.2	-56.3	-62.4	Orange	-29.2	Pts.
Easterby Elementary	ELA	SWD	Students with Disabilities	-131.3	-115.5	-113.2	Red	-86.3	Pts.
Easterby Elementary	Suspension	MR	Multiple Races/Two or More	12.5	4.3	3.7	No Color	6.5	Pct.

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Easterby Elementary	Suspension	SWD	Students with Disabilities	9.2	15.1	9.2	Yellow	3.2	Pct.
Eaton Elementary	ELA	SWD	Students with Disabilities	-98.3	-87.2	-93.7	Red	-53.3	Pts.
Edison High	College/Career	SWD	Students with Disabilities	8	12.5	5	Red	35	Pct.
Edison High	ELA	AA	Black/African American	-63.3	-61.4	-17.5	Yellow	-18.3	Pts.
Edison High	ELA	EL	English Learner	-133.3	-97.1	-83.4	Orange	-88.3	Pts.
Edison High	ELA	SWD	Students with Disabilities	-147.2	-154.7	-112.6	Orange	-102.2	Pts.
Edison High	Math	AA	Black/African American	-153	-135.9	-79.7	Yellow	-108	Pts.
Edison High	Math	EL	English Learner	-200.1	-164.5	-149.8	Orange	-155.1	Pts.
Edison High	Suspension	AA	Black/African American	19.7	17.6	12.5	Yellow	13.7	Pct.
Edison High	Suspension	EL	English Learner	11.4	9.5	5.5	Green	5.4	Pct.
Edison High	Suspension	LI	Low-Income	9.2	7.6	5.1	Green	3.2	Pct.
Edison High	Suspension	SWD	Students with Disabilities	20.4	16.2	12	Yellow	14.4	Pct.
Ericson Elementary	Suspension	AA	Black/African American	15	11.1	14.8	Red	9	Pct.
Ericson Elementary	Suspension	ALL	All Students	5.5	2.9	4.8	Orange	-0.5	Pct.
Ericson Elementary	Suspension	EL	English Learner	5.3	1.6	1.7	Yellow	-0.7	Pct.
Ericson Elementary	Suspension	HI	Hispanic	5.9	2.1	3.7	Orange	-0.1	Pct.
Ericson Elementary	Suspension	LI	Low-Income	5.5	2.9	5	Red	-0.5	Pct.
Ericson Elementary	Suspension	SWD	Students with Disabilities	10.9	4.2	8	Red	4.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	ALL	All Students	3.3	1.9	4.1	Orange	30.3	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	EL	English Learner	1	1.1	4.3	Orange	28	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	HI	Hispanic	3.8	2.4	5	Orange	30.8	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	LI	Low-Income	3.3	1.9	4.1	Orange	30.3	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	SWD	Students with Disabilities	0	0	3.1	Orange	27	Pct.
Farber School of Credit Attainment (Cambridge)	ELPI	EL	English Learner	22.6	26.1	33	Orange	52.6	Pct.
Farber School of Credit Attainment (Cambridge)	Graduation Rate	ALL	All Students	44.9	49.3	68.9	Yellow	59.9	Pct.
Farber School of Credit Attainment (Cambridge)	Graduation Rate	EL	English Learner	50.9	45.3	70.8	Yellow	65.9	Pct.
Farber School of Credit Attainment (Cambridge)	Graduation Rate	HI	Hispanic	45	50.5	69.1	Yellow	60	Pct.
Farber School of Credit Attainment (Cambridge)	Graduation Rate	LI	Low-Income	45.2	49.6	69.6	Yellow	60.2	Pct.
Farber School of Credit Attainment (Cambridge)	Graduation Rate	SWD	Students with Disabilities	10.6	3.5	-74	Orange	4.6	Pct.
Farber School of Independent Studies (J.E. Young)	Graduation Rate	ALL	All Students	71.4	82.5	85.5	Green	86.4	Pct.
Farber School of Independent Studies (J.E. Young)	Graduation Rate	EL	English Learner	54.1	84.8	89.3	Green	69.1	Pct.
Farber School of Independent Studies (J.E. Young)	Graduation Rate	HI	Hispanic	68.7	82.9	86.5	Green	83.7	Pct.
Farber School of Independent Studies (J.E. Young)	Graduation Rate	LI	Low-Income	70.3	82.5	86	Green	85.3	Pct.
Farber School of Independent Studies (J.E. Young)	Graduation Rate	SWD	Students with Disabilities	58.1	87.5	69.4	No Color	73.1	Pct.
Figarden Elementary	ELA	AA	Black/African American	-109.9	87.3	-64.7	No Color	-64.9	Pts.
Figarden Elementary	ELA	SWD	Students with Disabilities	-141.9	-112.9	-106.8	Orange	-96.9	Pts.
Figarden Elementary	Math	AA	Black/African American	-96.2	91.9	-84.7	No Color	-51.2	Pts.
Figarden Elementary	Math	SWD	Students with Disabilities	-162.9	-119.2	-117.3	Red	-117.9	Pts.
Figarden Elementary	Suspension	AA	Black/African American	13.8	11.9	10.4	Orange	7.8	Pct.
Figarden Elementary	Suspension	MR	Multiple Races/Two or More	13.6	4.8	9.1	Red	7.6	Pct.
Figarden Elementary	Suspension	SWD	Students with Disabilities	7.7	6.9	8	Red	1.7	Pct.
Fort Miller Middle	ELA	AA	Black/African American	-134.9	-136.8	-125.8	Orange	-89.9	Pts.
Fort Miller Middle	ELA	ALL	All Students	-111.9	-101.8	-91.2	Orange	-66.9	Pts.
Fort Miller Middle	ELA	AS	Asian	-86.5	-68.7	-77.5	Red	-41.5	Pts.
Fort Miller Middle	ELA	EL	English Learner	-123.4	-142.1	-118	Orange	-78.4	Pts.
Fort Miller Middle	ELA	HI	Hispanic	-108.3	-99.1	-88.1	Orange	-63.3	Pts.
Fort Miller Middle	ELA	LI	Low-Income	-112.7	-102.7	-91.5	Orange	-67.7	Pts.
Fort Miller Middle	Math	AA	Black/African American	-199	-180.7	-173.5	Orange	-154	Pts.
Fort Miller Middle	Math	ALL	All Students	-165.5	-142.1	-145.7	Red	-120.5	Pts.
Fort Miller Middle	Math	AS	Asian	-136.1	-116.9	-137.6	Red	-91.1	Pts.
Fort Miller Middle	Math	HI	Hispanic	-161.6	-141.2	-142.6	Red	-116.6	Pts.
Fort Miller Middle	Math	LI	Low-Income	-167.1	-143.2	-146.3	Red	-122.1	Pts.
Fort Miller Middle	Math	SWD	Students with Disabilities	-224	-210.3	-214	Red	-179	Pts.
Fort Miller Middle	Suspension	AA	Black/African American	36.5	38.5	35.3	Orange	30.5	Pct.

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Fort Miller Middle	Suspension	ALL	All Students	23.8	18.1	16.7	Orange	17.8	Pct.
Fort Miller Middle	Suspension	AS	Asian	16.2	2.7	5.1	Orange	10.2	Pct.
Fort Miller Middle	Suspension	HI	Hispanic	22.5	16.6	14.6	Orange	16.5	Pct.
Fort Miller Middle	Suspension	LI	Low-Income	24	18.2	16.9	Orange	18	Pct.
Fort Miller Middle	Suspension	SWD	Students with Disabilities	25.4	24.6	24.6	Red	19.4	Pct.
Fremont Elementary	ELA	ALL	All Students	-76.8	-78.9	-70.1	Orange	-31.8	Pts.
Fremont Elementary	ELA	EL	English Learner	-80.5	-85.4	-82.5	Red	-35.5	Pts.
Fremont Elementary	ELA	HI	Hispanic	-80.5	-80.9	-73	Orange	-35.5	Pts.
Fremont Elementary	ELA	LI	Low-Income	-77.3	-80	-71.7	Orange	-32.3	Pts.
Fremont Elementary	ELPI	EL	English Learner	41.8	48.5	56.4	Green	71.8	Pct.
Fremont Elementary	Suspension	AA	Black/African American	8.3	18.5	28.6	No Color	2.3	Pct.
Fremont Elementary	Suspension	ALL	All Students	4.2	6.2	7.7	Red	-1.8	Pct.
Fremont Elementary	Suspension	HI	Hispanic	4.1	5.8	6.8	Red	-1.9	Pct.
Fremont Elementary	Suspension	LI	Low-Income	4.2	6.3	7.5	Red	-1.8	Pct.
Fresno High	College/Career	SWD	Students with Disabilities	0	7.1	5.2	Red	27	Pct.
Fresno High	ELA	EL	English Learner	-176	-115.4	-99.7	Orange	-131	Pts.
Fresno High	ELA	SWD	Students with Disabilities	-218.6	-158.4	-108.7	Orange	-173.6	Pts.
Fresno High	ELA	WH	White	-95.2	2.8	14.7	Green	-50.2	Pts.
Fresno High	Graduation Rate	SWD	Students with Disabilities	63.3	51.4	67.2	Red	78.3	Pct.
Fresno High	Math	EL	English Learner	-226.8	-167.8	-184.4	Red	-181.8	Pts.
Fresno High	Math	SWD	Students with Disabilities	-286.6	-206.4	-197.6	Orange	-241.6	Pts.
Fresno High	Suspension	AA	Black/African American	35.2	33.5	26.8	Yellow	29.2	Pct.
Fresno High	Suspension	ALL	All Students	15	13.6	11	Yellow	9	Pct.
Fresno High	Suspension	EL	English Learner	12.8	12.2	7.2	Yellow	6.8	Pct.
Fresno High	Suspension	HI	Hispanic	13.5	11.6	9.2	Yellow	7.5	Pct.
Fresno High	Suspension	LI	Low-Income	15.5	14.3	11.7	Yellow	9.5	Pct.
Fresno High	Suspension	MR	Multiple Races/Two or More	17.3	18.5	19.2	Red	11.3	Pct.
Fresno High	Suspension	SWD	Students with Disabilities	19.8	19.6	15.8	Yellow	13.8	Pct.
Fresno Unified	College/Career	SWD	Students with Disabilities	8.5	11.3	14.5	Yellow	35.5	Pct.
Fresno Unified	ELA	AA	Black/African American	-83.6	-83.9	-78	Orange	-38.6	Pts.
Fresno Unified	ELA	EL	English Learner	-86.6	-82.1	-71.6	Orange	-41.6	Pts.
Fresno Unified	ELA	FOS	Foster Youth	-93	-89.3	-84.5	Orange	-48	Pts.
Fresno Unified	ELA	HOM	Homeless Youth	-126.3	-107.1	-118.9	Red	-81.3	Pts.
Fresno Unified	Graduation Rate	FOS	Foster Youth	61.2	70.9	78	Yellow	76.2	Pct.
Fresno Unified	Graduation Rate	SWD	Students with Disabilities	67.3	67.9	73	Yellow	82.3	Pct.
Fresno Unified	Math	EL	English Learner	-105.6	-99.8	-92	Yellow	-60.6	Pts.
Fresno Unified	Math	HOM	Homeless Youth	-158.2	-137.7	-140.3	Red	-113.2	Pts.
Fresno Unified	Suspension	AA	Black/African American	16.4	15.9	14.9	Orange	10.4	Pct.
Fresno Unified	Suspension	AI	American Indian or Alaska Native	9.5	9.3	6	Yellow	3.5	Pct.
Fresno Unified	Suspension	FOS	Foster Youth	21.5	22.1	19.7	Yellow	15.5	Pct.
Fresno Unified	Suspension	HOM	Homeless Youth	15.8	14.7	14.1	Orange	9.8	Pct.
Fresno Unified	Suspension	MR	Multiple Races/Two or More	8.9	8.3	7	Yellow	2.9	Pct.
Fresno Unified	Suspension	SWD	Students with Disabilities	10.6	9.8	9	Yellow	4.6	Pct.
Gaston Middle	Chronic Absenteeism	AS	Asian	27.7	22	20	Yellow	18.7	Pct.
Gaston Middle	Chronic Absenteeism	SWD	Students with Disabilities	46	52	45.9	Yellow	37	Pct.
Gaston Middle	ELA	AA	Black/African American	-134.1	-128.2	-147.8	Red	-89.1	Pts.
Gaston Middle	ELA	ALL	All Students	-99.6	-106.4	-118.2	Red	-54.6	Pts.
Gaston Middle	ELA	AS	Asian	-76	-82.1	-98.4	Red	-31	Pts.
Gaston Middle	ELA	EL	English Learner	-127.6	-139.6	-133.8	Orange	-82.6	Pts.
Gaston Middle	ELA	HI	Hispanic	-98.7	-104.6	-113.8	Red	-53.7	Pts.
Gaston Middle	ELA	LI	Low-Income	-100.3	-106.2	-119	Red	-55.3	Pts.
Gaston Middle	ELA	SWD	Students with Disabilities	-166.2	-171.7	-167.4	Orange	-121.2	Pts.
Gaston Middle	Math	ALL	All Students	-146.8	-150.4	-161	Red	-101.8	Pts.
Gaston Middle	Math	AS	Asian	-142	-134.8	-130.9	Orange	-97	Pts.

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Gaston Middle	Math	EL	English Learner	-177.4	-170.5	-174.4	Red	-132.4	Pts.
Gaston Middle	Math	HI	Hispanic	-141	-146.8	-156.1	Red	-96	Pts.
Gaston Middle	Math	LI	Low-Income	-148.6	-150.3	-162	Red	-103.6	Pts.
Gaston Middle	Math	SWD	Students with Disabilities	-217.7	-204.2	-219.1	Red	-172.7	Pts.
Gibson Elementary	Chronic Absenteeism	AA	Black/African American	23.9	21.1	21.9	Red	14.9	Pct.
Gibson Elementary	Suspension	AA	Black/African American	6.4	2.4	9.4	Red	0.4	Pct.
Greenberg Elementary	Suspension	AA	Black/African American	12.7	3	5.1	Orange	6.7	Pct.
Hamilton K-8	ELPI	EL	English Learner	25.4	45.1	55.7	Blue	55.4	Pct.
Hamilton K-8	Suspension	AA	Black/African American	27.7	26.2	27.5	Red	21.7	Pct.
Hamilton K-8	Suspension	ALL	All Students	13.9	14.4	10.8	Yellow	7.9	Pct.
Hamilton K-8	Suspension	EL	English Learner	16.2	7.1	7.1	Red	10.2	Pct.
Hamilton K-8	Suspension	HI	Hispanic	14	14.2	10.5	Yellow	8	Pct.
Hamilton K-8	Suspension	LI	Low-Income	15	15.1	11.4	Yellow	9	Pct.
Hamilton K-8	Suspension	SWD	Students with Disabilities	17.9	7.9	7.1	Orange	11.9	Pct.
Heaton Elementary	ELA	ALL	All Students	-108	-100.8	-93.8	Orange	-63	Pts.
Heaton Elementary	ELA	HI	Hispanic	-114.3	-105.7	-97.1	Orange	-69.3	Pts.
Heaton Elementary	ELA	LI	Low-Income	-110.7	-102.4	-94.7	Orange	-65.7	Pts.
Heaton Elementary	Suspension	AA	Black/African American	21	-12.8	19.1	Red	15	Pct.
Heaton Elementary	Suspension	ALL	All Students	7.6	7.1	9.3	Red	1.6	Pct.
Heaton Elementary	Suspension	LI	Low-Income	7.7	7	9.6	Red	1.7	Pct.
Heaton Elementary	Suspension	WH	White	6.1	16.7	0	No Color	0.1	Pct.
Hidalgo Elementary	Suspension	AA	Black/African American	15.4	24.4	21.2	Orange	9.4	Pct.
Hidalgo Elementary	Suspension	HI	Hispanic	4.4	6	4	Orange	-1.6	Pct.
Hidalgo Elementary	Suspension	SWD	Students with Disabilities	8.8	4.2	8.4	Red	2.8	Pct.
Holland Elementary	ELA	EL	English Learner	-83.2	1.2	-71.9	Red	-38.2	Pts.
Holland Elementary	ELA	LI	Low-Income	-71	-75.3	-61.2	Yellow	-26	Pts.
Holland Elementary	ELA	SWD	Students with Disabilities	-82.3	-96.5	-82.5	Orange	-37.3	Pts.
Homan Elementary	ELA	EL	English Learner	-106.5	-84.7	-56.3	Yellow	-61.5	Pts.
Homan Elementary	ELA	SWD	Students with Disabilities	-132.2	-103.5	-97.3	Orange	-87.2	Pts.
Homan Elementary	Math	EL	English Learner	-100.7	-82.1	-70.2	Yellow	-55.7	Pts.
Homan Elementary	Suspension	AA	Black/African American	8.1	0	0	Blue	2.1	Pct.
Hoover High	College/Career	SWD	Students with Disabilities	5.5	18.2	19.4	Orange	32.5	Pct.
Hoover High	ELA	EL	English Learner	-106.7	-138.2	-58.4	Orange	-61.7	Pts.
Hoover High	ELA	SWD	Students with Disabilities	-167.6	-138.2	-119.7	Orange	-122.6	Pts.
Hoover High	Math	ALL	All Students	-138.7	-145.1	-105.1	Yellow	-93.7	Pts.
Hoover High	Math	EL	English Learner	-204.8	-220	-146.1	Orange	-159.8	Pts.
Hoover High	Math	HI	Hispanic	-146.2	-150.7	-108.3	Yellow	-101.2	Pts.
Hoover High	Math	SWD	Students with Disabilities	-234.7	-148	-202.9	Orange	-189.7	Pts.
Hoover High	Math	WH	White	-142.4	-50.1	-75.6	No Color	-97.4	Pts.
Hoover High	Suspension	FOS	Foster Youth	27.9	19.3	25	Red	21.9	Pct.
Jefferson Elementary	Suspension	HI	Hispanic	4.5	4	3.8	Orange	-1.5	Pct.
Jefferson Elementary	Suspension	SWD	Students with Disabilities	6.6	9.3	6.9	Orange	0.6	Pct.
King Elementary	ELA	AS	Asian	-75.6	-47.2	-68.9	Orange	-30.6	Pts.
King Elementary	ELA	EL	English Learner	-94.3	-86.6	-84.4	Red	-49.3	Pts.
Kings Canyon Middle	Chronic Absenteeism	AA	Black/African American	61.4	40.8	51	Red	52.4	Pct.
Kings Canyon Middle	ELA	AA	Black/African American	-89.9	-109.8	-46.9	Yellow	-44.9	Pts.
Kings Canyon Middle	ELA	EL	English Learner	-88.1	-101.2	-79.3	Orange	-43.1	Pts.
Kings Canyon Middle	Math	AA	Black/African American	-160.4	-160	-104.7	Orange	-115.4	Pts.
Kings Canyon Middle	Math	ALL	All Students	-106.9	-103.3	-91.9	Yellow	-61.9	Pts.
Kings Canyon Middle	Math	EL	English Learner	-139.9	-139.6	-117.8	Orange	-94.9	Pts.
Kings Canyon Middle	Math	HI	Hispanic	-116.5	-110.8	-100.7	Orange	-71.5	Pts.
Kings Canyon Middle	Math	LI	Low-Income	-108.4	-105.7	-95.8	Orange	-63.4	Pts.
Kings Canyon Middle	Suspension	AA	Black/African American	31.7	33.3	20	Orange	25.7	Pct.
Kings Canyon Middle	Suspension	ALL	All Students	12.3	13.5	11.1	Yellow	6.3	Pct.

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Kings Canyon Middle	Suspension	LI	Low-Income	12.3	13.5	11.6	Yellow	6.3	Pct.
Kings Canyon Middle	Suspension	SWD	Students with Disabilities	12.3	16	16.8	Red	6.3	Pct.
Kratt Elementary	Suspension	AA	Black/African American	22.7	13	12.5	Orange	16.7	Pct.
Kratt Elementary	Suspension	ALL	All Students	7	4.8	5	Orange	1	Pct.
Kratt Elementary	Suspension	HI	Hispanic	5.7	3.9	4.9	Orange	-0.3	Pct.
Kratt Elementary	Suspension	LI	Low-Income	7.3	5.1	5	Orange	1.3	Pct.
Kratt Elementary	Suspension	SWD	Students with Disabilities	10.9	2.3	6.8	Red	4.9	Pct.
Kratt Elementary	Suspension	WH	White	9.4	3.7	3.7	Orange	3.4	Pct.
Lane Elementary	ELA	ALL	All Students	-72.5	-62.4	-64.4	Orange	-27.5	Pts.
Lane Elementary	ELA	EL	English Learner	-91.3	-75.1	-79.2	Red	-46.3	Pts.
Lane Elementary	ELA	HI	Hispanic	-74.6	-64.5	-67.6	Orange	-29.6	Pts.
Lane Elementary	ELA	LI	Low-Income	-75.1	-63.5	-66.3	Orange	-30.1	Pts.
Lane Elementary	ELA	SWD	Students with Disabilities	-120.7	-108.4	-99.4	Orange	-75.7	Pts.
Lane Elementary	Math	SWD	Students with Disabilities	-125.1	-101.8	-101.2	Red	-80.1	Pts.
Lane Elementary	Suspension	SWD	Students with Disabilities	9.3	3.7	10	Red	3.3	Pct.
Leavenworth Elementary	ELA	SWD	Students with Disabilities	-158.4	-120.6	-119.1	Red	-113.4	Pts.
Leavenworth Elementary	Math	SWD	Students with Disabilities	-151.9	-129.5	-124.6	Orange	-106.9	Pts.
Leavenworth Elementary	Suspension	SWD	Students with Disabilities	6.9	2.7	5.9	Orange	0.9	Pct.
Lincoln Elementary	ELA	ALL	All Students	-70.5	-63.7	-49.9	Yellow	-25.5	Pts.
Lincoln Elementary	ELA	EL	English Learner	-76	-67	-53.4	Yellow	-31	Pts.
Lincoln Elementary	ELA	LI	Low-Income	-70.9	-64.5	-49.9	Yellow	-25.9	Pts.
Lincoln Elementary	Suspension	EL	English Learner	4.2	2.7	3.5	Orange	-1.8	Pct.
Lincoln Elementary	Suspension	SWD	Students with Disabilities	18.1	12.6	7.9	Orange	12.1	Pct.
Lowell Elementary	ELA	ALL	All Students	-75.1	-55.8	-46.5	Yellow	-30.1	Pts.
Lowell Elementary	ELA	EL	English Learner	-96.4	-73.3	-37.6	Yellow	-51.4	Pts.
Lowell Elementary	ELA	HI	Hispanic	-71.7	-52.8	-38.1	Yellow	-26.7	Pts.
Lowell Elementary	ELA	LI	Low-Income	-76.3	-57.7	-47.5	Yellow	-31.3	Pts.
Lowell Elementary	Math	EL	English Learner	-100.2	-61.5	-57.7	Yellow	-55.2	Pts.
Lowell Elementary	Suspension	AA	Black/African American	9.7	5.6	0	Blue	3.7	Pct.
Malloch Elementary	Suspension	AA	Black/African American	9.4	13.2	3.8	Yellow	3.4	Pct.
Malloch Elementary	Suspension	ALL	All Students	4.4	3.9	1.5	Green	-1.6	Pct.
Malloch Elementary	Suspension	HI	Hispanic	6.3	2.6	1.6	Green	0.3	Pct.
Malloch Elementary	Suspension	LI	Low-Income	6.9	6	2.7	Green	0.9	Pct.
Malloch Elementary	Suspension	SWD	Students with Disabilities	6.3	5.3	2.1	Green	0.3	Pct.
Mayfair Elementary	ELA	EL	English Learner	-70.4	-49.2	-49.2	Orange	-25.4	Pts.
Mayfair Elementary	Suspension	HI	Hispanic	3.6	1.8	4.3	Red	-2.4	Pct.
McCardle Elementary	ELA	LI	Low-Income	-71.9	-64.6	-53.8	Yellow	-26.9	Pts.
McCardle Elementary	ELA	SWD	Students with Disabilities	-131.2	-121.4	-138.5	Red	-86.2	Pts.
McCardle Elementary	Math	SWD	Students with Disabilities	-143	-134.7	-148	Red	-98	Pts.
McCardle Elementary	Suspension	WH	White	6.6	6.4	3.8	Yellow	0.6	Pct.
McLane High	College/Career	SWD	Students with Disabilities	6.3	8.4	13.4	Yellow	33.3	Pct.
McLane High	Graduation Rate	SWD	Students with Disabilities	63.5	61.4	77.6	Yellow	78.5	Pct.
McLane High	Math	ALL	All Students	-172.6	-159.5	-151.5	Orange	-127.6	Pts.
McLane High	Math	EL	English Learner	-224.6	-211.4	-188.2	Orange	-179.6	Pts.
McLane High	Math	HI	Hispanic	-174.1	-164.9	-152.5	Orange	-129.1	Pts.
McLane High	Math	LI	Low-Income	-175.4	-159.8	-153.6	Orange	-130.4	Pts.
McLane High	Math	SWD	Students with Disabilities	-234.8	-243.6	-241	Red	-189.8	Pts.
McLane High	Suspension	AA	Black/African American	22	15.6	24.2	Red	16	Pct.
McLane High	Suspension	FOS	Foster Youth	25	20	20.5	Red	19	Pct.
McLane High	Suspension	SWD	Students with Disabilities	13.6	11.6	11.6	Red	7.6	Pct.
McLane High	Suspension	WH	White	14.3	13.2	1.3	Green	8.3	Pct.
Muir Elementary	Chronic Absenteeism	EL	English Learner	46.1	35.5	38	Red	37.1	Pct.
Muir Elementary	ELA	SWD	Students with Disabilities	-90.8	-99.2	-86.4	Orange	-45.8	Pts.
Muir Elementary	Math	SWD	Students with Disabilities	-123.9	-101.7	-118.8	Red	-78.9	Pts.

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Muir Elementary	Suspension	AA	Black/African American	10.6	16.1	5.3	Yellow	4.6	Pct.
Muir Elementary	Suspension	ALL	All Students	5.2	6.7	4.4	Yellow	-0.8	Pct.
Muir Elementary	Suspension	HI	Hispanic	4.7	5.6	4.3	Yellow	-1.3	Pct.
Muir Elementary	Suspension	LI	Low-Income	4.9	6.6	4.5	Yellow	-1.1	Pct.
Muir Elementary	Suspension	WH	White	6.5	7.7	2.9	Green	0.5	Pct.
Norseman Elementary	ELA	AS	Asian	-71.4	-60.9	-50.8	Yellow	-26.4	Pts.
Norseman Elementary	ELA	EL	English Learner	-83.6	-61.9	-56.9	Yellow	-38.6	Pts.
Norseman Elementary	ELA	LI	Low-Income	-71.2	-52.9	-54.9	Orange	-26.2	Pts.
Norseman Elementary	ELA	SWD	Students with Disabilities	-133.9	-112.8	-110.5	Red	-88.9	Pts.
Norseman Elementary	Math	SWD	Students with Disabilities	-136.3	-107	-121.4	Red	-91.3	Pts.
Norseman Elementary	Suspension	AA	Black/African American	9.1	4.9	16.7	Red	3.1	Pct.
Norseman Elementary	Suspension	EL	English Learner	3.6	3.7	1.6	Green	-2.4	Pct.
Norseman Elementary	Suspension	HI	Hispanic	4.7	1.7	2.1	Orange	-1.3	Pct.
Norseman Elementary	Suspension	SWD	Students with Disabilities	9.1	5.8	3.3	Yellow	3.1	Pct.
Phoenix Elementary	Suspension	ALL	All Students	14.1	25.4	14.7	Orange	8.1	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	14.6	21.6	6.4	Orange	8.6	Pct.
Phoenix Elementary	Suspension	LI	Low-Income	14.7	24.6	14.9	Orange	8.7	Pct.
Phoenix Secondary	Chronic Absenteeism	ALL	All Students	80	77.9	74.5	Orange	71	Pct.
Phoenix Secondary	Chronic Absenteeism	HI	Hispanic	80.4	78	77.1	Orange	71.4	Pct.
Phoenix Secondary	Chronic Absenteeism	LI	Low-Income	79.2	78.7	74.5	Orange	70.2	Pct.
Phoenix Secondary	Suspension	ALL	All Students	59.5	37.9	35.9	Yellow	53.5	Pct.
Phoenix Secondary	Suspension	HI	Hispanic	57.1	38.2	32.7	Orange	51.1	Pct.
Phoenix Secondary	Suspension	LI	Low-Income	60.4	38.3	36.2	Yellow	54.4	Pct.
Phoenix Secondary	Suspension	SWD	Students with Disabilities	73.3	40	38	Orange	67.3	Pct.
Powers-Ginsburg Elementary	Chronic Absenteeism	WH	White	36.8	26.4	30.1	Red	27.8	Pct.
Powers-Ginsburg Elementary	ELA	EL	English Learner	-72	-85.9	-59.2	Yellow	-27	Pts.
Powers-Ginsburg Elementary	Suspension	WH	White	8.1	1.3	3.9	Orange	2.1	Pct.
Pyle Elementary	ELA	ALL	All Students	-94	-87.6	-73.8	Orange	-49	Pts.
Pyle Elementary	ELA	EL	English Learner	-113.5	-97.1	-101.6	Red	-68.5	Pts.
Pyle Elementary	ELA	HI	Hispanic	-97.1	-88.2	-71.9	Orange	-52.1	Pts.
Pyle Elementary	ELA	LI	Low-Income	-94.2	-87.3	-73.6	Orange	-49.2	Pts.
Pyle Elementary	Math	ALL	All Students	-102.6	-98.3	-82.1	Yellow	-57.6	Pts.
Pyle Elementary	Math	EL	English Learner	-115.6	-143.8	-102.6	Orange	-70.6	Pts.
Pyle Elementary	Math	HI	Hispanic	-108.2	-99	-80.5	Yellow	-63.2	Pts.
Pyle Elementary	Math	SWD	Students with Disabilities	-168.8	-157	-160	Red	-123.8	Pts.
Pyle Elementary	Suspension	AA	Black/African American	16.4	14.8	11.1	Orange	10.4	Pct.
Pyle Elementary	Suspension	ALL	All Students	8.1	6.4	4.3	Yellow	2.1	Pct.
Pyle Elementary	Suspension	HI	Hispanic	7.4	5.5	3.7	Yellow	1.4	Pct.
Pyle Elementary	Suspension	LI	Low-Income	8.2	6.3	4.1	Yellow	2.2	Pct.
Pyle Elementary	Suspension	MR	Multiple Races/Two or More	13.6	5.3	7.7	Red	7.6	Pct.
Roeding Elementary	ELA	ALL	All Students	-74	-58.3	-50.4	Yellow	-29	Pts.
Roeding Elementary	ELA	EL	English Learner	-98	-54.3	-58.6	Orange	-53	Pts.
Roeding Elementary	ELA	LI	Low-Income	-77	-60.6	-53.6	Yellow	-32	Pts.
Roeding Elementary	ELA	SWD	Students with Disabilities	-129.4	-101.6	-107.9	Red	-84.4	Pts.
Roeding Elementary	Math	SWD	Students with Disabilities	-148.6	-130.6	-126.9	Orange	-103.6	Pts.
Roeding Elementary	Suspension	AA	Black/African American	11.9	5.4	8.2	Red	5.9	Pct.
Roeding Elementary	Suspension	WH	White	9.1	0	0	Blue	3.1	Pct.
Roosevelt High	College/Career	SWD	Students with Disabilities	9.7	9.2	20.8	Yellow	36.7	Pct.
Roosevelt High	ELA	SWD	Students with Disabilities	-151.6	-114.1	-144.4	Red	-106.6	Pts.
Roosevelt High	ELPI	EL	English Learner	28.1	37.8	33.3	Red	58.1	Pct.
Roosevelt High	Graduation Rate	SWD	Students with Disabilities	65.3	73.8	71.8	Orange	80.3	Pct.
Roosevelt High	Suspension	AA	Black/African American	17.6	18.7	10.2	Orange	11.6	Pct.
Roosevelt High	Suspension	FOS	Foster Youth	25	17.5	11.1	No Color	19	Pct.
Rowell Elementary	Math	SWD	Students with Disabilities	-127.7	-130.6	-96.9	No Color	-82.7	Pts.

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Scandinavian Middle	ELA	AA	Black/African American	-103.5	-80.1	-84.5	Red	-58.5	Pts.
Scandinavian Middle	ELA	ALL	All Students	-70.1	-48.2	-50.1	Orange	-25.1	Pts.
Scandinavian Middle	ELA	EL	English Learner	-108.1	-82.3	-74.1	Orange	-63.1	Pts.
Scandinavian Middle	ELA	HI	Hispanic	-73.6	-49.1	-57.6	Orange	-28.6	Pts.
Scandinavian Middle	ELA	LI	Low-Income	-71.6	-48.7	-51.6	Orange	-26.6	Pts.
Scandinavian Middle	Math	EL	English Learner	-151.2	-128.6	-115.9	Orange	-106.2	Pts.
Scandinavian Middle	Suspension	AA	Black/African American	36.7	20	19.3	Orange	30.7	Pct.
Scandinavian Middle	Suspension	ALL	All Students	18.5	9.8	8.6	Yellow	12.5	Pct.
Scandinavian Middle	Suspension	EL	English Learner	14	8.5	8.4	Orange	8	Pct.
Scandinavian Middle	Suspension	HI	Hispanic	21.2	10	9.6	Yellow	15.2	Pct.
Scandinavian Middle	Suspension	LI	Low-Income	18.7	9.9	8.8	Yellow	12.7	Pct.
Scandinavian Middle	Suspension	SWD	Students with Disabilities	27.3	7.6	4.6	Green	21.3	Pct.
Sequoia Middle	ELA	EL	English Learner	-101.3	-111.8	-87.1	Orange	-56.3	Pts.
Sequoia Middle	ELA	HI	Hispanic	-77	-73.8	-67.1	Yellow	-32	Pts.
Sequoia Middle	ELA	SWD	Students with Disabilities	-155.2	-161.2	-134.3	Orange	-110.2	Pts.
Sequoia Middle	Math	ALL	All Students	-99.2	-90.5	-95.2	Red	-54.2	Pts.
Sequoia Middle	Math	EL	English Learner	-132	-124.9	-115.2	Orange	-87	Pts.
Sequoia Middle	Math	HI	Hispanic	-107.6	97	-101.8	Red	-62.6	Pts.
Sequoia Middle	Math	LI	Low-Income	-99.2	-90.6	-95.5	Red	-54.2	Pts.
Sequoia Middle	Math	SWD	Students with Disabilities	-182.1	-174.7	-169	Orange	-137.1	Pts.
Slater Elementary	ELA	AA	Black/African American	-89.1	-102.2	-91.3	Orange	-44.1	Pts.
Slater Elementary	ELA	EL	English Learner	-70.4	-55.9	-65	Orange	-25.4	Pts.
Slater Elementary	ELA	SWD	Students with Disabilities	-135.8	-126.2	-133.7	Red	-90.8	Pts.
Slater Elementary	Math	SWD	Students with Disabilities	-150.8	-145.6	-139.8	Orange	-105.8	Pts.
Slater Elementary	Suspension	SWD	Students with Disabilities	9.4	6.7	7.7	Red	3.4	Pct.
Slater Elementary	Suspension	WH	White	10.4	5.4	5.3	Orange	4.4	Pct.
Sunnyside High	ELA	SWD	Students with Disabilities	-160.7	-119.2	-135.7	Red	-115.7	Pts.
Sunnyside High	Math	SWD	Students with Disabilities	-212.8	-202	-223.1	Red	-167.8	Pts.
Sunnyside High	Suspension	AA	Black/African American	19.9	32.4	22.5	Yellow	13.9	Pct.
Sunnyside High	Suspension	FOS	Foster Youth	34.3	38.1	11.1	No Color	28.3	Pct.
Sunnyside High	Suspension	MR	Multiple Races/Two or More	18.2	30	7.8	Yellow	12.2	Pct.
Sunnyside High	Suspension	SWD	Students with Disabilities	15.5	16.8	12.1	Yellow	9.5	Pct.
Sunnyside High	Suspension	WH	White	13.4	13.8	8.5	Yellow	7.4	Pct.
Tatarian Elementary	Suspension	AA	Black/African American	11.1	9.1	15	Red	5.1	Pct.
Tehipite Middle	ELA	ALL	All Students	-88.9	-90.5	-81.9	Orange	-43.9	Pts.
Tehipite Middle	ELA	EL	English Learner	-124.1	-126.9	-102.9	Orange	-79.1	Pts.
Tehipite Middle	ELA	HI	Hispanic	-89.3	-88.8	-81.1	Orange	-44.3	Pts.
Tehipite Middle	ELA	LI	Low-Income	-91.3	-91	-83.7	Orange	-46.3	Pts.
Tehipite Middle	ELA	SWD	Students with Disabilities	-178.6	-182.7	-176.9	Orange	-133.6	Pts.
Tehipite Middle	Math	ALL	All Students	-159.2	-144.4	-138.1	Orange	-114.2	Pts.
Tehipite Middle	Math	EL	English Learner	-176.6	-160.5	-163	Red	-131.6	Pts.
Tehipite Middle	Math	HI	Hispanic	-162.4	-144.7	-136.5	Orange	-117.4	Pts.
Tehipite Middle	Math	LI	Low-Income	-161.3	-143.9	-140.2	Orange	-116.3	Pts.
Tehipite Middle	Math	SWD	Students with Disabilities	-220.9	-221	-222.1	Red	-175.9	Pts.
Tehipite Middle	Suspension	AA	Black/African American	28.6	21.4	44.1	Red	22.6	Pct.
Tehipite Middle	Suspension	ALL	All Students	14.1	9.8	18.4	Red	8.1	Pct.
Tehipite Middle	Suspension	HI	Hispanic	13.6	8.2	17.1	Red	7.6	Pct.
Tehipite Middle	Suspension	LI	Low-Income	14.4	10	18.8	Red	8.4	Pct.
Tehipite Middle	Suspension	SWD	Students with Disabilities	20	20.3	34.1	Red	14	Pct.
Tenaya Middle	Chronic Absenteeism	AS	Asian	33.9	18	15.2	Yellow	24.9	Pct.
Tenaya Middle	Chronic Absenteeism	EL	English Learner	48.1	26.7	28.6	Red	39.1	Pct.
Tenaya Middle	Chronic Absenteeism	MR	Multiple Races/Two or More	41.2	38.8	34.1	Orange	32.2	Pct.
Tenaya Middle	ELA	AA	Black/African American	-104.2	-101.3	-63.7	Yellow	-59.2	Pts.
Tenaya Middle	ELA	EL	English Learner	-105.9	-109.6	-91.3	Orange	-60.9	Pts.

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Tenaya Middle	ELA	MR	Multiple Races/Two or More	-71.2	-47.9	12.2	Blue	-26.2	Pts.
Tenaya Middle	ELPI	EL	English Learner	28.1	22.2	52.7	Green	58.1	Pct.
Tenaya Middle	Math	AA	Black/African American	-133.3	-147	-130.1	Orange	-88.3	Pts.
Tenaya Middle	Math	EL	English Learner	-139	-144.9	-114.5	Orange	-94	Pts.
Tenaya Middle	Suspension	AA	Black/African American	22.7	29.6	27.6	Orange	16.7	Pct.
Tenaya Middle	Suspension	LI	Low-Income	16.1	17.7	14.7	Yellow	10.1	Pct.
Tenaya Middle	Suspension	MR	Multiple Races/Two or More	17.3	18.4	13.6	Orange	11.3	Pct.
Tenaya Middle	Suspension	SWD	Students with Disabilities	15	20	13.8	Yellow	9	Pct.
Terronez Middle	ELA	EL	English Learner	-107.4	-127.3	-94.8	Orange	-62.4	Pts.
Terronez Middle	ELA	HI	Hispanic	-79.8	-92.5	-85.5	Orange	-34.8	Pts.
Terronez Middle	ELA	LI	Low-Income	-71.5	-82	-76.1	Orange	-26.5	Pts.
Terronez Middle	ELA	SWD	Students with Disabilities	-143.3	-160.6	-147.7	Orange	-98.3	Pts.
Terronez Middle	Math	EL	English Learner	-164.2	-152.7	-134.9	Orange	-119.2	Pts.
Terronez Middle	Suspension	AA	Black/African American	23.7	24.6	28.6	Red	17.7	Pct.
Terronez Middle	Suspension	ALL	All Students	15.6	13.8	11.5	Yellow	9.6	Pct.
Terronez Middle	Suspension	EL	English Learner	14.5	11.3	8.8	Yellow	8.5	Pct.
Terronez Middle	Suspension	HI	Hispanic	18.2	14.2	11.5	Yellow	12.2	Pct.
Terronez Middle	Suspension	LI	Low-Income	16.3	14	12.6	Orange	10.3	Pct.
Terronez Middle	Suspension	SWD	Students with Disabilities	13.4	11.1	11.7	Orange	7.4	Pct.
Thomas Elementary	Chronic Absenteeism	WH	White	35.6	26.7	30.9	Red	26.6	Pct.
Thomas Elementary	ELA	AA	Black/African American	-106.6	-84.6	-105.9	Red	-61.6	Pts.
Thomas Elementary	ELA	ALL	All Students	-82.4	-66.2	-67.8	Orange	-37.4	Pts.
Thomas Elementary	ELA	EL	English Learner	-111.9	-98.4	-94.9	Orange	-66.9	Pts.
Thomas Elementary	ELA	HI	Hispanic	-86.3	-74.6	-70.3	Orange	-41.3	Pts.
Thomas Elementary	ELA	LI	Low-Income	-86.9	-73	-70.5	Red	-41.9	Pts.
Thomas Elementary	ELA	WH	White	-82.7	-46.1	-68.4	Orange	-37.7	Pts.
Thomas Elementary	ELPI	EL	English Learner	26.9	33.3	19.3	Red	56.9	Pct.
Thomas Elementary	Math	EL	English Learner	-99	-128.3	-100.7	Orange	-54	Pts.
Thomas Elementary	Suspension	AA	Black/African American	8.3	7.5	5.7	Yellow	2.3	Pct.
Tioga Middle	ELA	EL	English Learner	-94.6	-101.5	-90.1	Orange	-49.6	Pts.
Tioga Middle	Suspension	ALL	All Students	12.1	6.3	10	Orange	6.1	Pct.
Tioga Middle	Suspension	HI	Hispanic	12.1	6.1	9.9	Orange	6.1	Pct.
Tioga Middle	Suspension	LI	Low-Income	12.9	6.6	10.6	Orange	6.9	Pct.
Tioga Middle	Suspension	SWD	Students with Disabilities	16.3	11.9	19.3	Red	10.3	Pct.
Turner Elementary	ELA	ALL	All Students	-79.6	-69.9	-54.6	Yellow	-34.6	Pts.
Turner Elementary	ELA	EL	English Learner	-91.2	-78.2	-63	Yellow	-46.2	Pts.
Turner Elementary	ELA	HI	Hispanic	-91.7	-77.4	-62.6	Yellow	-46.7	Pts.
Turner Elementary	ELA	LI	Low-Income	-80.7	-72.7	-57.2	Yellow	-35.7	Pts.
Turner Elementary	ELPI	EL	English Learner	42.9	27.8	45.8	Green	72.9	Pct.
Turner Elementary	Math	EL	English Learner	-106.1	-95.8	-94	Orange	-61.1	Pts.
Turner Elementary	Suspension	AA	Black/African American	9.5	8	12.3	Red	3.5	Pct.
Turner Elementary	Suspension	ALL	All Students	4.9	2.9	4.7	Orange	-1.1	Pct.
Turner Elementary	Suspension	EL	English Learner	5.4	0	3.3	Orange	-0.6	Pct.
Turner Elementary	Suspension	HI	Hispanic	6.2	2.5	4.2	Orange	0.2	Pct.
Turner Elementary	Suspension	LI	Low-Income	4.9	3.1	4.9	Orange	-1.1	Pct.
Turner Elementary	Suspension	SWD	Students with Disabilities	10.7	4.4	11.4	Red	4.7	Pct.
Vang Pao Elementary	Chronic Absenteeism	AA	Black/African American	64.1	39.4	42.9	No Color	55.1	Pct.
Vang Pao Elementary	ELA	SWD	Students with Disabilities	-121.2	-133.5	-100.5	Orange	-76.2	Pts.
Vang Pao Elementary	Suspension	AA	Black/African American	25.6	9.1	0	No Color	19.6	Pct.
Vang Pao Elementary	Suspension	SWD	Students with Disabilities	14.1	13.2	6.6	Orange	8.1	Pct.
Viking Elementary	Chronic Absenteeism	EL	English Learner	35.4	32.1	25.6	Orange	26.4	Pct.
Viking Elementary	ELA	SWD	Students with Disabilities	-104.1	-124.3	-107.6	Orange	-59.1	Pts.
Viking Elementary	Math	SWD	Students with Disabilities	-125.8	-134.9	-101	Orange	-80.8	Pts.
Vinland Elementary	ELA	HI	Hispanic	-75.5	-71.2	-84.7	Red	-30.5	Pts.

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Vinland Elementary	ELA	LI	Low-Income	-70.4	-72.7	-84.6	Red	-25.4	Pts.
Vinland Elementary	ELA	SWD	Students with Disabilities	-153.2	-138.1	-152.9	Red	-108.2	Pts.
Vinland Elementary	Suspension	AA	Black/African American	22.9	14.3	15.2	Red	16.9	Pct.
Vinland Elementary	Suspension	SWD	Students with Disabilities	9.8	14.3	13.4	Orange	3.8	Pct.
Wawona Middle	Chronic Absenteeism	AA	Black/African American	46.7	37	52.6	Red	37.7	Pct.
Wawona Middle	ELA	ALL	All Students	-72.1	-59.4	-62.1	Orange	-27.1	Pts.
Wawona Middle	ELA	EL	English Learner	-90.5	-74	-81	Red	-45.5	Pts.
Wawona Middle	ELA	HI	Hispanic	-74.2	-59	-61.7	Orange	-29.2	Pts.
Wawona Middle	ELA	LI	Low-Income	-77.7	-67.9	-75.7	Red	-32.7	Pts.
Wawona Middle	ELA	WH	White	-70.4	-56.2	-54.7	Orange	-25.4	Pts.
Wawona Middle	Math	ALL	All Students	-108.7	-94.4	-94.9	Orange	-63.7	Pts.
Wawona Middle	Math	EL	English Learner	-125.6	-103.9	-99.6	Orange	-80.6	Pts.
Wawona Middle	Math	HI	Hispanic	-108.7	-91.7	-93.7	Orange	-63.7	Pts.
Wawona Middle	Math	LI	Low-Income	-115.6	-101.5	-112	Red	-70.6	Pts.
Wawona Middle	Suspension	AA	Black/African American	38.8	31	26.7	Orange	32.8	Pct.
Wawona Middle	Suspension	ALL	All Students	19.8	12.6	10.3	Yellow	13.8	Pct.
Wawona Middle	Suspension	EL	English Learner	17	4.7	4.7	Orange	11	Pct.
Wawona Middle	Suspension	HI	Hispanic	17	11.6	7.2	Yellow	11	Pct.
Wawona Middle	Suspension	LI	Low-Income	23.1	15.2	12.8	Yellow	17.1	Pct.
Wawona Middle	Suspension	SWD	Students with Disabilities	28.1	20.6	15.7	Orange	22.1	Pct.
Wawona Middle	Suspension	WH	White	28.4	8.1	19.4	Red	22.4	Pct.
Webster Elementary	ELA	EL	English Learner	-85.1	-82.2	-74.2	Orange	-40.1	Pts.
Webster Elementary	ELA	HI	Hispanic	-72.2	-66.1	-63.7	Orange	-27.2	Pts.
Webster Elementary	Suspension	ALL	All Students	6.4	2	4	Red	0.4	Pct.
Webster Elementary	Suspension	HI	Hispanic	7.8	1.8	4	Red	1.8	Pct.
Webster Elementary	Suspension	LI	Low-Income	6.5	2	4.2	Red	0.5	Pct.
Webster Elementary	Suspension	SWD	Students with Disabilities	6.1	3	2.3	Green	0.1	Pct.
Williams Elementary	ELA	AA	Black/African American	-118.5	-78.6	-55.9	Yellow	-73.5	Pts.
Williams Elementary	ELA	ALL	All Students	-90.4	-86.2	-68.4	Yellow	-45.4	Pts.
Williams Elementary	ELA	EL	English Learner	-84.7	-78.1	-68.8	Yellow	-39.7	Pts.
Williams Elementary	ELA	HI	Hispanic	-87	-84.6	-72.4	Orange	-42	Pts.
Williams Elementary	ELA	LI	Low-Income	-90.7	-86.5	-68.5	Yellow	-45.7	Pts.
Williams Elementary	ELA	SWD	Students with Disabilities	-146.4	-154.5	-145.4	Orange	-101.4	Pts.
Williams Elementary	Math	SWD	Students with Disabilities	-171.1	-141.9	-156.7	Red	-126.1	Pts.
Williams Elementary	Suspension	AA	Black/African American	19.2	10	14	Red	13.2	Pct.
Williams Elementary	Suspension	ALL	All Students	8.7	8.9	9.2	Red	2.7	Pct.
Williams Elementary	Suspension	HI	Hispanic	6.1	8.6	8.4	Red	0.1	Pct.
Williams Elementary	Suspension	LI	Low-Income	8.8	8.8	9.4	Red	2.8	Pct.
Williams Elementary	Suspension	SWD	Students with Disabilities	16.3	20.2	17.3	Orange	10.3	Pct.
Williams Elementary	Suspension	WH	White	7	12.8	10.4	Orange	1	Pct.
Wilson Elementary	ELA	AA	Black/African American	-107.5	-117.5	-91.5	Orange	-62.5	Pts.
Wilson Elementary	ELA	ALL	All Students	-76.6	-74.2	-63.7	Yellow	-31.6	Pts.
Wilson Elementary	ELA	EL	English Learner	-75.6	-53	-62.1	Orange	-30.6	Pts.
Wilson Elementary	ELA	LI	Low-Income	-77.9	-74.1	-64	Yellow	-32.9	Pts.
Wilson Elementary	Math	AA	Black/African American	-132.4	-138.2	-114.9	Orange	-87.4	Pts.
Wilson Elementary	Math	ALL	All Students	-99.7	-92	-83.9	Yellow	-54.7	Pts.
Wilson Elementary	Math	LI	Low-Income	-100.2	-91.9	-83.9	Yellow	-55.2	Pts.
Wilson Elementary	Suspension	AA	Black/African American	15.7	17	10.3	Orange	9.7	Pct.
Wilson Elementary	Suspension	ALL	All Students	7.2	10.2	6.5	Yellow	1.2	Pct.
Wilson Elementary	Suspension	LI	Low-Income	7.2	10.3	6.8	Yellow	1.2	Pct.
Wilson Elementary	Suspension	SWD	Students with Disabilities	12	22.9	17.9	Yellow	6	Pct.
Wilson Elementary	Suspension	WH	White	10.2	14.8	2	Green	4.2	Pct.
Wishon Elementary	Math	SWD	Students with Disabilities	-95.6	-92.1	-137.9	Red	-50.6	Pts.
Wolters Elementary	ELA	SWD	Students with Disabilities	-103.5	-69.5	-76.7	No Color	-58.5	Pts.

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Wolters Elementary	Suspension	AA	Black/African American	23.2	8.5	8.3	Red	17.2	Pct.
Wolters Elementary	Suspension	ALL	All Students	10.9	6.9	4.6	Yellow	4.9	Pct.
Wolters Elementary	Suspension	AS	Asian	6.3	2.3	0	Blue	0.3	Pct.
Wolters Elementary	Suspension	HI	Hispanic	8.8	6	2.1	Green	2.8	Pct.
Wolters Elementary	Suspension	LI	Low-Income	11.4	6.9	4.5	Yellow	5.4	Pct.
Wolters Elementary	Suspension	SWD	Students with Disabilities	22.1	13.6	11.9	Orange	16.1	Pct.
Yokomi Elementary	ELPI	EL	English Learner	42.3	51.5	40.6	Red	72.3	Pct.
Yokomi Elementary	Suspension	AA	Black/African American	10.4	6	3.8	Yellow	4.4	Pct.
Yosemite Middle	ELA	ALL	All Students	-80	-89.6	-77.6	Orange	-35	Pts.
Yosemite Middle	ELA	EL	English Learner	-118	-122.9	-105.2	Orange	-73	Pts.
Yosemite Middle	ELA	HI	Hispanic	-85.2	-91	-83.7	Orange	-40.2	Pts.
Yosemite Middle	ELA	LI	Low-Income	-82.1	-91.2	-79.4	Orange	-37.1	Pts.
Yosemite Middle	ELA	SWD	Students with Disabilities	-171.8	-185.5	-184.9	Red	-126.8	Pts.
Yosemite Middle	ELPI	EL	English Learner	33	43.3	41	Orange	63	Pct.
Yosemite Middle	Math	ALL	All Students	-121.8	-120.2	-105.4	Orange	-76.8	Pts.
Yosemite Middle	Math	EL	English Learner	-157.6	-155.2	-132.1	Orange	-112.6	Pts.
Yosemite Middle	Math	HI	Hispanic	-127.7	-122.4	-111.4	Orange	-82.7	Pts.
Yosemite Middle	Math	LI	Low-Income	-124.2	-122	-107.2	Orange	-79.2	Pts.
Yosemite Middle	Math	SWD	Students with Disabilities	-209	-231.7	-200.2	Orange	-164	Pts.
Yosemite Middle	Suspension	ALL	All Students	14.5	10.9	11.1	Orange	8.5	Pct.
Yosemite Middle	Suspension	EL	English Learner	15.3	10.2	13.7	Red	9.3	Pct.
Yosemite Middle	Suspension	HI	Hispanic	14.9	10.5	11.2	Orange	8.9	Pct.
Yosemite Middle	Suspension	LI	Low-Income	14.7	11.3	10.9	Yellow	8.7	Pct.
Yosemite Middle	Suspension	SWD	Students with Disabilities	15.3	17.6	15.4	Orange	9.3	Pct.

Equity Multiplier
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Addams Elementary	ELA	EL	English Learner	-103.5	-93.9	-69.2	-58.5	Pts.
Addams Elementary	Math	EL	English Learner	-102.9	-93.7	-74.7	-57.9	Pts.
Addams Elementary	Math	SWD	Students with Disabilities	-178.7	-172.3	-166.3	-133.7	Pts.
Addams Elementary	Suspension	ALL	All Students	6.4	4.0	4.0	5.5	Pct.
Addams Elementary	Suspension	AA	Black/African American	9.3	9.8	6.9	8.4	Pct.
Addams Elementary	Suspension	HI	Hispanic	6.1	2.9	4.0	5.2	Pct.
Addams Elementary	Suspension	HOM	Homeless Youth	12.1	3.9	0.0	11.2	Pct.
Addams Elementary	Suspension	SED	Socioeconomically Disadvantagec	6.6	4.0	4.0	5.7	Pct.
Addams Elementary	Suspension	SWD	Students with Disabilities	12.9	8.1	7.4	12	Pct.
Dewolf High	GradRate	ALL	All Students	60.8	66.9	89.5	63.8	Pct.
Dewolf High	GradRate	HI	Hispanic	65.9	66.0	89.7	68.9	Pct.
Dewolf High	GradRate	SED	Socioeconomically Disadvantagec	60.2	67.4	90.2	63.2	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	ALL	All Students	3.3	1.9	4.1	9.3	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	EL	English Learner	1	1.1	4.3	7	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	HI	Hispanic	3.8	2.4	5.0	9.8	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	SED	Socioeconomically Disadvantagec	3.3	1.9	4.1	9.3	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	SWD	Students with Disabilities	0	0.0	3.1	6	Pct.
Farber School of Credit Attainment (Cambridge)	ELPI	EL	English Learner	22.6	26.1	33	28.6	Pct.
Farber School of Credit Attainment (Cambridge)	GradRate	ALL	All Students	44.9	49.3	68.9	47.9	Pct.
Farber School of Credit Attainment (Cambridge)	GradRate	EL	English Learner	50.9	45.3	70.8	53.9	Pct.
Farber School of Credit Attainment (Cambridge)	GradRate	HI	Hispanic	45	50.5	69.1	48	Pct.
Farber School of Credit Attainment (Cambridge)	GradRate	SED	Socioeconomically Disadvantagec	45.2	49.6	69.6	48.2	Pct.
Farber School of Independent Studies (J.E. Young)	GradRate	ALL	All Students	71.4	82.5	85.5	74.4	Pct.
Farber School of Independent Studies (J.E. Young)	GradRate	EL	English Learner	54.1	84.8	89.3	57.1	Pct.
Farber School of Independent Studies (J.E. Young)	GradRate	HI	Hispanic	68.7	82.9	86.5	71.7	Pct.
Farber School of Independent Studies (J.E. Young)	GradRate	SED	Socioeconomically Disadvantagec	70.3	82.5	86.0	73.3	Pct.
Farber School of Independent Studies (J.E. Young)	GradRate	SWD	Students with Disabilities	58.1	87.5	69.4	61.1	Pct.
Fort Miller Middle	ELA	ALL	All Students	-111.9	-101.8	-91.2	-66.9	Pts.
Fort Miller Middle	ELA	AS	Asian	-86.5	-68.7	-77.5	-41.5	Pts.
Fort Miller Middle	ELA	AA	Black/African American	-134.9	-136.8	-125.8	-89.9	Pts.
Fort Miller Middle	ELA	EL	English Learner	-123.4	-142.1	-118	-78.4	Pts.
Fort Miller Middle	ELA	HI	Hispanic	-108.3	-99.1	-88.1	-63.3	Pts.
Fort Miller Middle	ELA	SED	Socioeconomically Disadvantagec	-112.7	-102.7	-91.5	-67.7	Pts.
Fort Miller Middle	Math	ALL	All Students	-165.5	-142.1	-145.7	-120.5	Pts.
Fort Miller Middle	Math	AS	Asian	-136.1	-116.9	-137.6	-91.1	Pts.
Fort Miller Middle	Math	AA	Black/African American	-199	-180.7	-173.5	-154	Pts.
Fort Miller Middle	Math	HI	Hispanic	-161.6	-141.2	-142.6	-116.6	Pts.
Fort Miller Middle	Math	SED	Socioeconomically Disadvantagec	-167.1	-143.2	-146.3	-122.1	Pts.
Fort Miller Middle	Math	SWD	Students with Disabilities	-224	-210.3	-214.0	-179	Pts.
Fort Miller Middle	Suspension	ALL	All Students	23.8	18.1	16.7	22.9	Pct.
Fort Miller Middle	Suspension	AS	Asian	16.2	2.7	5.1	15.3	Pct.
Fort Miller Middle	Suspension	AA	Black/African American	36.5	38.5	35.3	35.6	Pct.
Fort Miller Middle	Suspension	HI	Hispanic	22.5	16.6	14.6	21.6	Pct.
Fort Miller Middle	Suspension	SED	Socioeconomically Disadvantagec	24	18.2	16.9	23.1	Pct.
Fort Miller Middle	Suspension	SWD	Students with Disabilities	25.4	24.6	24.6	24.5	Pct.
Fresno High	College/Career	SWD	Students with Disabilities	0	7.1	5.2	6	Pct.
Fresno High	ELA	EL	English Learner	-176	-115.4	-99.7	-131	Pts.
Fresno High	ELA	SWD	Students with Disabilities	-218.6	-158.4	-108.7	-173.6	Pts.
Fresno High	ELA	WH	White	-95.2	2.8	14.7	-50.2	Pts.
Fresno High	GradRate	SWD	Students with Disabilities	63.3	51.4	67.2	66.3	Pct.
Fresno High	Math	EL	English Learner	-226.8	-167.8	-184.4	-181.8	Pts.
Fresno High	Math	SWD	Students with Disabilities	-286.6	-206.4	-197.6	-241.6	Pts.
Fresno High	Suspension	ALL	All Students	15	13.6	11.0	14.1	Pct.
Fresno High	Suspension	AA	Black/African American	35.2	33.5	26.8	34.3	Pct.
Fresno High	Suspension	EL	English Learner	12.8	12.2	7.2	11.9	Pct.
Fresno High	Suspension	HI	Hispanic	13.5	11.6	9.2	12.6	Pct.
Fresno High	Suspension	MR	Multiple Races/Two or More	17.3	18.5	19.2	16.4	Pct.

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School Name	Indicator	Student Group Abbrev	Student Group Name	2023 CA School Dashboard Data	2024 CA School Dashboard Data2	2025 CA School Dashboard Data2	3-Year Desired Outcome	Value Type
Fresno High	Suspension	SED	Socioeconomically Disadvantagec	15.5	14.3	11.7	14.6	Pct.
Fresno High	Suspension	SWD	Students with Disabilities	19.8	19.6	15.8	18.9	Pct.
Fulton School	Suspension	ALL	All Students	37.0	32.0	18.9	36.1	Pct.
Lawless Elementary	Chronic Absenteeism	AA	Black/African American	42.2	38.1	41.4	40.7	Pct.
Lawless Elementary	Chronic Absenteeism	EL	English Learner	21	18.4	14.4	19.5	Pct.
Lawless Elementary	Chronic Absenteeism	MR	Multiple Races/Two or More	34.9	27.0	17.1	33.4	Pct.
Lawless Elementary	Chronic Absenteeism	SWD	Students with Disabilities	39.4	34.7	32.1	37.9	Pct.
Lawless Elementary	Chronic Absenteeism	WH	White	41.9	31.8	21.1	40.4	Pct.
Lawless Elementary	ELA	ALL	All Students	-43.8	-32.9	-40.8	1.2	Pts.
Lawless Elementary	ELA	AA	Black/African American	-67.9	-73.3	-65.9	-22.9	Pts.
Lawless Elementary	ELA	EL	English Learner	-23.1	-56.2	-61.0	21.9	Pts.
Lawless Elementary	ELA	HI	Hispanic	-40.3	-26.6	-40.1	4.7	Pts.
Lawless Elementary	ELA	SED	Socioeconomically Disadvantagec	-48.1	-38.3	-47.4	-3.1	Pts.
Lawless Elementary	Suspension	ALL	All Students	2	3.0	3.4	1.1	Pct.
Lawless Elementary	Suspension	AA	Black/African American	3.7	3.3	8.6	2.8	Pct.
Lawless Elementary	Suspension	HI	Hispanic	2.7	4.0	3.4	1.8	Pct.
Lawless Elementary	Suspension	SED	Socioeconomically Disadvantagec	2.2	3.3	3.5	1.3	Pct.
Lawless Elementary	Suspension	SWD	Students with Disabilities	2.1	4.1	2.4	1.2	Pct.
Lowell Elementary	ELA	ALL	All Students	-75.1	-55.8	-46.5	-30.1	Pts.
Lowell Elementary	ELA	EL	English Learner	-96.4	-73.3	-37.6	-51.4	Pts.
Lowell Elementary	ELA	HI	Hispanic	-71.7	-52.8	-38.1	-26.7	Pts.
Lowell Elementary	ELA	SED	Socioeconomically Disadvantagec	-76.3	-57.7	-47.5	-31.3	Pts.
Lowell Elementary	Math	EL	English Learner	-100.2	-61.5	-57.7	-55.2	Pts.
Lowell Elementary	Suspension	AA	Black/African American	9.7	5.6	0.0	8.8	Pct.
Muir Elementary	Chronic Absenteeism	EL	English Learner	46.1	35.5	38.0	44.6	Pct.
Muir Elementary	ELA	SWD	Students with Disabilities	-90.8	-99.2	-86.4	-45.8	Pts.
Muir Elementary	Math	SWD	Students with Disabilities	-123.9	-101.7	-118.8	-78.9	Pts.
Muir Elementary	Suspension	ALL	All Students	5.2	6.7	4.4	4.3	Pct.
Muir Elementary	Suspension	AA	Black/African American	10.6	16.1	5.3	9.7	Pct.
Muir Elementary	Suspension	HI	Hispanic	4.7	5.6	4.3	3.8	Pct.
Muir Elementary	Suspension	SED	Socioeconomically Disadvantagec	4.9	6.6	4.5	4	Pct.
Muir Elementary	Suspension	WH	White	6.5	7.7	2.9	5.6	Pct.
Phoenix Elementary	Suspension	ALL	All Students	14.1	25.4	14.7	13.2	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	14.6	21.6	6.4	13.7	Pct.
Phoenix Elementary	Suspension	SED	Socioeconomically Disadvantagec	14.7	24.6	14.9	13.8	Pct.
Phoenix Secondary	Chronic Absenteeism	ALL	All Students	80	77.9	74.5	78.5	Pct.
Phoenix Secondary	Chronic Absenteeism	HI	Hispanic	80.4	78.0	77.1	78.9	Pct.
Phoenix Secondary	Chronic Absenteeism	SED	Socioeconomically Disadvantagec	79.2	78.8	74.5	77.7	Pct.
Phoenix Secondary	Suspension	ALL	All Students	59.5	37.9	35.9	58.6	Pct.
Phoenix Secondary	Suspension	HI	Hispanic	57.1	38.2	32.7	56.2	Pct.
Phoenix Secondary	Suspension	SED	Socioeconomically Disadvantagec	60.4	38.3	36.2	59.5	Pct.
Phoenix Secondary	Suspension	SWD	Students with Disabilities	73.3	40.0	38.0	72.4	Pct.
Turner Elementary	ELA	ALL	All Students	-79.6	-69.9	-54.6	-34.6	Pts.
Turner Elementary	ELA	EL	English Learner	-91.2	-78.2	-63.0	-46.2	Pts.
Turner Elementary	ELA	HI	Hispanic	-91.7	-77.4	-62.6	-46.7	Pts.
Turner Elementary	ELA	SED	Socioeconomically Disadvantagec	-80.7	-72.7	-57.2	-35.7	Pts.
Turner Elementary	ELPI	EL	English Learner	42.9	27.8	45.8	48.9	Pct.
Turner Elementary	Math	EL	English Learner	-106.1	-95.8	-94.0	-61.1	Pts.
Turner Elementary	Suspension	ALL	All Students	4.9	2.9	4.7	4	Pct.
Turner Elementary	Suspension	AA	Black/African American	9.5	8.0	12.3	8.6	Pct.
Turner Elementary	Suspension	EL	English Learner	5.4	0.0	3.3	4.5	Pct.
Turner Elementary	Suspension	HI	Hispanic	6.2	2.5	4.2	5.3	Pct.
Turner Elementary	Suspension	SED	Socioeconomically Disadvantagec	4.9	3.1	4.9	4	Pct.
Turner Elementary	Suspension	SWD	Students with Disabilities	10.7	4.4	11.4	9.8	Pct.
Wolters Elementary	ELA	SWD	Students with Disabilities	-103.5	-69.5	-76.7	-58.5	Pts.
Wolters Elementary	Suspension	ALL	All Students	10.9	6.9	4.6	10	Pct.
Wolters Elementary	Suspension	AS	Asian	6.3	2.3	0.0	5.4	Pct.

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Wolters Elementary	Suspension	AA	Black/African American	23.2	8.5	8.3	22.3	Pct.
Wolters Elementary	Suspension	HI	Hispanic	8.8	6.0	2.1	7.9	Pct.
Wolters Elementary	Suspension	SED	Socioeconomically Disadvantagec	11.4	6.9	4.5	10.5	Pct.
Wolters Elementary	Suspension	SWD	Students with Disabilities	22.1	13.6	11.9	21.2	Pct.

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School Name	Indicator	Student Group Abbrev	Student Group Name	2024 CA School Dashboard Data	2025 CA School Dashboard Data	3-Year Desired Outcome	Value Type
Addams Elementary	Chronic Absenteeism	AA	Black/African American	48.4	29.8	39.4	Pct.
Addams Elementary	ELA	SWD	Students with Disabilities	-171.7	-155.4	-126.7	Pts.
Addams Elementary	Suspension	AA	Black/African American	9.8	6.9	3.8	Pct.
Addams Elementary	Suspension	WH	White	7.9	1.7	1.9	Pct.
Columbia Elementary	Chronic Absenteeism	ALL	All Students	35.4	34.7	26.4	Pct.
Columbia Elementary	Chronic Absenteeism	HI	Hispanic	34.9	33.5	25.9	Pct.
Columbia Elementary	Chronic Absenteeism	LI	Low-Income	35.2	35.0	26.2	Pct.
Columbia Elementary	Chronic Absenteeism	SWD	Students with Disabilities	42.3	38.4	33.3	Pct.
Columbia Elementary	ELA	ALL	All Students	-83.8	-80.7	-38.8	Pts.
Columbia Elementary	ELA	HI	Hispanic	-77.5	-77.6	-32.5	Pts.
Columbia Elementary	ELA	LI	Low-Income	-84	-81.1	-39	Pts.
Columbia Elementary	Math	EL	English Learner	-100.5	-82.5	-55.5	Pts.
Columbia Elementary	Suspension	AA	Black/African American	13.6	7.8	7.6	Pct.
Columbia Elementary	Suspension	SWD	Students with Disabilities	7.3	4.2	1.3	Pct.
Dewolf High	College/Career	ALL	All Students	3.9	15.5	30.9	Pct.
Dewolf High	College/Career	HI	Hispanic	4.2	18.3	31.2	Pct.
Dewolf High	College/Career	LI	Low-Income	4	16.0	31	Pct.
Dewolf High	Grad Rate	ALL	All Students	66.9	89.5	81.9	Pct.
Dewolf High	Grad Rate	HI	Hispanic	66	89.7	81	Pct.
Dewolf High	Grad Rate	LI	Low-Income	67.4	90.2	82.4	Pct.
Dewolf High	Suspension	AA	Black/African American	25.8	12.9	19.8	Pct.
Dewolf High	Suspension	ALL	All Students	7.3	5.5	1.3	Pct.
Dewolf High	Suspension	LI	Low-Income	7.9	6.00	1.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	ALL	All Students	1.9	4.1	28.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	EL	English Learner	1.1	4.3	28.1	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	HI	Hispanic	2.4	5.0	29.4	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	LI	Low-Income	1.9	4.1	28.9	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	LTEL	Long-Term English Learner	1.1	4.3	28.1	Pct.
Farber School of Credit Attainment (Cambridge)	College/Career	SWD	Students with Disabilities	0	3.1	27	Pct.
Farber School of Credit Attainment (Cambridge)	ELA	ALL	All Students	-262.2	-198.1	-217.2	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	EL	English Learner	-271.6	-203.5	-226.6	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	HI	Hispanic	-260.2	-202.6	-215.2	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	LI	Low-Income	-261.7	-198.2	-216.7	Pts.
Farber School of Credit Attainment (Cambridge)	ELA	LTEL	Long-Term English Learner	-269.3	-201.6	-224.3	Pts.
Farber School of Credit Attainment (Cambridge)	Grad Rate	ALL	All Students	49.3	68.9	64.3	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	EL	English Learner	45.3	70.8	60.3	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	HI	Hispanic	50.5	69.1	65.5	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	LI	Low-Income	49.6	69.6	64.6	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	LTEL	Long-Term English Learner	42.7	70.4	57.7	Pct.
Farber School of Credit Attainment (Cambridge)	Grad Rate	SWD	Students with Disabilities	59.6	73.5	74.6	Pct.
Farber School of Credit Attainment (Cambridge)	Math	ALL	All Students	-297.4	-243.9	-252.4	Pts.
Farber School of Credit Attainment (Cambridge)	Math	EL	English Learner	-315.3	-228.7	-270.3	Pts.
Farber School of Credit Attainment (Cambridge)	Math	HI	Hispanic	-292.2	-245.8	-247.2	Pts.
Farber School of Credit Attainment (Cambridge)	Math	LI	Low-Income	-297.8	-245.5	-252.8	Pts.
Farber School of Credit Attainment (Cambridge)	Math	LTEL	Long-Term English Learner	-321.8	-229.7	-276.8	Pts.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	AA	Black/African American	27	76.1	18	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	ALL	All Students	26.1	64.8	17.1	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	EL	English Learner	23.1	62.0	14.1	Pct.

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Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	HI	Hispanic	28.9	66.3	19.9	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	LI	Low-Income	26.6	65.7	17.6	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	LTEL	Long-Term English Learner	23.8	87.9	14.8	Pct.
Farber School of Independent Studies (J.E. Young)	Chronic Absenteeism	WH	White	25.4	60.0	16.4	Pct.
Farber School of Independent Studies (J.E. Young)	ELA	ALL	All Students	-72.3	-92.4	-27.3	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	EL	English Learner	-101.5	-100.5	-56.5	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	HI	Hispanic	-91.8	-95.8	-46.8	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	LI	Low-Income	-74.4	-95.4	-29.4	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	LTEL	Long-Term English Learner	-129.7	-152.9	-84.7	Pts.
Farber School of Independent Studies (J.E. Young)	ELA	SWD	Students with Disabilities	-157.1	-150.6	-112.1	Pts.
Farber School of Independent Studies (J.E. Young)	ELPI	EL	English Learner	40.5	40.9	70.5	Pct.
Farber School of Independent Studies (J.E. Young)	ELPI	LTEL	Long-Term English Learner	36.5	40.3	66.5	Pct.
Farber School of Independent Studies (J.E. Young)	Math	ALL	All Students	-125.5	-139.9	-80.5	Pts.
Farber School of Independent Studies (J.E. Young)	Math	EL	English Learner	-160	-140.4	-115	Pts.
Farber School of Independent Studies (J.E. Young)	Math	HI	Hispanic	-143.1	-149.5	-98.1	Pts.
Farber School of Independent Studies (J.E. Young)	Math	LI	Low-Income	-126.3	-142.9	-81.3	Pts.
Farber School of Independent Studies (J.E. Young)	Math	LTEL	Long-Term English Learner	-196.1	-201.0	-151.1	Pts.
Farber School of Independent Studies (J.E. Young)	Math	SWD	Students with Disabilities	-190.3	-167.9	-145.3	Pts.
Farber School of Independent Studies (J.E. Young)	Math	WH	White	-109.8	-122.7	-64.8	Pts.
Fort Miller Middle	Chronic Absenteeism	AA	Black/African American	52.7	76.1	43.7	Pct.
Fort Miller Middle	Chronic Absenteeism	SWD	Students with Disabilities	44.8	68.5	35.8	Pct.
Fort Miller Middle	ELA	AA	Black/African American	-136.8	-125.8	-91.8	Pts.
Fort Miller Middle	ELA	EL	English Learner	-142.1	-118.0	-97.1	Pts.
Fort Miller Middle	ELA	LTEL	Long-Term English Learner	-162.1	-135.0	-117.1	Pts.
Fort Miller Middle	ELPI	EL	English Learner	19.3	45.1	49.3	Pct.
Fort Miller Middle	ELPI	LTEL	Long-Term English Learner	20.0	47.7	50.00	Pct.
Fort Miller Middle	Math	EL	English Learner	-181.9	-169.1	-136.9	Pts.
Fort Miller Middle	Math	LTEL	Long-Term English Learner	-207.9	-189.4	-162.9	Pts.
Fort Miller Middle	Suspension	AA	Black/African American	38.5	35.3	32.5	Pct.
Fulton School	Suspension	ALL	All Students	32	16.7	26	Pct.
Lincoln Elementary	Chronic Absenteeism	AA	Black/African American	43.1	40.8	34.1	Pct.
Lincoln Elementary	Chronic Absenteeism	ALL	All Students	27.2	27.9	18.2	Pct.
Lincoln Elementary	Chronic Absenteeism	LI	Low-Income	27.4	28.0	18.4	Pct.
Lincoln Elementary	Chronic Absenteeism	SWD	Students with Disabilities	35.2	35.1	26.2	Pct.
Lincoln Elementary	ELA	SWD	Students with Disabilities	-161.3	-139.9	-116.3	Pts.
Lincoln Elementary	Math	SWD	Students with Disabilities	-177.2	-146.7	-132.2	Pts.
Lincoln Elementary	Suspension	HL	Homeless Youth	6.7	9.8	0.7	Pct.
Lowell Elementary	ELPI	EL	English Learner	38.3	54.1	68.3	Pct.
Phoenix Elementary	Chronic Absenteeism	ALL	All Students	25	36.2	16	Pct.
Phoenix Elementary	Chronic Absenteeism	HI	Hispanic	25.7	30.2	16.7	Pct.
Phoenix Elementary	Chronic Absenteeism	LI	Low-Income	25.9	36.8	16.9	Pct.
Phoenix Elementary	Suspension	ALL	All Students	25.4	14.7	19.4	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	21.6	6.4	15.6	Pct.
Phoenix Elementary	Suspension	LI	Low-Income	24.6	14.9	18.6	Pct.
Phoenix Secondary	Chronic Absenteeism	LI	Low-Income	78.8	36.8	69.8	Pct.
Vinland Elementary	Chronic Absenteeism	EL	English Learner	34.4	22.5	25.4	Pct.
Vinland Elementary	ELA	ALL	All Students	-70.6	-80.4	-25.6	Pts.
Vinland Elementary	ELA	EL	English Learner	-87.2	-81.0	-42.2	Pts.

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Vinland Elementary	ELA	LI	Low-Income	-72.7	-84.6	-27.7	Pts.
Vinland Elementary	ELPI	EL	English Learner	40	18.9	70	Pct.
Vinland Elementary	Suspension	ALL	All Students	7	9.1	1	Pct.
Vinland Elementary	Suspension	HI	Hispanic	5.7	8.1	-0.3	Pct.
Vinland Elementary	Suspension	LI	Low-Income	7.4	9.5	1.4	Pct.
Vinland Elementary	Suspension	MR	Multiple Races/Two or More	10.9	12.8	4.9	Pct.
Vinland Elementary	Suspension	SWD	Students with Disabilities	14.3	13.4	8.3	Pct.
Vinland Elementary	Suspension	WH	White	10.2	14.0	4.2	Pct.
Williams Elementary	Chronic Absenteeism	MR	Multiple Races/Two or More	60.6	48.0	51.6	Pct.
Williams Elementary	Chronic Absenteeism	WH	White	57.8	56.3	48.8	Pct.
Williams Elementary	ELA	HI	Hispanic	-84.6	-72.4	-39.6	Pts.
Williams Elementary	ELA	SWD	Students with Disabilities	-154.5	-145.4	-109.5	Pts.
Williams Elementary	Suspension	ALL	All Students	8.9	9.2	2.9	Pct.
Williams Elementary	Suspension	HI	Hispanic	8.6	8.4	2.6	Pct.
Williams Elementary	Suspension	LI	Low-Income	8.8	9.4	2.8	Pct.
Williams Elementary	Suspension	SWD	Students with Disabilities	20.2	17.3	14.2	Pct.
Williams Elementary	Suspension	WH	White	12.8	10.4	6.8	Pct.
Wolters Elementary	Chronic Absenteeism	AS	Asian	23.1	23.8	14.1	Pct.
Wolters Elementary	Suspension	WH	White	9.4	17.4	3.4	Pct.

				Goals				Guardrails					
Goal	Goal Description	Action	Action Description	Early Literacy	Literacy Intervention	College & Career Readiness	Life Skills	Community Engagement	Equitable Access	Effective Staff	Health & Wellness	Aligns to Multiple	Not Directly Aligned
1	Academic Achievement	1.01	LREBG - Learning Recovery Emergency Block Grant	X									
1	Academic Achievement	1.02	Additional Teacher Supply Funds		X				X				
1	Academic Achievement	1.03	Middle & High School Redesign		X			X					
1	Academic Achievement	1.04	Eliminate Elementary Combination Classes	X	X								
1	Academic Achievement	1.05	Instructional Supports and Instructional Coaches		X				X				
1	Academic Achievement	1.06	Additional Teachers Above Base Staffing		X				X				
1	Academic Achievement	1.07	Additional School Site Administration above Base				X						
1	Academic Achievement	1.08	Historically Underserved Student Groups		X				X				
1	Academic Achievement	1.09	Historically Underserved Student Groups- Targeted Support Services			X			X				
1	Academic Achievement	1.10	Additional Supports for Libraries		X				X				
1	Academic Achievement	1.11	GATE (Gifted and Talented Education)/AP (Advanced			X			X				
1	Academic Achievement	1.12	Expand Alternative Education			X							
1	Academic Achievement	1.13	Maintain Additional Services for Phoenix Community Day School				X						
1	Academic Achievement	1.14	All teachers are teachers of English learner (EL) students						X				
1	Academic Achievement	1.15	BASE: Expanded Learning Programs			X							
1	Academic Achievement	1.16	Expansion of Dual Language Immersion Programs	X					X				
1	Academic Achievement	1.17	BASE: Instruction						X				
1	Academic Achievement	1.18	BASE: Professional Learning							X			
1	Academic Achievement	1.19	BASE: Technology Access and Support	X					X				
1	Academic Achievement	1.20	High Quality School Site Health Services								X		
1	Academic Achievement	1.21	Upgrading Access to Technology						X				
1	Academic Achievement	1.22	Student Technology Access and Annual Refresh						X				
1	Academic Achievement	1.23	Regional Instructional Managers						X				
1	Academic Achievement	1.24	Early Interventions						X				
1	Academic Achievement	1.25	Supports for Foster Youth / Project Access - Direct Technical Assistance			X			X				
1	Academic Achievement	1.26	Supports for Homeless Youth			X			X				
1	Academic Achievement	1.27	BASE: Special Education						X				
1	Academic Achievement	1.28	Linked Learning, ROP, and CTE Pathway Development			X	X						
1	Academic Achievement	1.29	CTE STEM PK-6 Kids Invent!			X	X						
1	Academic Achievement	1.30	Men's and Women's Alliance			X							
1	Academic Achievement	1.31	School Counselors & Resource Counseling Assistants			X			X				

				Goals				Guardrails					
Goal	Goal Description	Action	Action Description	Early Literacy	Literacy Intervention	College & Career Readiness	Life Skills	Community Engagement	Equitable Access	Effective Staff	Health & Wellness	Aligns to Multiple	Not Directly Aligned
2	The Whole Child	2.01	Increase School Allocations for Athletics				X				X		
2	The Whole Child	2.02	District-Funded Educational Enrichment Trips				X				X		
2	The Whole Child	2.03	District Arts Collaborative Project		X			X					
2	The Whole Child	2.04	Increased Funding for Music		X			X					
2	The Whole Child	2.05	Student Peer Mentor Program				X						
2	The Whole Child	2.06	School Climate and Culture Expansion		X						X		
2	The Whole Child	2.07	Restorative Practices / Relationship Centered Schools				X				X		
2	The Whole Child	2.08	BASE: Student and Family Services				X		X				
2	The Whole Child	2.09	Campus Climate and Culture Teachers				X				X		
2	The Whole Child	2.10	Family Engagement Hour Training	X					X				
2	The Whole Child	2.11	Mental Health Supports								X		
2	The Whole Child	2.12	Transportation Services										X
2	The Whole Child	2.13	Campus Safety Assistants							X	X		
2	The Whole Child	2.14	Department of Culture and Student Inclusion										X
3	Operational Excellence	3.01	BASE: Recruitment, Selection and Retention of Human Capital							X			
3	Operational Excellence	3.02	Parent Engagement Investments	X					X				
3	Operational Excellence	3.03	Expanded Student, Parent and Community Communication					X	X				
3	Operational Excellence	3.04	School Site Allocations to be principally directed toward the									X	
3	Operational Excellence	3.05	BASE: Central Office Administration										X
3	Operational Excellence	3.06	BASE: Business and Financial Services										X
3	Operational Excellence	3.07	BASE: Operational Services										X
3	Operational Excellence	3.08	BASE: Other Expenses										X
3	Operational Excellence	3.09	One-time Recovery Resources										X
3	Operational Excellence	3.10	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-									X	

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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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