

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
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Plan Summary [2025-26]

General Information

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

Fresno Unified School District (Fresno Unified) is the third largest school district in California located in the Central Valley. The district serves more than 71,000 students from preschool through grade 12. Fresno Unified nurtures and cultivates the interests of students by providing an excellent and equitable education in a culturally proficient environment. The district serves a diverse population, where students, families, and staff are valued and empowered. In total, students attending Fresno Unified schools reflect the celebrated diversity of Fresno, with families speaking 59 different languages.

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

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

Addams Elementary - English Language Arts, Chronic Absenteeism, Suspension - \$876,136
Cambridge Continuation High - English Language Arts, Math, Graduation Rate, College and Career - \$665,788
Columbia Elementary - English Language Arts, Math, Chronic Absenteeism, Suspension - \$620,713

Dewolf Continuation High - English Language Arts, Chronic Absenteeism, Suspension - \$245,093
Fort Miller Middle - English Language Arts, Math, ELPI, Chronic Absenteeism, Suspension - \$704,289
Fulton - Suspension - \$50,535
J. E. Young Academic Center - English Language Arts, Math, ELPI, Chronic Absenteeism - \$1,640,524
Lincoln Elementary - English Language Arts, Math, Chronic Absenteeism, Suspension - \$572,822
Lowell Elementary - ELPI - \$345,571
Phoenix Elementary - Chronic Absenteeism, Suspension - \$59,160
Phoenix Secondary - Chronic Absenteeism - \$150,248
Vinland Elementary - English Language Arts, ELPI, Chronic Absenteeism, Suspension - \$653,580
Williams Elementary - English Language Arts, Chronic Absenteeism, Suspension - \$651,702
Wolters Elementary - Chronic Absenteeism, Suspension - \$489,246

The following schools are no longer identified as an Equity Multiplier site. Any unused funds at these particular sites will continue to be used to support these specific schools and the needs identified for low-performing student groups:

Fresno High
Lawless Elementary
Muir Elementary
Turner Elementary

Reflections: Annual Performance

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

Reflections: Technical Assistance

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

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.

Ahwahnee
Cambridge
Columbia
Dewolf
Fort Miller
Fremont
Phoenix Academy
Phoenix Secondary
Pyle
Tehipite
Turner
Wawona
Wilson
Yosemite

Support for Identified Schools

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

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

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

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. Members of the CSI Team can provide supports with monitoring to ensure sites have the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional development

in various areas such as: Social Emotional Learning, Professional Learning Community, technology, AVID, Cultural Proficiency) needed to drive and implement work/actions.

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

Engaging Educational Partners

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Sunnyside HS region - LCAP Community Meeting - Fall 2024
Parents	Thomas Elem. Family Engagement Hour - Fall 2024
Parents, Students, Classified Staff, Administrators, Community	Roosevelt Regional Family Engagement Event LCAP Information - Fall 2024
Parents, Community	Community Based Organizations (CBOs) LCAP Presentation - Fall 2024
Students, Community Partner	Californians for Justice (CFJ) LCAP Touch Base - Fall 2024
Parents	Hamilton K-8 Family Engagement Hour - Fall 2024
Parents	Edison HS Family Engagement Hour - Fall 2024
Parents	Thomas Elem. Family Engagement Hour - Fall 2024
Parents	Hidalgo Elem. Family Engagement Hour - Fall 2024
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Spring 2025
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Spring 2025

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic performance at challenging levels.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Homeless, LTEL = Long Term English Learner,)	Data Source: California School Dashboard and Local Data	Data Source: California School Dashboard and Local Data		Data Source: California School Dashboard and Local Data	
1.02	Local English Language Arts (iReady) On or above grade level (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, LI-AA = Low-Income African American)	iReady 2- On or above grade level: All: 31.6% EL: 13.7% FY: 20.9% LI: 28.8% LTEL: 3.3% LI-AA: 22.9% 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% LI-AA: 23.2% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 41.6% EL: 23.7% FY: 30.9% LI: 38.8% LTEL: 13.3% LI-AA: 32.9% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +1.66% EL: +4.21% FY: +4.81% LI: +1.18% LTEL: +.50% LI-AA: +.30%
1.03	Local English Language Arts (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner, LI-AA = Low-Income African American)	iReady 2: Progress: All: 45.2% EL: 41.5% FY: 41.9% LI: 45.0% LTEL: 42.7% LI-AA: 42.9% Data Year: 2023/24 Data Source: iReady (Local benchmark)	iReady 2: Progress: All: 45.9% EL: 43.6% FY: 45.2% LI: 45.1% LTEL: 39.8% LI-AA: 56.9% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 60.2% EL: 56.5% FY: 56.9% LI: 60.0% LTEL: 57.7% LI-AA: 57.9% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +.70% EL: +2.1% FY: +3.3% LI: +.10% LTEL: -2.9% LI-AA: +14.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.04	Distance from Standard on CAASPP – Math (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, HL=Homeless, LTEL = Long Term English Learner)	ALL: -80.6 EL: -105.6 FY: -116.8 LI: -87.8 HL: -158.2 LTEL: -174.8 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 Data Year: 2023/24 Data Source: California School Dashboard and Local Data		ALL: -35.6 EL: -60.6 FY: -71.8 LI: -42.8 HL: -113.2 LTEL: -129.8 Data Year: 2025/26 Data Source: California School Dashboard and Local Data	ALL: +4.8 EL: +5.8 FY: -2.4 LI: +5.1 HL: +20.5 LTEL: +6.8
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, LI-AA = Low-Income African American)	iReady 2- On or above grade level: All: 21.2% EL: 9.3% FY: 10.1% LI: 18.8% LTEL: 6.0% LI-AA: 11.1% 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% LI-AA: 14.1% Data Year: 2024/25 Data Source: iReady (Local benchmark)		All: 31.2% EL: 19.3% FY: 20.1% LI: 28.8% LTEL: 16.0% LI-AA: 21.1% Data Year: 2026/27 Data Source: iReady (Local benchmark)	All: +1.7% EL: +4.5% FY: +8.4% LI: +1.1% LTEL: +3.1% LI-AA: +3.0%
1.06	Local Math (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner,	iReady 2- Progress: All: 45.9% EL: 47.2% FY: 40.9% LI: 46.0% LTEL: 41.7% LI-AA: 40.5%	iReady 2- Progress: All: 45.9% EL: 48.2% FY: 48.5% LI: 45.7% LTEL: 45.1% LI-AA: 54.6%		All: 60.9% EL: 62.2% FY: 55.9% LI: 61.0% LTEL: 56.7% LI-AA: 55.5%	All: .0% EL: +1.0% FY: +7.6% LI: -.30% LTEL: +3.4% LI-AA: +14.1%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 55.6% EL: 7.5% FY: 22.5% LI: 45.8% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 55.9% EL: 7.3% FY: 25.3% LI: 46.9% Data Year: 2023/24 Data Source: CAASPP Test Results		ALL: 70.6% EL: 22.5% FY: 37.5% LI: 60.8% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +.3% EL: -.2% FY: +2.8% LI: +1.1%
1.11	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – Math (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 28.0% EL: 2.5% FY: 3.9% LI: 17.0% Data Year: 2022/23 Data Source: CAASPP Test Results	ALL: 28.5% EL: 3.1% FY: 6.0% LI: 18.2% Data Year: 2023/24 Data Source: CAASPP Test Results		ALL: 43.0% EL: 17.5% FY: 18.9% LI: 32.0% Data Year: 2025/26 Data Source: CAASPP Test Results	ALL: +.5% EL: +.6% FY: +2.1% LI: +1.2%
1.12	Percent of students having access to instructional materials	100% Data Year: 2023/24 Data source: Williams Act Data set	100% Data Year: 2024/25 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 Mastery	ALL: 25.9% FY: 8.3% LI: 22.5% Data Year: 2023/24	ALL: 2.2% FY: 0.0% LI: 1.6%		All: 35.9% FY: 18.3% LI: 32.5%	All: -23.7% FY: -8.3% LI: -20.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(All = District, FY = Foster Youth, LI = Low-Income)	Data Source: Local	Data Year: 2024/25 Data Source: Local		Data Year: 2026/27 Data Source: Local	
1.14	TK-FSA Mathematics Mastery (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 32.4% FY: 9.1% LI: 28.8% Data Year: 2023/24 Data Source: Local	ALL: 1.2% FY: 0.0% LI: 0.7% Data Year: 2024/25 Data Source: Local		All: 42.4% FY: 19.1% LI: 38.8% Data Year: 2026/27 Data Source: Local	All: -31.2% FY: -18.2% LI: -28.1%
1.15	TK-FSA Social and Emotional Development Mastery (All = District, FY = Foster Youth, LI = Low-Income)	ALL: 43.8% FY: 18.2% LI: 41.5% Data Year: 2023/24 Data Source: Local	ALL: 8.6% FY: 9.1% LI: 7.6% Data Year: 2024/25 Data Source: Local		All: 53.8% FY: 28.2% LI: 51.5% Data Year: 2026/27 Data Source: Local	All: -35.2% FY: -9.1% LI: -33.9%
1.16	California Science Test - CAST (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 16.0% EL: 1.6% FY: 5.3% LI: 13.3% Data Year: 2022/23 Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	ALL: 16.8% EL: 1.7% FY: 6.7% LI: 14.4% Data Year: 2023/24 Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)		ALL: 31.0% EL: 16.6% FY: 20.3% LI: 28.3% Data Year: 2026/27 Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	ALL: +.8% EL: +.1% FY: +1.4% LI: +1.1%

Goal Analysis [2024-25]

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

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

Action 1.02 Additional Teacher Supply Funds

Implementation Status: Full Implementation

The action was fully implemented as planned by Fresno Unified School District, providing each FTA teacher-member an additional \$315 for supplemental instructional supplies to support low-income students. We experienced notable successes, as these materials directly addressed classroom and student needs, helping low-income students come to school prepared and ready to learn. Despite these successes, challenges included ensuring equitable distribution and that all materials effectively aligned with both classroom goals and individual student needs.

Action 1.03 Middle & High School Redesign

Implementation Status: Full Implementation

The action was fully implemented as planned, resulting in the retention of 63 additional teachers at middle and high school sites, and 10 additional academic counselors at high schools. Successes included increased student contacts with academic counselors, reduced class sizes for more focused instruction, and enhanced access to a-g eligible and dual enrollment coursework.

Action 1.04 Eliminate Elementary Combination Classes

Implementation Status: Full Implementation

The action was fully implemented as planned by providing targeted instruction to English learners, foster youth, and low-income students, with teachers focusing on one grade level and differentiating instruction to meet individual learning needs. We experienced notable successes, including improved student performance on local and state metrics and a higher percentage of elementary students reporting they understand how to improve based on feedback. Despite these successes, challenges remain in ensuring consistent differentiation and responsiveness to all students' unique needs across classrooms.

Action 1.07 Additional School Site Administration above Base

Implementation Status: Full Implementation

The action was successfully implemented as planned, with additional vice principals staffed at identified schools to support the principal in fostering data-driven instructional leadership, enhancing school climate, and promoting social-emotional learning. Notable successes included increased student reports of feeling heard and supported, as well as a significant decrease in suspension rates for low-income students. However, challenges arose in consistently maintaining these positive outcomes across all schools, requiring ongoing adjustments and targeted efforts.

Action 1.08 African American Academic Acceleration

Implementation Status: Partial Implementation

The action was partially implemented,

The implementation of this program resulted in several successes, such as strong family engagement with an average of 95% participation in workshops and a high student attendance rate of 90%. Additionally, the program achieved notable outcomes, including 67,371 books read, demonstrating increased access to literacy resources. However, challenges emerged, particularly with the Academic Center, where the number of LI-AA students suspended each month far exceeded the number of students able to attend, highlighting a gap in support that needs to be addressed moving forward.

Action 1.09 Additional Supports for Libraries

Implementation Status: Full Implementation

The action was fully implemented as planned, achieving notable successes such as ensuring all schools are staffed with a full-time library staff member, allowing for extended reading support for all students, especially English Learners. The district also successfully expanded its library collections with additional print and digital books in diverse topics and languages, and increased access to at-home libraries with supplemental books for students. However, challenges arose in maintaining the balance between timely distribution of resources and ensuring all students were effectively engaged with the new materials, particularly in meeting the varied literacy needs of every student.

Action 1.10 BASE Analysis, Measurement, and Accountability

Implementation Status: Full Implementation

The action was fully implemented as planned, leading to notable successes in enhancing student outcomes and building capacity for data-driven decision-making. The AMA team's efforts in streamlining and standardizing data resources fostered a culture of continuous improvement, strengthening alignment with district initiatives and improving data transparency. However, the implementation also encountered challenges, particularly in aligning tools and resources systemically and shifting mindsets from a data-rich to a data-informed approach.

Action 1.14 All teachers are teachers of English learner (EL) students

Implementation Status: Partially Implementation

The action was partially implemented as planned, with notable successes including the addition of newcomer ELD classes, placement of 50 tutors at 43 schools, and participation of approximately 500 teachers in professional learning sessions focused on ELD standards. These efforts significantly supported English Learner (EL) students across elementary and secondary sites. However, the implementation also faced challenges, such as limited participation in professional learning relative to the total number of EL teachers, difficulties with the rollout of a new online resource, and the need for more consistent completion of learning plans and benchmarks by students, teachers, and site administrators.

Action 1.15 Base After School Tutoring

Implementation Status: Partially Implementation

The action was partially implemented as planned, leading to notable successes such as increased participation in after school tutoring among EL, LI, and FY students, and improved collaboration between tutoring staff and classroom teachers. These efforts helped provide more targeted academic support in literacy and math for identified students. However, challenges such as staffing shortages, inconsistent learning environments, and limited access to timely academic data impacted the overall effectiveness and scale of implementation across all school sites.

Action 1.16 Extended Summer Learning

Implementation Status: Partially Implementation

The implementation of expanded summer learning programs for Preschool through 12th grade saw notable successes, particularly in increasing student access to programs at their home sites and showing progress among targeted groups like English learners, foster youth, and low-income students. However, the process also faced significant challenges, including campus closures that disrupted access and logistical issues such as transportation barriers for high-needs students. Despite these obstacles, the action achieved some important successes in addressing achievement gaps, but challenges remain in fully meeting the needs of all students.

Action 1.17 Expansion of Dual Language Immersion Programs

Implementation Status: Partially Implementation

The action was partially implemented as planned, resulting in key successes such as the expansion of dual language immersion (DLI) programs across additional grade levels and schools, along with the development of curriculum guides, assessment tools, and authentic instructional materials in Spanish and Hmong. Regular professional learning sessions and PLCs were provided to support DLI educators and leaders, enhancing collaboration and instructional quality. However, the implementation also faced challenges, including delays in professional training for newly hired teachers and reduced site-level support due to staffing shortages, which impacted the timely development of cross-cultural resources.

Action 1.19 BASE Professional Learning

Implementation Status: Full Implementation

The Instructional Division used a variety of data sources, including student performance and teacher feedback, to design professional learning aimed at improving student outcomes. Professional development included tailored programs such as the New Teacher Conference, PL Summit, and specialized coaching, with a focus on building teacher capacity across elementary and secondary education. Additionally, the division coordinated EL-specific professional learning and support, with initiatives targeting both new teachers and Long-Term English Learners (LTELs), while fostering collaboration across instructional departments and higher education institutions.

Action 1.21 BASE Early Learning

Implementation Status: Full Implementation

The action was fully implemented as planned, with full-day centers for infants, toddlers, and preschoolers at six locations, part-day preschool at 58 schools, 123 Transitional Kindergarten (TK) classrooms, and six Play and Learn Groups. We experienced notable successes, such as the expansion of TK classrooms from the 23/24 to the 24/25 school year, which provides enhanced learning outcomes and greater equity,

especially for English learners and low-income children, leading to improved kindergarten readiness. However, the implementation process also faced challenges, particularly with preschool enrollment, as families now have the option to choose TK due to the expanded age eligibility, which affected the number of preschool enrollees.

Action 1.22 High Quality School Site Health Services

Implementation Status: Partial Implementation

The action was partially implemented as planned, with successes in placing a registered nurse at every school and providing services beyond the minimum requirements, supported by a nurse educator for onboarding and training. However, challenges arose when the district's family wellness hubs were discontinued, preventing the assignment of two additional RNs to support these hubs, which were initially intended to provide integrated services for low-income students and families. Despite this setback, the district adapted by transitioning to a Community School concept, ensuring continued support for health services in the absence of the wellness hubs.

Action 1.25 Regional Instructional Managers

Implementation Status: Partial Implementation

The Regional Instructional Managers (RIMs) partially implemented this action by supporting school site administrators with testing logistics, accommodations outlined in IEPs, and assistance to testing coordinators. The district saw notable successes, including increases in ELA and Math SBAC scores. However, the implementation also faced challenges such as minimal growth in iReady scores and limited calibration with the Department of Prevention and Intervention around social-emotional supports for student access to general education.

Action 1.26 Early Interventions

Implementation Status: Full Implementation

The action was fully implemented as planned, providing a wide range of professional learning opportunities for teachers and paraeducators across both elementary and secondary levels. We experienced notable successes, including 28 professional learning sessions for elementary RSP and SDC staff, with 70 teachers and 54 paraeducators completing training during the 2024–25 school year. However, challenges such as vacant teacher positions impacted our ability to ensure every student received high-quality reading and math interventions from a trained educator.

Action 1.27 Supports for Foster Youth/Project Access - Direct Technical Assistance

Implementation Status: Full Implementation

The services outlined in the action plan were successfully implemented through ongoing support from clinical school social workers and academic counselors, resulting in notable successes such as improved care coordination, increased school stability, and higher graduation rates for students in foster care. These outcomes were achieved by addressing both emotional and academic needs through targeted interventions, workshops, and post-secondary planning. Despite these successes, challenges such as staffing shortages and the uneven implementation of the Network Improvement Community Model across regions remain areas for continued focus.

Action 1.28 Supports for Homeless Youth

Implementation Status: Full Implementation

This action has been fully implemented through the addition of Clinical School Social Workers, Academic Counselors, and Community Liaisons, resulting in early successes such as reduced suspension rates and stronger support for students facing trauma and instability. While these outcomes highlight the positive impact of trauma-informed care and targeted academic interventions, challenges remain in ensuring consistent training for staff and integrating these practices across all school sites and district levels. Continued focus on measuring academic progress, expanding partnerships, and increasing family engagement will be essential to sustaining these successes and addressing ongoing challenges faced by homeless students.

Action 1.29 BASE Special Education

Implementation Status: Full Implementation

The action was fully implemented as planned, resulting in several notable successes, including the continued operation of all 28 early learning inclusion programs and strengthened support through increased cross-departmental collaboration. A key focus remained on improving outcomes for students with disabilities, particularly through access to educationally related mental health services and a robust continuum of specialized academic instruction. Despite these successes, challenges such as elevated suspension rates and the ongoing need to improve graduation outcomes for students with disabilities persist and remain areas of concentrated effort.

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

Action 1.02 Additional Teacher Supply Funds

Effectiveness: Somewhat Effective

Metric outcomes: Low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

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

Action 1.03 Middle & High School Redesign

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, A-G completion

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

A-G Completion

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

The evaluation of the identified metrics demonstrates that the implemented actions have shown a moderate level of success in achieving the desired outcomes for English learners, foster youth, and low-income students. By reducing class sizes, enhancing access to academic and counseling support, and offering more personalized learning approaches, these students have benefited from targeted interventions tailored

to their specific needs. Schools utilized additional staffing effectively, such as academic coaches and counselors, to provide tailored instructional and emotional support, further bolstering academic success. As a result, performance improvements in English language arts and mathematics, particularly for English learners and foster youth, surpass district averages, indicating positive progress toward closing achievement gaps.

Action 1.04 Eliminate Elementary Combination Classes

Effectiveness: Somewhat Effective

Metric(s) outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

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

Action 1.07 Additional School Site Administration Above Base

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, expulsion, suspension

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

- Declined – Foster youth by 2.4 points
- On or above grade level in local (iReady) ELA
- Improved – All students by 1.6%, foster youth by 4.8%, low-income by 1.1%
- Progress in local (iReady) ELA
- Improved – All students by 0.6%, foster youth by 3.3%, low-income by 0.1%
- On or above grade level in local (iReady) Math
- Improved – All students by 1.7%, foster youth by 8.3%, low-income by 1.1%
- Progress in local (iReady) Math
- Improved – Foster youth by 7.6%
 - Maintained - All students
 - Declined - Low-income by 0.3%

Expulsion rate

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

Suspension rate

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

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

Action 1.08 African American Academic Acceleration

Effectiveness: Somewhat Effective

Metric outcomes: Low-income, low-income African American – state (SBAC) ELA and Math and local (iReady) ELA and Math, chronic absenteeism, suspension

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

- Improved - All students by 4.8 points, low-income by 5.1 points, and low-income African American by 3.7 points

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%, low-income by 1.1%, and low-income African American by 0.2%

Progress in local (iReady) ELA

- Improved – All students by 0.6%, low-income by 0.1%, and low-income African American by 14.0%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%, low-income by 1.1%, and low-income African American by 2.9%

Progress in local (iReady) Math

- Improved – Low-income African American by 14.0%
- Maintained - All students
- Declined - Low-income by 0.3%

Chronic Absenteeism

- Improved - All students by 4.4%, low-income by 4.4%, and low-income African American by 3.3%

Suspension

- Improved - All students by 0.7%, low-income by 0.8%, and low-income African American by 0.2%

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

Action 1.09 Additional Supports for Libraries

Effectiveness: Somewhat effective

Metric outcomes: English learner – state (SBAC) ELA and local (iReady) ELA

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

The initiative demonstrates moderate progress in achieving the desired outcomes for English Learner (EL) groups, especially through full-time library staffing and expanded resources. The increase in diverse print and digital books, along with at-home library access, has supported literacy development for EL students. However, there are difficulties in managing the timely distribution of resources and ensuring that all students engage effectively with the materials, considering their diverse literacy levels.

Action 1.10 BASE Analysis, Measurement, and Accountability

Effectiveness: Somewhat Effective

Metric outcomes: African American, English learner, foster youth, homeless, students with disabilities, American Indian, mixed race – state

(SBAC) ELA and Math and local (iReady) ELA and Math, graduation, suspension, college and career indicator

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

Graduation Rate

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

Suspension

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

College and Career Indicator

- Improved – Students with disabilities by 2.8%

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

Action 1.14 All teachers are teachers of English language (EL) students

Effectiveness: Somewhat Effective

Metric outcomes: English learner, long-term English learner – English learner progress indicator, state (SBAC) ELA and Math and local (iReady) ELA and Math

English learner progress indicator

- Declined – English learners by 6.6%

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

Draft

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

An analysis of the identified metrics indicates that this initiative demonstrated moderate effectiveness in addressing the intended goals for our EL and LTEL student populations. Although initial implementation presented several obstacles, continued efforts toward enhancement have yielded encouraging preliminary results. Targeted professional development, strategic resource allocation, and intentional collaborative planning have contributed to emerging progress. These developments suggest a positive trajectory, supporting the potential for increased impact over time.

Action 1.15 BASE After School Tutoring

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, graduation, A-G completion

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

Graduation rate

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

A-G Completion

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

Based on the data, the overall effectiveness of the action can be considered moderately successful in achieving outcomes for Low-Income (LI), English Learner (EL), and Foster Youth (FY) students through strategic investments in benchmark development, ongoing progress monitoring, and enhanced professional learning. Analysis of the key metric, supported by educational partner feedback from California State University, Fresno, highlights that nearly half of the eligible senior students—including LI, FY, and EL groups—submitted applications to Fresno State for Fall 2025-26, indicating progress toward college and career readiness goals. Effectiveness is further demonstrated by a greater number of school sites reporting increases in graduation rates compared to those with declines. Similarly, growth in SBAC scores

across the majority of sites reinforces the positive impact of the implemented strategies on student achievement.

Action 1.16 Extended Summer Learning

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, A-G completion

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

Graduation rate

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

A-G Completion

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

Upon assessing the identified metrics, it is evident that the intervention demonstrates a moderate level of effectiveness in achieving the desired outcomes for low-income, English learners, and foster youth students. The analysis of state SBAC and A-G completion rates provides valuable insight into the program's impact on these student groups. While progress is being made, there remains room for improvement in fully addressing the needs of these populations. Therefore, the action shows partial success, warranting continued refinement to better support these targeted students.

Action 1.17 Expansion of Dual Language Immersion Programs

Effectiveness: Somewhat Effective

Metric outcomes: English learner – English learner progress indicator, state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

Analysis of key performance metrics and feedback from educational partners indicates that the implemented strategies have been moderately successful in advancing the intended outcomes for Dual Language Immersion (DLI) students, including English learners and long-term English learners. Targeted professional learning and tailored support from department staff have contributed to positive trends in academic achievement. The 2024 SBAC English Language Arts results highlight that DLI students, particularly those in the Spanish and Hmong programs, consistently outperform their non-DLI peers, with 53.1% meeting or exceeding standards compared to 35.0% districtwide. Notably, schools such as Vang Pao, Leavenworth, Balderas, and Roeding surpassed both the district and DLI averages, reinforcing the effectiveness of site-specific supports.

Action 1.19 BASE Professional Learning

Effectiveness: Effective

Metric outcomes: Access to Instructional Materials.

Access to Instructional Materials

- Maintained – All students 100% access to instructional materials

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

Action 1.21 BASE Early Learning

Effectiveness: Effective

Metric outcomes: Progress implementing state standards enable EL's access to CCS and ELD standards.

Progress implementing state standards enable EL's access to CCS and ELD Standards

- Maintained – All students sustained at full implementation

Evaluating the identified metric demonstrates that the implemented strategy successfully supports the desired outcomes for all targeted student groups. The focus on nurturing, child-centered environments, alongside high-quality educational programs, fosters an inclusive

approach that honors the diverse language, culture, and needs of students, families, staff, and communities. Additionally, the creation of safe and supportive spaces enables young children to explore, play, and develop essential skills for long-term social and academic achievement. This holistic approach contributes to the overall effectiveness in meeting the educational goals for all involved stakeholders.

Action 1.22 High Quality School Site Health Services

Effectiveness: Effective

Metric outcomes: Low-income – Chronic absenteeism

Chronic absenteeism

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

The evaluation of the identified metric, in conjunction with feedback from Student Support Teams and community school partners, clearly shows that the action is effectively supporting the desired outcomes for low-income students. This evidence underscores that the intervention is driving progress toward the set goals for all student groups. Both the overall student population and the low-income group have reduced chronic absenteeism by 4.4% from baseline to Year 1. Although the low-income group initially had a higher rate, their progress is closely aligned with the overall group, indicating positive movement toward the district's long-term objectives.

Action 1.25 Regional Instructional Managers

Metric outcomes: English learner, foster youth, low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

Based on the analysis of the provided data, the action demonstrates somewhat effectiveness in improving student outcomes on iReady and SBAC assessments. The measured metrics indicate that the implemented strategies have had a positive, though limited, impact. Regional Instructional Managers played a key role by coaching Case Managers on accommodations, participating in IEP meetings, and guiding site coordinators in understanding the specific needs of students with disabilities during testing. The district remains committed to investing in these managers, recognizing their role in enhancing IEP quality, strengthening test coordination, and supporting teachers in delivering high-

quality instruction aligned with student growth goals.

Action 1.26 Early Interventions

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math, graduation

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

Graduation rate

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

Action 1.27 Supports for Foster Youth/Project Access - Direct Technical Assistance

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth – Graduation, suspension

Graduation rate

- Improved - All students by 0.4%, foster youth by 9.7%

Suspension rates

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

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

planning is essential to fostering a supportive and equitable learning environment for all foster youth.

Action 1.28 Supports for Homeless Youth

Effectiveness: Effective

Metric outcomes: Low-income, homeless – Graduation, suspension

Graduation rate

- Improved - All students by 0.4%, low-income by 0.6%

Suspension rates

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

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

Action 1.29 BASE Special Education

Effectiveness: Effective

Metric outcomes: Progress implementing state standards enable EL's access to CCS and ELD standards.

Progress implementing state standards enable EL's access to CCS and ELD Standards

- Maintained – All students sustained at full implementation

This action is demonstrating strong effectiveness. Tangible progress is evident through strengthened support systems and improved interdepartmental coordination. Combined with input from educational stakeholders and school leadership confirms that the strategies are successfully addressing the needs of the targeted student populations. Key contributing actions include monthly staff training on core academic subjects and interventions, as well as the implementation of behavior supports and individualized intervention plans, which are beginning to positively influence student outcomes.

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

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

Included the Long-Term English Learner (LTEL) and Low-Income African American student group data for metrics 1.02, 1.03, 1.05, and 1.06.

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

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

Updated the action title description of action 1.28 to Supports for Foster Youth / Project Access - Direct Technical Assistance, and has been renumbered to 1.27.

Folded action 1.09 Early Childhood Education Development and Educational Supports to action 1.21 BASE: Early Learning.

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

Action 1.10 Additional Supports for Libraries will be renumbered to 1.09.

Action 1.11 BASE: Analysis, Measurement, and Accountability will be renumbered to 1.10.

Action 1.12 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) will be renumbered to 1.11.

Action 1.13 Expand Alternative Education will be renumbered to 1.12.

Action 1.14 Maintain Additional Services for Phoenix Community Day School will be renumbered to 1.13.

Action 1.15 All teachers are teachers of English learner (EL) students will be renumbered to 1.14.

Action 1.16 BASE: After School Tutoring will be renumbered to 1.15.

Action 1.17 BASE: Extended Summer Learning will be renumbered to 1.16.

Action 1.18 Expansion of Dual Language Immersion Programs will be renumbered to 1.17.

Action 1.19 BASE: Instruction will be renumbered to 1.18.

Action 1.20 BASE: Professional Learning will be renumbered to 1.19.

Action 1.21 BASE: Technology Access and Support will be renumbered to 1.20.

Action 1.22 BASE: Early Learning will be renumbered to 1.21.

Action 1.23 High Quality School Site Health Services will be renumbered to 1.22, and action has been modified by removing the two additional registered nurses to support the district's family wellness hubs.

Action 1.24 Upgrading Access to Technology will be renumbered to 1.23.

Action 1.25 Student Technology Access and Annual Refresh will be renumbered to 1.24.

Action 1.26 Regional Instructional Managers will be renumbered to 1.25.

Action 1.27 Early Interventions will be renumbered to 1.26.

Action 1.29 Supports for Homeless Youth will be renumbered to 1.28

Action 1.30 BASE: Special Education will be renumbered to 1.29.

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	Designated School Investment			Yes

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

Action #	Title	Description	Total Funds	Contributing
1.05	Instructional Supports and Instructional Coaches	– –		
1.06	Additional Teachers Above Base Staffing			
1.07	Additional School Site Administration above Base	Additional Vice Principals To meet the educational needs of foster youth and low-income students, Fresno USD will staff additional vice principals at eight elementary schools, one middle school, one K-8 school, all comprehensive high schools, and six specialty schools. This increased staffing will assist the school principal to form a stronger leadership team designed to improve academic outcomes, decrease expulsion, decrease suspensions, and ensure the needs of low-income students are being met.		Yes
1.08	African American Academic Acceleration	• Additional Certificated Teachers • Additional Instructional Aides (paraprofessionals) • Additional Administrative leadership and support • Campus Safety Assistant • Tutors/Advisors (Mentors) • Professional Development • Math Interventions (Robotics, STEM) • Summer Literacy (Springboard)		Yes
1.09	Additional Supports for Libraries			

Action #	Title	Description	Total Funds	Contributing
		•		
1.10	BASE: Analysis, Measurement, and Accountability	The District's Department of Analysis, Measurement, and Accountability (AMA) provides accurate, unbiased, meaningful data analysis to inform accountability and support evidence-based decision making, with a focus on improving student achievement and closing the opportunity gap. This is achieved through: • Streamline and standardized data resources and practices to provide reliable reporting to support site and departmental needs • Provide both qualitative and quantitative analysis, to improve student outcomes • Promote our district's data literacy by collaborating with district educational partners through multiple avenues • Communicate processes and procedures for systemic support AMA will support School Leadership, school leaders, and site staff with increasing support for the low-performing student groups in red as indicated on the CA Dashboard by providing student group data that will support in depth analysis and reflection on action steps. The student groups listed below that were called out on the 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		No

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		
1.11	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)			
1.12	Expand Alternative Education			

Action #	Title	Description	Total Funds	Contributing
1.13	Maintain Additional Services for Phoenix Community Day School			
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.		Yes
1.15	Base: After School Tutoring	Fresno Unified School District continues to design and expand the After School programs for students from TK through 12th grade. This includes: After school program staff Materials and Supplies and Professional Learning English learner, foster youth, and low-income students all have lower state (SBAC) ELA and Math and local (iReady) ELA and Math assessment scores, and lower graduation rates as compared to the all student group. In addition, English learner, low-income, and foster youth students have lower A-G completion rates than the all student group. After completing a needs assessment, it was identified that EL, LI, and FY students need tutoring and additional academic support outside of the regular school day to increase skills and understanding in literacy, math,		No

Action #	Title	Description	Total Funds	Contributing
		and overall academic achievement. Additionally, the identified students need a safe space to access the curriculum and get support with homework. Parents provided feedback that they believe their children need additional tutoring services and teachers have requested additional support outside of the classroom. After school tutoring staff including teachers and qualified paraprofessionals support meeting the needs for EL, LI, and FY students to receive tutoring and academic support after school. EL, LI, and FY students who need additional academic support are asked to participate and provided information on the afterschool program for tutoring. The identified students are giving a quiet place to learn with all the supplies needed to complete assignments and access the learning they specifically need. Tutoring is available to students every day after school and is provided to students on an as needed basis or upon student request. Tutoring services include helping students with their homework, while integrating ELA and math strategies. Sites will provide multi-purpose room or alternative classroom space that allows students to focus during tutoring support. Students receive one on one or small groups support based on the individual needs of each student. Materials and supplies are thoughtfully chosen to ensure their design uses a different approach to learning than what the students may have received during initial instruction. The professional learning provided will focus on meeting the unique needs of this population and focused on direct instruction and/or group learning and/or investigative learning approaches or hands on learning with a focus on learning the basic concepts rather than specific skills. The district will strengthen this approach by being more intentional with reviewing student performance data to break down the specific academic needs prior to and during the tutoring process. By doing this, the expanded learning department will be able to provide professional learning to tutors that is more targeted to student needs. This includes, but is not limited to, providing students supplemental materials and scaffolds. This paired with		

Action #	Title	Description	Total Funds	Contributing
		more onsite observations will help to increase student skills and understanding with literacy and math. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis. For the identified student groups: Increase State (SBAC) ELA and Math and local (iReady, increase graduation rates, and increase A-G completion rates		
1.16	Base: Extended Summer Learning	Fresno Unified School District continues to design expanded summer intersession programs for students from preschool through 12th grade in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or online learning format and operate at least three hours a day for 14 days for Preschool students, at least 6 hours a day for 14 days for Transitional Kindergarten through 8th grade students, and at least 6 hours a day for 22 days for 9th through 12th grade students during the summer break. Expanding the size of the Expanded Learning Summer programs also results in an increase in summer program staffing which includes but not limited to management, certificated teachers, and classified employees from the school site and the district departmental staff, increased professional learning/training for staff, providing additional and intentional paid time for certificated/teaching staff to complete school-to-home communication and connection with students and families, and purchasing of curriculum and materials and supplies. Since the post-pandemic, Fresno Unified School District has offered summer program opportunities of in-person instruction at all school sites in exception for eLearn Academy which provides online learning to meet the needs of students and families. On-going design and adoption of curriculum for both online and in-person instruction continue to be a necessity to support students in summer programming. As outlined in the metrics section, English learners, foster youth, and low-income students all have lower state (SBAC) ELA and local (iReady) ELA		No

Action #	Title	Description	Total Funds	Contributing
		assessment scores and lower graduation rates than the all student group. In addition, English learners and foster youth students have lower A-G Completion rates as compared to the all student group. identified to be behind 2+ years in ELA or Math on 2nd quarter iReady Assessment (for elementary and middle) or more than 10 credits (equivalent of 1 course) deficient on graduation and/or A-G college requirements. Specific intervention programs in expanded summer learning are designed to target “unfinished learning” and “summer learning loss” through literacy, math, and/or credit recovery. Successes: • In Summer 2023, a total of 66 elementary, 14 middle, 8 high, and 7 alternative ed schools offered a summer program. This provides students access to a summer program within their geographical home school boundary in Fresno Unified School District. • More students are able to participate in summer programs at their school of enrollment during the summer. This helps provide consistency for the students as students are familiar with the campus and the staff. Challenges: • If a campus is unavailable to operate a summer program due to required renovation and/or construction project, students from the impacted campus had to attend a summer program at the nearest school within the same region in the district. Transportation can often be a barrier to participation for English language learners, foster youth and low-income students. Transportation opportunities were provided to students that were impacted by school having to be closed during the summer to ensure they can attend a summer program if their own campus cannot operate one. In addition, transportation was offered at every summer site that mirrors the bus schedules during the regular school year. In addition, feedback from the LCAP survey revealed the desire to have more academic interventions for students who are not meeting academic grade level requirements. The district conducted a needs assessment and review of this data and		

Action #	Title	Description	Total Funds	Contributing
		determined one of the root causes was a need for additional learning opportunities for students to close learning gaps, including earning missing credits in the upper grades. The district data indicates an ongoing and increased need to support English language learners, foster youth, and low-income students. - English language learners, foster youth, and low-income students in Year 3 have more A-G course completion compared to Year 2. In addition, they exceeded the desired outcome. - Low-income students in Year 3 have improved in the SBAC ELA compared to Year 2; however, English learners and Foster Youth students in year 3 have decreased in SBAC ELA compared to Year 2. - Foster youth and Low-income students in Year 3 have improved in the SBAC Math compared to Year 2; however, English learner students in year 3 have decreased in SBAC Math compared to Year 2. - English language learners, foster youth, and low-income students in Year 3 have a lower graduation rate compared to Year 2. - English language learners, foster youth, and low-income students in continues to improve their iReady assessment in ELA and Math. Overall, even though English language learners, foster youth, and low-income students are making progress on state and local assessments, graduation rates, and A-G courses completion, their achievement data still shows that they are still behind their peers the all student group. FUSD will continue to prioritize English language learner students, low-income students, and foster youth students to participate in Expanded Learning Summer Programs and Winter Programs. Expanded Learning expects that with the ongoing winter and summer programs offerings will demonstrate growth on programs' pre and post assessments as well as state and local assessments. In addition, high school low-income, English learner and foster youth students will recover credit courses needed to support higher graduation rates and to be on track for A-G completion to meet the requirements for a 4-year university.		

Action #	Title	Description	Total Funds	Contributing
		For the identified student groups: Increase state (SBAC) ELA and local (iReady) ELA assessments and increase A-G Completion rates.		
1.17	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. 3. Expand and enhance Dual Language Immersion Programs		Yes
1.18	BASE: Instruction			

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
1.19	BASE: Professional Learning	The following bullets outline key components of professional learning, designed to provide comprehensive support for teachers, site administrators, and English Learner (EL) services, including targeted coaching, induction programs, and coordination of professional development across various instructional departments. • Provide job embedded professional learning • New teacher support and induction • Targeted coaching support to teachers and site administrators - o Learning Summit – Fall and Winter 2021 - o Math lesson design and summer school pilot - o Smarter Balanced Interim Assessment Training – 400 leaders and 500 teachers - o Unbound Education Standards Institute – 120 leaders and 500 teachers at 450 per webinar - o PBS Lessons – Instruction serving all children in the valley - o Tutor.com – On demand tutoring - o First K-3 reading • Coordination of professional learning across all departments in Instructional Division • Adding one Project Manager and three Instructional Coaches • English learner professional learning and student support services		No

Action #	Title	Description	Total Funds	Contributing
		- Recruit, train, and retain staff within Teacher Development programs - Collaborate with Institutions of High Education on preservice and retention of staff Fresno Unified provides professional learning to support the EL language acquisition plan: English Learner Services provides English learner professional learning in support of all EL's through: - New Teacher Saturday Pipeline - Targeted coaching support to teachers and site administrators - Learning Summit – Fall 2023 and Winter 2024 - EL Site Rep Meetings - Regional ILT - Site and department based EL PL o Coordination of professional learning across all departments in Instructional Division o English Learner Professional learning for ELS TSAs and staff o English Learner Professional learning for TSAs at Designated Schools English Learner Services provides English learner professional learning in support of LTELs through: - Summit K12 LTEL PL - Content courses (math, science, H/SS, ELA) Integrated ELD PL - New Teacher Saturday Pipeline - LTEL PL (Designated ELD for students not progressing on ELPAC) - English Learner Professional learning for TSAs at Designated Schools - EL PL in Math to all Elementary Site Coaches		
1.20	BASE: Technology Access and Support			

Action #	Title	Description	Total Funds	Contributing
1.21	BASE: Early Learning	The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff are committed to providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include: • Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age • Part-Day Preschool • Transitional Kindergarten • Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups		No

Action #	Title	Description	Total Funds	Contributing
1.22	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		Yes
1.23	Upgrading Access to Technology			
1.24	Student Technology Access and Annual Refresh			
1.25	Regional Instructional Managers	Regional Instructional Managers (RIMs) will be assigned to report to school sites in support of site leaders, teachers and students.		Yes
1.26	Early Interventions	• Intervention teachers • Supplemental curriculum and materials		Yes
1.27	Supports for Foster Youth / Project Access - Direct Technical Assistance	To address this need, Fresno Unified will continue to invest in two academic counselors, 19 Clinical School Social Workers specializing in servicing students in foster care district wide grades K-12. In collaboration with Fresno County Superintendent of Schools, Fresno Unified is focusing on direct technical assistance for foster youth in the areas of literacy (ELA), graduation rate, and suspension. More information regarding this work can be found in this action (1.28 and in the Reflections: Technical Assistance).		Yes

Action #	Title	Description	Total Funds	Contributing
1.28	Supports for Homeless Youth	To address this need, Fresno Unified will continue to invest in two Community Liaisons, two Academic Counselors, servicing grades 8th-12th, 21 Clinical School Social Workers in which two are specifically allocated to work with students residing in shelters. 19 providing services to other students identified as homeless grades K-12, that are identified as transient, unaccompanied, double-up, or living in a motel.		Yes
1.29	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		No

Action #	Title	Description	Total Funds	Contributing
		increase CCI on the CA Dashboard. Additionally, the Special Education Department works on different behavioral plans and interventions with staff and students in order to increase positive behaviors in the classroom and at school sites, in order to decrease suspensions for SWD.		
1.30	Learning Recovery Emergency Block Grant – Literacy Initiative			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

Goal Analysis [2024-25]

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

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

Action 2.01 Linked Learning, ROP, and CTE Pathway Development

Implementation Status: Parital Implementation

The action was partially implemented as planned by hiring additional support teachers, offering supplemental pay and substitutes to support CTE and WBL opportunities, and increasing access to resources like tools, software, and certifications. We experienced notable successes, such as increase in CTE course enrollment, expanded internship opportunities, and greater student engagement through ambassador training and out-of-classroom activities. However, the implementation also brought challenges, particularly in coordinating transportation and securing substitutes on short notice for diverse and often rapidly scheduled industry and community events.

Action 2.02 CTE STEM PK-6 Kids Invent!

Implementation Status: Full Implementation

The implementation of on-campus CTE experiences for grades TK-6 was successfully carried out, with notable successes such as training over 400 teachers through LEGO Education, integrating Minecraft CTE City across SDC classes, and logging over 58,000 student experiences districtwide. Additional enrichment through NOVA Farms and AIMS expanded access to STEM and agricultural activities, and the push-in model helped reduce transportation costs significantly. However, the process faced challenges, including difficulties in coordinating with industry partners and time constraints at school sites, with 18 elementary campuses still pending full implementation of CTE City.

Action 2.04 School Counselors & Resource Counseling Assistants

Implementation Status: Full Implementation

The action was fully implemented as planned, with counselors offering individual conferences, small group sessions, classroom presentations, field trips, and various career exploration activities. Notable successes included the launch of college and career fairs at all middle schools and the successful transition to improved career exploration platforms for students. However, the implementation faced challenges, such as inconsistent access to students at certain sites and difficulties encouraging students to retake courses for A-G eligibility despite having passed them for graduation.

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

Action 2.01 Linked Learning, ROP, and CTE Pathway Development

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – Graduation, CTE capstone completers

Graduation rate

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

CTE Capstone completers

- Improved - All students by 2.9%, low-income by 2.9%

- Declined - English learners by 7.3%, foster youth by 14.0%

Evaluation of the outlined metrics indicates that the action demonstrates moderate effectiveness in advancing the intended goals for targeted student populations. Strategic investments—such as the addition of support teachers, expanded access to work-based learning opportunities, and increased resources for CTE programs—have contributed to notable gains, including a significant rise in student participation and engagement. Ongoing feedback from advisory committees and key stakeholders underscores the potential of these strategies to drive long-term improvements in student achievement. With a 99.6% graduation rate for CTE Completers, compared to the district average of 86.1%, continued refinement and consistent implementation of these supports are expected to further elevate outcomes across all student groups.

Action 2.02 CTE STEM PK-6 Kids Invent!

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth – state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

The analysis of the above metrics, combined with insights from educational partners — including educators, students, families, and industry partners—indicates that this action is somewhat effective in advancing outcomes for EL and FY. The increase in participation rates, particularly among EL (64%) and FY (57%) students, reflects promising progress toward equitable access to STEM/CTE opportunities. Educational partner feedback highlights appreciation for the growth in high-quality, site-specific experiences and the inclusive planning process that aligns offerings with student and community needs. With sustained professional development, consistent execution, and data-informed refinements, the initiative is positioned to strengthen its impact on student learning over time.

Action 2.04 School Counselors & Resource Counseling Assistants

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – graduation, student attendance, A-G Completion

Graduation rate

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

Student attendance rate

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

A-G Completion rates

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

The evaluation of the outlined metrics indicates that the action has had a moderate impact on achieving the desired outcomes for English learners, foster youth, and low-income students. The increase in counseling staff has contributed to enhanced student achievement, a more positive school climate, and greater family engagement. Notably, nearly 50% of qualified seniors, including those from low-income, English learner, and foster youth backgrounds, have applied to Fresno State for Fall 2025-26. These efforts have resulted in improved graduation rates, higher proficiency gains in English language arts and mathematics, reduced suspensions, and better attendance rates for English learners compared to the district averages.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Linked Learning, ROP, and CTE Pathway Development	Additional teachers Teacher Supplemental contracts Educational work field trips Teacher Substitutes Internship Programs Teachers on Special Assignment Administrative Staff CTE office support staff Materials and Supplies		Yes

Action #	Title	Description	Total Funds	Contributing
2.02	CTE STEM PK-6 Kids Invent!	Curriculum and materials Lego Education Innovation Day Field Trips		Yes
2.03	Men's and Women's Alliance			
2.04	School Counselors & Resource Counseling Assistants	To meet the educational needs of English learners, foster youth, and low-income students, every middle school will have the support of a resource counseling assistant and an academic counselor.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indian, AA = African American, HL = Homeless, MR = Two or More Races, SWD = Students with Disabilities, LI-AA = Low-Income African American)	HL: 15.8% MR: 8.9% SWD: 10.6% LI-AA: 17.3% Data Year: 2022/23 Data Source: CA Dashboard -additional reports	HL: 14.7% MR: 8.3% SWD: 9.8% LI-AA: 17.1% Data Year: 2023/24 Data Source: CA Dashboard - additional reports		HL: 12.2% MR: 2.9% SWD: 9.7% LI-AA: 12.8% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	HL: +1.1% MR: +.6% SWD: +.8% LI-AA: +.2%
3.02	Rate of parents, students and staff report of positive sense of safety and connectedness (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers Data Year: 2023/24 Data Source: Climate & Culture Survey	Safety: 72.5% Students 93.0% Parents 89.0% Staff Connection: 81.5% Students 91.0% Parents 94.0% Teachers Data Year: 2024/25 Data Source: Climate & Culture Survey		Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers Data Year: 2026/27 Data Source: Climate & Culture Survey	Safety: • .2% Students +1.3% Parents • .3% Staff Connection: +1.1% Students +.7% Parents +1.5% Teachers
3.03	Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 0.24% EL: 0.18% FY: 0.52% LI: 0.26% Data Year: 2022/23 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	ALL: 0.13% EL: 0.10% FY: 0.51% LI: 0.14% Data Year: 2023/24 Data Source: DataQuest Expulsion and		ALL: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: DataQuest Expulsion and	ALL: +.1% EL: +.08% FY: +.01% LI: +.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension – Expulsion Rates		Suspension – Expulsion Rates	
3.04	Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2022/23 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2023/24 Data Source: FIT Report (Facilities Inspection Tool)		100% of schools with a rating of good or exemplary Data Year: 2025/26 Data Source: FIT Report (Facilities Inspection Tool)	.0%
3.05	Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LI-AA = Low-Income African American)	ALL: 34.7% EL: 27.2% FY: 35.0% LI: 36.5% LI-AA: 46.3% Data Year: 2022/23 Data Source: Dataquest	ALL: 30.3% EL: 23.1% FY: 37.8% LI: 32.1% LI-AA: 43.0% Data Year: 2023/24 Data Source: Dataquest		ALL: 25.7% EL: 18.2% FY: 29.0% LI: 27.5% LI-AA: 37.7% Data Year: 2025/26 Data Source: Dataquest	ALL: +4.4% EL: +4.1% FY: -2.8% LI: +4.4% LI-AA: +3.3%
3.06	Percent of students who have participated in at least one arts, activities, or athletics event – Broad Course of Study (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 47.5% EL: 37.3% FY: 45.0% LI: 46.5% Data Year: 2022/23 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: 42.6% EL: 31.5% FY: 41.6% LI: 41.4% Data Year: 2023/24 Data Source: Broad Course of Study Local Indicator on the Dashboard		ALL: 62.5% EL: 52.3% FY: 60.0% LI: 61.5% Data Year: 2026/27 Data Source: Broad Course of Study Local Indicator on the Dashboard	ALL: -4.9% EL: -5.8% FY: -3.4% LI: -5.1%

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

Goal Analysis [2024-25]

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

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

Action 3.01 Increase School Allocations for Athletics

Implementation Status: Full Implementation

The program saw notable successes, particularly through strong collaboration between district and site-level staff, as well as positive feedback from students who appreciated the support provided. Challenges arose due to ongoing budget constraints, but strategic adjustments allowed for effective prioritization of resources. Overall, the program's success highlights the importance of continued support for student athletes, ensuring their needs are met and their experience enhanced.

Action 3.04 Increased Funding for Music

Implementation Status: Full Implementation

The action was partially implemented as planned, with a consistent curriculum across elementary music ensembles and music offerings for grades K-6. We saw notable successes, such as the establishment of a clear scope and sequence for all grade levels, the provision of a set curriculum, and the successful implementation of music assessments for grades 4-6. However, the implementation process also faced challenges, particularly in securing qualified staff to fill all positions for K-6 across all schools.

Action 3.08 Restorative Practices/Relationship Centered Schools

Implementation Status: Partial Implementation

The implementation of this action has shown notable successes, particularly in the restorative processes and social-emotional counseling interventions. The Department of Prevention and Intervention has demonstrated positive outcomes, such as a 90% (elementary) and 89%

(secondary) rate of no recidivism post-restorative processes, as well as an 83% improvement in elementary students who received social-emotional counseling. However, challenges such as limited access to re-entry post-suspension, inconsistent Tier I Restorative Practices, and staffing limitations within TST/Tier II Teams have impacted the full execution and scope of the initiative.

Action 3.11 Home School Liaisons

Implementation Status: Full Implementation

The implementation of the Home School Liaison (HSL) training courses has resulted in notable successes, such as increased confidence among HSLs and enhanced collaboration between schools and departments. While challenges arose, particularly with family engagement due to concerns about the immigration climate, the district's communication efforts have led to a gradual return of families to engagement activities. The shift from a centralized to a collaborative training model involving HR, DPI, and Parent University has brought a more integrated support system for HSLs, offering richer training experiences and a broader range of resources to address the challenges of student engagement.

Action 3.12 Mental Health Supports

Implementation Status: Partial Implementation

The action was partially implemented by adding school psychologists and office assistants to enhance mental health supports, resulting in many successes through ongoing crisis intervention and student interactions. While school psychologists have positively impacted all students, including foster youth and low-income populations, challenges remain in accurately measuring outcomes due to limitations in the Gaggle system. Specifically, the system cannot track student subgroups or reliably assess the impact on suspension rates, posing a barrier to fully evaluating the program's effectiveness.

Action 3.13 Transportation Services

Implementation Status: Partial Implementation

The action was partially implemented as planned, with bus routes updated and completed, and bus passes for public transit provided to students in FY and LI. Notable successes included the successful implementation of software that supports transportation planning for enrichment trips, which was widely adopted by schools in the district. However, challenges arose with the tracking software for the parent portion of the application, which will be addressed and integrated into the process for the following school year.

Action 3.14 Decrease Suspension Rate to Increase Attendance and Academic Success

Implementation Status: Full Implementation

The action was fully implemented as planned through the creation of our Continuous Improvement Monitoring (CIM) team, bringing together representatives from multiple departments and educational partners. We experienced notable successes, including the development of a CIM Plan recognized by the California Department of Education as an exemplar, and pilot sites showing significant reductions in suspension rates for students with disabilities, especially African American SWD. However, the implementation also came with challenges, such as coordinating across departments, limited resource control, and the difficulty of scaling efforts across a large system within the given timeframe.

Action 3.15 Campus Safety Assistants

Implementation Status: Partial Implementation

The implementation of Campus Safety Assistants (CSAs) has seen notable successes, particularly through in-house training that enhanced their understanding of restorative practices, fostering stronger student and staff relationships. CSAs have become more reflective in their approach, significantly improving interactions with both students and school staff. However, the deployment process faced challenges, including the need for sufficient time for training by experienced staff and difficulty in hiring qualified CSAs to fill vacant positions, which impacted the timely execution of the initiative.

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

Action 3.01 Increase School Allocations for Athletics

Effectiveness: Somewhat effective

Metric outcomes: Low-income – Percent of students who have participated in at least one arts, activities, or athletics event

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

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

Action 3.04 Increased Funding for Music

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event
Percent of students who have participated in at least one arts, activities, or athletics event

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

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

Action 3.08 Restorative Practices/Relationship Centered Schools

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth, low-income – chronic absenteeism, suspension

Chronic absenteeism

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

Suspension rate

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

The evaluation of the outlined metrics, in combination with feedback from educational partners, demonstrates that the initiative is moderately successful in achieving its goals for low-income and foster youth students through the application of responsive restorative practices and social-emotional counseling. Positive responses were recorded from students, staff, and parents/guardians, indicating a high level of satisfaction with the restorative services provided. According to Quarter 3 data, 824 anonymous survey responses yielded an average satisfaction rating of 4.8 out of 5. These findings suggest that the approach is generally effective in meeting the needs of the targeted student population.

Action 3.11 Home School Liaisons

Effectiveness: Somewhat Effective

Metric outcomes: English learner, foster youth, low-income – Percent of students who have participated in at least one arts, activities, or athletics event

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

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

Action 3.12 Mental Health Supports

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth, low-income – Suspension

Suspension rates

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

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

Action 3.13 Transportation Services

Effectiveness: Effective

Metric outcomes: Low-income – Student attendance, chronic absenteeism

Student attendance rate

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

Chronic Absenteeism rate

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

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

Action 3.14 Decrease Suspension Rate to Increase Attendance and Academic Success

Effectiveness: Somewhat Effective

Metric outcomes: Students with disabilities - state (SBAC) ELA and Math and local (iReady) ELA and Math, student attendance, suspension, chronic absenteeism

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

- Improved – All students by 1.6%

Progress in local (iReady) ELA

- Improved – All students by 0.6%

On or above grade level in local (iReady) Math

- Improved – All students by 1.7%

Progress in local (iReady) Math

- Maintained - All students

Student attendance rate

- Improved – All students by 0.9%

Suspension rate

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

Chronic absenteeism

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

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

Action 3.15 Campus Safety Assistants

Effectiveness: Somewhat Effective

Metric outcomes: Foster youth, low-income – Suspension, student attendance, safety based on the climate and culture survey

Suspension rates

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

Student attendance rates

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

Safety based on the climate and culture survey

- Declined – All students by 0.2%

This action was somewhat effective in advancing toward the goal, with mixed results across key metrics. Suspension rates improved for all students and low-income students but declined slightly for foster youth. Although student attendance rates showed positive growth for foster youth and low-income students, overall attendance for all students declined, and safety perceptions decreased for all students. Combined with feedback from educational partners, including student surveys and athletic staff, the action demonstrated effectiveness in providing equitable access to athletic resources and support, though continued refinements are needed based on student engagement and safety data.

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

Added the Low-Income African American student group data for metrics 3.01 and 3.05.

Updated action 3.05 to school-wide.

Updated the Data Year for metrics 3.06 and 3.07.

Updated action 3.11 title

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Increase School Allocations for Athletics	- Supplies needed for Athletic programs at all schools - Student body participation at athletic events, including transportation		Yes
3.02	District-Funded Educational Enrichment Trips			
3.03	District Arts Collaborative Project			
3.04	Increased Funding for Music	- Additional music teachers for elementary schools - Classroom instruments and instructional resources		Yes

Action #	Title	Description	Total Funds	Contributing
3.05	Student Peer Mentor Program			
3.06	Social Emotional Supports			
3.07	School Climate and Culture Expansion			
3.08	Restorative Practices / Relationship Centered Schools	25 Restorative Practices School Counselors (RP Counselors)		Yes
3.09	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention			

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
3.10	Campus Climate and Culture Teachers			
3.11	Family Engagement Hour Training	Parent University Manager Five primary language specialists Materials and supplies		Yes
3.12	Mental Health Supports	• 52 additional School Psychologists • 2 Office Assistants		Yes
3.13	Transportation Services	Additional Bus Drivers Public Transit Bus Passes Tracking Software		Yes
3.14	Decrease Suspension Rate to Increase Attendance and Academic Success	The district identified that the high suspension rates for students with disabilities (SWD) also negatively impacts attendance and academic success. After analyzing the data, a team will be developed to identify root causes and establish clear instructional and behavioral systems and practices to best support the needs of SWD. To meet the unique needs of SWD, it has been determined that this data will be analyzed by the Special Education team, in collaboration with other district staff and the county, to determine how specific improvements can be made to support the social emotional wellbeing and behaviors for students in order to decrease		No

Action #	Title	Description	Total Funds	Contributing
		suspension. These practices to decrease suspension for SWD will keep students in the classroom, in turn, decreasing chronic absenteeism and resulting in academic progress. This process will include community partners, school leaders and special education staff to implement a change idea as identified by this group. A needs assessment will be conducted to specifically support a multi-tiered system of support resulting in positive student outcomes for SWD. School sites will be selected based on data analyses to determine area of focus in reduction of suspension. The identified schools will each develop a team and will meet quarterly to monitor progress and analyze the actions. After testing the change idea, change ideas resulting in positive outcomes will be implemented at other school sites. These change ideas will be utilized to develop an effective instructional program to meet the unique needs of individual student groups and expand practices proven to lower suspension rates, raise student achievement and reduce absenteeism. This action does not have funding attached, as expenditures will be included in the Special Education Department budget.		
3.15	Campus Safety Assistants	Additional Campus Safety Assistants		Yes
3.16	Diversity, Equity, and Inclusion			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Rate of teachers appropriately credentialed in the area taught	93.9% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing	99.9% Data Year: 2024/25 Data Source: SARC Report on Teacher Credentialing		99.5% Data Year: 2026/27 Data Source: SARC Report on Teacher Credentialing	+6.0%
4.02	Rate of teacher's misassigned	0.057% Data Year: 2023/24	0.08%		<1%	-.023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: SARC Report on Teacher Credentialing	Data Year: 2024/25 Data Source: SARC Report on Teacher Credentialing		Data Year: 2026/27 Data Source: SARC Report on Teacher Credentialing	
4.03	Rate of teacher vacancies	1.046% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing			<1% Data Year: 2026/27 Data Source: SARC Report on Teacher Credentialing	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

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

Corrected the “Data Year” to 2026/27 in Target Outcome for Year 3 for the following metrics: 4.01, 4.02, and 4.03

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	BASE: Recruitment, Selection, and Retention of Human Capital			

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

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

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

Action 5.01 Parent Engagement Investments

Implementation Status: Full Implementation

The action was successfully implemented through monthly Family Engagement Hours and the introduction of the Family Leadership Academy, resulting in increased family participation and strengthened partnerships between families, educators, and school staff. Notable successes include a 32.1% increase in family engagement, with a growing number of families served, ultimately supporting improved academic outcomes for students. However, challenges such as concerns around the current immigration climate impacted family participation in spring activities, prompting us to explore new strategies to enhance engagement and provide additional support to families.

Action 5.02 Expanded Student, Parent and Community Communication

Implementation Status: Full Implementation

The implementation of the expanded Translations & Interpretation Services department, alongside the introduction of our new website and Parent Square communication tool, has led to significant successes in improving user experiences and accessibility for Spanish-speaking families. Notable successes include the effective training of school sites on website communication best practices and achieving an

impressive 97% contractibility score on ParentSquare, which demonstrates our ability to reach nearly all families. However, a challenge remains in ensuring that families keep their contact information up to date in ATLAS, which is crucial for maintaining seamless communication through ParentSquare.

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

Action 5.01 Parent Engagement Investments

Effectiveness: Effective

Metric outcomes: English learner – state (SBAC) ELA and Math and local (iReady) ELA and Math

Distance from standard in state (SBAC) ELA

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

Distance from standard in state (SBAC) Math

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

On or above grade level in local (iReady) ELA

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

Progress in local (iReady) ELA

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

On or above grade level in local (iReady) Math

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

Progress in local (iReady) Math

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

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

the action contributes to a collaborative approach that strengthens student success and supports long-term academic achievement.

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

- Declined - English learner by 6.6%

Connectedness based on the climate and culture survey

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

The evaluation of metrics and feedback from school leaders and families demonstrates that the action has had moderate success in achieving its intended outcomes across all targeted groups. Data from the Climate and Culture survey reveals positive growth in engagement. However, there was a decline in the English Learner Progress Indicator, reflecting challenges in advancing English proficiency. This decrease suggests that additional efforts are needed, particularly in enhancing connections with English learner families to better support their students' educational progress.

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Engagement Investments	Parent University Staff Materials and Supplies for Staff and Family Professional development		Yes

Action #	Title	Description	Total Funds	Contributing
5.02	Expanded Student, Parent and Community Communication	Contracted services with Spanish and English television programing Supplemental Translation Services		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Contributes to all Fresno Unified School District Goals	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)
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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.
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Measuring and Reporting Results

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.02 BASE: Central Office Administration Implementation Status: Full Implementation

Action was implemented as described by supporting the Board of Education, Office of the Superintendent, and Communications. No substantive difference in planned action compared to the actual implementation.

Action 6.03 BASE: Business and Financial Services

Implementation Status: Full Implementation

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

Action 6.04 BASE: Operational Services

Implementation Status: Full Implementation

The department continued to direct the construction of new capital improvement projects, and the modernization of existing schools. No substantive difference in planned action compared to the actual implementation.

Action 6.05 BASE: Other Expenses

Implementation Status: Full Implementation

Action was implemented as described in the LCAP by making contributions to health and retirement. No substantive difference in planned action compared to the actual implementation.

Action 6.06 One-time Recovery Resources

Implementation Status: Partially Implementation

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

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.

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 helped make progress towards Fresno Unified's goal: Increase student engagement in their school and community.

Action 6.02 BASE: Central Office Administration

Effectiveness: Effective

Metric outcomes: Access to instructional materials

- Maintained – All students at 100%

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

Action 6.03 BASE: Business and Financial Services

Effectiveness: Effective

Metric outcomes: Access to instructional materials

- Maintained – All students at 100%

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

Action 6.04 BASE: Operational Services

Effectiveness: Effective

Metric outcomes: Facilities are properly maintained

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

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

Action 6.05 BASE: Other Expenses

Effectiveness: Effective

Metric outcomes: Access to Instructional Materials

- Maintained – 100% Access to Instructional Materials

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

Action 6.06 One-time Recovery Resources

Effectiveness: Effective

Metric outcomes: Implementation of State Standards

- Maintained – Full Implementation

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students			
6.02	BASE: Central Office Administration	• Board of Education • Superintendent • Deputy Superintendent Equity Supports • Communications		No

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

Action #	Title	Description	Total Funds	Contributing
6.05	BASE: Other Expenses	• Health contribution • Retirement		No
6.06	One-time Recovery Resources	• eLearn Academy • Upgrading technology • Finger printing • Classroom interactive panels • Phase II of connectivity infrastructure • School Wi-Fi expansion • Data center security and resiliency • Student device supports • Vice principal institute • Principal pipeline • Credit recovery • Afterschool programs • Support for professional learning • Digital lessons and licenses • Upgrading HVAC systems		No
6.07	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.			No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

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

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
1.01	Action: Designated School Investment		

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

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. 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	Supplemental supplies directly benefit low-income students by providing them with the resources they need to be success to learn in the classroom. These materials are pivotal in making sure LI students are able to come to school every day prepared to learn without the additional stress of not having the items they need to learn. These materials are purchased based on the individual needs of the classroom and the student. Teachers of LI students require this additional support for in classroom and at home learning. Access to supplemental supplies gives low-income students greater access to grade level content by allowing teachers to differentiate teaching strategies. To strengthen this approach a menu of options will be shared with teachers to better meet the needs that align to the identified student groups. This action is designed to meet the needs of low-income; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
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.	All middle schools and high schools are provided with a combined total of 63 additional teachers and 10 additional academic counselors at the high schools based on need and enrollment to support class size reduction and to support students with identifying the A-G classes that will best fit their needs.	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
	A local needs assessment involving educational partners indicated EL, LI and FY students would greatly benefit from access to smaller A-G class sizes in order to increase academic achievement and A-G course completion. LCAP input gathered from families and students ranked the need for improved academics as the number one priority. Scope: LEA-wide	Smaller class sizes enable teachers to provide more differentiated, scaffolded, and focus on the unique learning needs of EL, FY and LI students. Furthermore, additional counselors will provide the identified students with increased access to academic and related guidance; increase the frequency of monitoring and working with the identified students and allow students more opportunities to take courses that they find interesting while meeting A-G requirements. 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	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-	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
	and Math assessments than the all student group. A local needs assessment, in collaboration with educational partner feedback, identify the EL, FY and LI students would benefit from classrooms with fewer distractions and more focus on grade level skills and concept development. Teachers have expressed that combination classes make it difficult to provide students with the grade level individualized instruction they need for academic growth. Scope: LEA-wide	income students more time and attention from teachers who can focus on the identified students' needs with the same grade level standards. By creating grade specific classes teachers will be able to focus on differentiated instructions, scaffolds, manipulatives, and other instructional supports designed specifically for identified students based off of one grade level. Furthermore, this design will allow more time for individual attention to these students and their specific learning needs. 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		

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

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
1.06	Action: Additional Teachers Above Base Staffing		

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
1.07	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.	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.	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
	A local needs assessment, in collaboration with Educational Partners, indicates that the identifies students need high quality instruction and a safe school and learning environment. The identified students need to have their specific areas of concerns and growth addressed by teachers and adults outside of the classroom. Scope: Schoolwide	Support site efforts to build positive school climate and culture and maintain collaborative relationships with families of low-income students and foster youth students. Support site efforts to provide social emotional learning supports for low-income students and foster youth students. Address the identify needs of low-income and foster youth students by conducting more classroom observations and teacher coaching chats that focus on the identified students instructional and social-emotional needs. 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: African American Academic Acceleration	The district uses a collection of programs and initiatives to address the needs of the vulnerable populations that are in need of equitable support.	For the identified student groups:

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
	Need: Low-income students perform lower on state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments compared to the all student group. Low-income students, who are also identified as African American perform lower on these state (SBAC) ELA and Math assessments compared to all student groups. Additionally, low-income students are suspended and chronically absent at higher rates than all students. Low-income students, who are also, identified as African American are suspended and chronically absent at higher rates than the all student group. To better assess the need of low-income students both academically and behaviorally, we examined subgroup data within the low-income group, particularly looking at low-income African American Student data. We found that low-income African Americans perform lower than the all-low-income group in ELA and Math and have higher suspension rate then the low-income group as a whole. A local needs assessment, in collaboration with Educational Partners, indicates that the low-income students, especially those who are low-income and African American need equitable support. They need strengthened interventions that are tailored to their specific needs as it relates to them specifically and their community. They need intensive reading interventions. The needs assessment uncovered that they need programs designed	Through these strengthened interventions we will increase academic performance, decrease chronic absenteeism, and reduce suspensions for these student groups. To focus on math interventions 5th and 6th grades are targeted to increase math proficiency, prior to the LI students entering Middle School. Since LI AA students perform at lower levels than all and LI students they are identified to participate in math interventions. Students increase math skills while completing engaging activities such as robotics or STEM related subjects. The engaging activities promote a sense of student self-efficacy while learning math helping students to decrease absenteeism and suspensions. This occurs both during the school day and after school. To strengthen literacy skills of low-income students, specifically LI AA students, will be provided interventions tailored to their needs. Through the summer literacy program LI students are provided literacy supports through a reading program over summer in grades k-4. This program is implemented during three weeks over the summer for five hours per day. It has a heavy emphasis on reading strategies and parent involvement. The literacy program focuses on closing the reading achievement gap for low-income students. It has been identified that low-income African American students who are not currently on grade-level need additional support. The afterschool literacy program provides targeted literacy instruction and supports to meet the needs of our	Increase on state (SBAC) ELA and Math local (iReady) ELA and Math assessments, and lower suspension and chronic absenteeism rates.

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	for them to help close the gap in ELA and Math. This includes providing a safe space for them and programs that exist or are created to fit their needs. Additionally, the needs assessment identified that their needs to engagement, relationship building, mentorship, and leadership opportunities to support positive student interactions and behaviors in order to engage students to increase attendance (decreasing absenteeism) and increasing positive behaviors (decreasing suspensions). Also, it is important that parents are involved in the learning and behavioral support. Scope: LEA-wide	low-income African American students in grades K-4. This program is expanding to reach 30 elementary sites in both the Fall and the Spring. The goal of this expansion is to serve up to 1,300 low-income students. Low-income students need mentorship to increase engagement and relationships, which will help to decrease absenteeism and suspension. Site mentors who will discuss attendance, grades, and behavior in a secure location on the campus and create a plan for growth for the identified student group. The advisor will also keep a strong line of communication with the students' parents and teachers. 30 advisors (tutors/mentors) support all middle schools and high schools. Advisors are a mixture of teachers, paraprofessionals, noontime assistants, tutors. Sites are assigned staff based on their needs of LI and FY students. Advisors meet with identified LI or FY students based on need, at minimum, once a week and they connect with parents/family by phone, text, email or in person, at minimum once a month. The advisors are "mentors" who help students map out plans to bring up low grades(they aren't tutors, they help identify missed assignments or set up make up tests with teachers for example), give strategies to curb behavior issues that they may be experiencing, and are an additional accountability measure regarding attendance(they will call to see why the child is out or constantly late). Most advisors work closely with the counselors. The goal of the advisor program is to help develop the full student. Ideally grades and attendance will rise but we also give weekly surveys to measure	

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		student satisfaction and the sense of belonging that the student feels with the advisor. To decrease absenteeism and suspensions it is important for students to feel engaged and be exposed to leadership opportunities. Low-income students will hold labs (meeting forums) that allow the low-income students to identify problems and construct student led solutions as well as collaborate in the creation of FUSD (Fresno Unified School District) professional learning opportunities that are also designed by the students. The labs allow the identified students to speak their mind and work through addressing the problems they face at school that lead to their, and students like them, absenteeism and suspension. These labs will empower and support the identified students with their needs. This action is designed to meet the needs of the identified students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
1.09	Action: Additional Supports for Libraries		

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1.11	Action: GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)		

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
1.12	Action: Expand Alternative Education		

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

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1.13	Action: Maintain Additional Services for Phoenix		

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
1.14	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 Term English Learner (LTEL) students are performing lower in comparison to English Learner students and the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Additionally, the district will utilize English Learner Progress Indicator (ELPI) to monitor EL and LTEL progress. A local needs assessment indicates that EL and LTEL students need intervention and that teachers need professional learning to support lesson planning and incorporating interventions for EL and LTEL students. EL intervention needs include monitoring and feedback practices, tutoring, language comprehension in the context of Math, parent	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. • Provide professional learning on how to leverage key ELD standards and activities to support the standards, such as but not limited to visual aids, listening strategies, speaking support, and writing scaffolds to support literacy and math. TSA LTEL support: • Develop and implement individualized plans for LTEL students to support teachers, classroom instruction, and site planning for LTEL students to meet ELPI targets • To strengthen the approach the TSA will increase monitoring practices to track and monitor interventions and support. This includes, but is not limited to aligning data, support analysis, and provided best	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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	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. This action addresses that EL students received a red indicator on the CA School Dashboard for SBAC ELA and Math and ELPI. Scope: LEA-wide	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 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	

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		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. 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	

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		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 will benefit all students, therefore this action will be provided on a district-wide basis.	
1.17	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.	1. Maintain support positions in the English Learner Services Dept • 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	For the identified student group: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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	Parents have requested to continue and expand dual immersion programs. Scope: LEA-wide	• 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 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	

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		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 • 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	

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		district-wide basis.	
1.22	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 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	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 will be added next school year, 2024/25. Professional learning is established and provided by the district to onboard nurses and provided the supports that staff need to be successful at their jobs in order to support LI students. New staff spend time at an existing school site with a nurse practicing real time student procedures before going to their own site. All nursing staff have the opportunity to observe and learn from each other. To strengthen this support our low-income student population, we plan to add 9 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.	For the identified student group: Lower rates of chronic absenteeism.
1.23	Action: Upgrading Access to Technology		

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1.24	Action: Student Technology Access and Annual Refresh		

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1.25	Action: Regional Instructional Managers Need: According to metrics, English learner, low-income, and foster youth students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with educational partner feedback, indicated that the identified student groups need teachers and site leaders who provide	The presence of RIMs at all school sites is crucial for improving ELA and Math CAASPP performance for low-income, English learner, and foster youth students for several reasons: 1. Targeted Support: RIMs can provide targeted support and resources tailored to meet the specific needs of these student populations, such as language support for English learners or additional academic support for low-income and foster youth students. 2. Data Analysis: RIMs can help schools analyze CAASPP data to identify trends, pinpoint areas for	For the identified student groups: Increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

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	structures and instructional systems to meet the academic needs of the student groups. Teachers and site leaders need better coordination of resources and collaboration to support LI, EL, and FY student. Scope: Schoolwide	improvement, and develop data-informed strategies to enhance student achievement in ELA and Math. 3. Professional Development: By offering individualized coaching and mentorship opportunities to teachers and staff, RIMs can help improve instructional practices, introduce best practices, and support ongoing professional development. 4. Collaboration: RIMs can facilitate collaboration among educators, schools, and the district to share successful strategies, resources, and ideas for improving ELA and Math instruction for diverse student populations. RIMs play a vital role in providing on-the-ground support, guidance, and expertise to help schools effectively address the unique challenges and needs of low-income, English learner, and foster youth students to improve their performance on ELA and Math CAASPP assessments. To strengthen this approach RIMs will increase their collaboration with site administration to target the specific areas that are being called out for the identified students groups. RIMs and Admin will review suspension data in depth to understand causes and develop supports, to decrease time the identified student groups spend out of the classroom. Additionally, RIMs will strengthen their collaborative efforts with both sites and the Department of Prevention and Intervention (DPI) to help schools and families focus on social-	

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		emotional needs in order to increase academic achievement. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.26	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	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.	For the identified student groups: Increase graduation rates and increased state (SBAC) ELA and Math and local (iReady) assessment scores.

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	on their learning gaps. It was found that the identified students and families are not always aware of their needs, so they need support from the school to help them identify what will help them. Scope: LEA-wide	To strengthen this approach teachers will receive professional development that will support skill development in the classroom. Additionally, teachers will work within their PLCs to discuss student data and create lesson plans with their teaching team in order support students. Intervention teachers and supplemental curriculum will increase graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of the identified student groups, however, because we believe this action will benefit all students, this action will be provided on a district-wide basis.	
1.27	Action: Supports for Foster Youth / Project Access - Direct Technical Assistance Need: Foster youth students are graduating at lower rates than the all student group. Additionally, foster youth students are suspended at higher rates than the all student group. A local needs assessment, in collaboration with educational partners, indicated that foster youth do not feel connected to school or, in some cases, anywhere. This lack of connection affects their engagement level which does not support learning or positive behavior. This leads to increased suspensions for foster youth and a decrease in grad rate. Additionally, the needs assessment indicated the FY have trauma, but do not have the	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.	For the identified student group: Higher rates of graduation and lower rates of suspension.

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	coping skills they need to address their trauma. Scope: LEA-wide	The investment of Academic Counselors will continue to provide targeted academic intervention/support, academic workshops, post-secondary plans, transcript analysis and waiver support according to educational laws outlined for students in foster care. These services will provide more intensive and individualized support for students identified as foster youth. This action is designed to meet the needs of foster youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.28	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.	The investment of Clinical School Social Workers will provide mental health supports and case management services for students identified as experiencing homelessness to identify stressors and areas of trauma such as, not living in a stable home, lack of food/resources and the impact of financial hardship. Academic Counselors will provide supplemental targeted academic intervention/support, academic workshops, post-secondary plans, transcript analysis and waiver support. Specifically designed to provide supplemental supports to students experiencing homelessness. Community Liaisons will ensure students experiencing homelessness are prioritized during enrollment and assist with internal confidential communication at the site to provide supports, knowledge, and awareness for every adult interacting with the students.	For the identified student group: Increased graduation rates and lower suspension rates.

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	Scope: LEA-wide	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 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,	

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		and our students. We will hold our first Symposium this year. The goal of this symposium is to provide tools that help address equity gaps in education for the identified student group. This action is designed to meet the needs of homeless youth; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
2.01	Action: Linked Learning, ROP, and CTE Pathway Development Need: For Fresno Unified, Low-income, English learner and foster youth students have lower graduation rates and lower rates of graduates who completed a CTE capstone sequence than the all student group. A local needs assessment, in collaboration with educational partner feedback, indicates that LI, EL and FY students feel like that don't have access or don't see themselves in CTE classes. The needs assessment also indicated that LI, EL and FY do not have expansive knowledge or understanding of CTE and how it relates to the career or college readiness outside of school. Also, LI, EL and FY students don't always feel engaged in their core classes and would like classes that they can relate to. In addition, feedback from the LCAP survey revealed the desire to have more secondary	To provide LI, EL and FY students CTE courses that they have access to and can connect the district funds additional teachers to support the CTE classes and pathways. This way, high school LI, EL and FY students have multiple options for CTE to be able to pick a class or pathway that is engaging to them. Teachers are provided supplemental pay contracts to support the additional work they do with LI, EL and FY students outside of the general school day. This enhances the engagement opportunities in CTE courses and helps LI, EL and FY students to understand how the coursework applies outside of the classroom. Some courses call teachers to take students on educational work trips to further LI, EL and FY students understanding of how the CTE coursework applies outside of the classroom. Substitute teachers are needed to support this. Substitute teachers are also used if teachers need to attend CTE professional development to continue to provide engaging lessons to LI, EL and FY students. To increase access and opportunity for CTE courses to LI, EL and FY students CTE admin and	For the identified student groups: Increase rate graduation rates and rates of graduates who completed a CTE capstone sequence.

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	classes that are focused on trades and job skills. Scope: LEA-wide	CTE office staff spend time recruiting LI, EL, and FY students into CTE classes. Office staff are needed to support the increased services that are provided to LI, EL, and FY students who are enrolled in CTE courses. This includes recruitment material, class placement based on the need of the EL, LI, or FY student, collaboration with the school site, and collaboration with families. With the additional teachers, support and use of recruitment supplies and plan CTE events specifically geared toward recruitment of the identified groups to get more students involved in CTE. LI students would not have the opportunity to access some of these CTE resources if they had to fund them on their own. That is why it is pivotal for this action to fund the materials and supplies needed, such as but not limited to, construction tools, medical devices, work materials, technology, and machinery. Additionally, to support LI, EL, and FY students with the job connection of CTE related to career outside of school, the district conducts a five-work internship program over the summer that support the identified students receiving high school credit. Recruitment of the identified students into this program is important to increase access and opportunity. To strengthen this approach, we will use resources within the Instructional Division to provide more direct support students in completing a-g requirements and onboarding protocols with Counseling and Guidance to enroll students in CTE pathways. We will meet with the English	

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
		Learner department to gain further access to the scaffolds and interventions they teach to support the identified students in CTE pathways. This action is designed to meet the needs of the identified student group; however, we believe all students will benefit so this action will be districtwide.	
2.02	Action: CTE STEM PK-6 Kids Invent! Need: In Fresno Unified, low-income, English learner, and foster youth students score lower than all students on state and local assessments in ELA and Math (SBAC and iReady). A local needs assessment, in collaboration with educational partners, indicated that FUSD low-income, foster youth, and English learner students do not have access to real-world learning experiences or career pathway exposure. English learners, foster youth, and low-income students face unique math and science education challenges and would benefit from additional scaffolds to help them succeed in science and math. Improved Access to STEM Education: According two class enrollment data, the identified students are underrepresented in the fields of science in, technology, engineering, and mathematics (STEM). Low-income and foster youth students and families lack the	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. Teacher Development and Training specifically designed to meet the unique needs of FY, EL, LI FUSD students: Continuous teacher development, especially for PK-6th grade teachers, is necessary	For the identified student groups: SBAC ELA, SBAC Math and iReady ELA, and iReady Math

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
	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	to provide quality education and support to low-income, foster youth, and English learner students. 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.	
2.03	Action: Men's and Women's Alliance		

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

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
2.04	Action: School Counselors & Resource Counseling Assistants Need: Students identified as English learners, low-income and foster youth experience lower rates of A-G completion, attendance, and graduation rates as compared to all students. A local needs assessment, in collaboration with educational partners, indicated that LI, EL, and FY students who were below grade level in elementary school, fall further behind in middle school which effects their ability to compete A-G course and graduate. The needs assessment found that the LI, EL, and FY students who are falling further behind academically lose interest in school causing their attendance rate to drop and lag behind the all student group. The needs assessment indicated that these identified students need additional support and planning outside of the classroom to support them. Scope: Schoolwide	To meet the needs of English learners, foster youth, and low-income students academic counselors work with teachers, administrators, and the identified students to make sure they are enrolled in the classes they need to help close the academic gaps of LI, EL, and FY students as they enter middle school. Academic counselors will provide additional support to identify the LI, EL, and FY students who have low test scores, grades, teacher feedback, or other determining factors that will trigger the academic counselor to work with students one on one or in small groups to review grade, missing assignment, set goal, access tutoring, or other services that will help the student increase their learning. Additional focus is made to support the identified student groups by utilizing disaggregated data and work with site administration and teachers to support the LI, EL, and FY students. To further support LI, EL, and FY students academic counselors work with resource counseling assistants (RCAs) to run the small groups or work with student one on one. RCA's work with students during the day by pulling them into sessions to provide additional support or RCA's go in identified LI, EL, and FY students classes to observe their needs. There is a heavy academic component to this work of counselors and RCAs that helps with grad rate and A-G completion rate. Such as reviewing grade, test score, and other academic data for the LI, FY, and EL students. Classroom observation, teacher meetings, and other student work reviews are completed to support the student groups (LI,	For the identified student groups: Increased rates of A-G completion, attendance, and graduation.

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
		EL, FY). They also work on relationship building with this work. LI, EL, and FY students are working with adults who are showing them that they care and helping to build the confidence of LI, EL, and FY students by conducting individual and small group meetings, providing social emotional learning, and advisory or class circle lessons. This has direct effect on their attendance. The more the LI, EL, and FY students attend school the more chances they have to increase their A-G completion and graduation rates. LI, EL, and FY students have help bridging the gap outside of the classroom by the connections the RCA makes with the students' families. The RCA works with families to inform them of the work the LI, EL, and FY students are working on and provide them skills to support their students at home. As a result of providing these services, more English learner, foster youth and low-income students will increase rates of A-G completion, attendance, and graduation. However, because we expect that all students will benefit, this action is provided on a school-wide basis.	
3.01	Action: Increase School Allocations for Athletics Need: In Fresno Unified School District low-income students have lower rates of participation in at least one arts, activities, or athletics event as compared to the all student group.	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. Having these items at all	For the identified student groups: Increased rates of participation in at least one arts, activities, or athletics event.

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, indicated that identified student groups need financial support to be involved in extra-curricular activities, like athletics. Educational partners such as parents and students have expressed the importance of students having access to extra-curriculars, such as sports (athletics) at schools. Scope: LEA-wide	sites for the identified student group creates the opportunity for students to participate and be engaged in athletics without the additional financial burden. This action is designed to meet the needs of low-income students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
3.02	Action: District-Funded Educational Enrichment Trips		

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
3.03	Action: District Arts Collaborative Project		

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

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

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

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

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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
3.06	Action: Social Emotional Supports		

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

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
3.07	Action: School Climate and Culture Expansion		

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

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

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
3.08	Action: Restorative Practices / Relationship Centered Schools	A team of 25 Restorative Practices School Counselors provide services at 24 elementary sites and 13 secondary sites in either full or part-time capacity, focus on supporting low-income and	For the identified student groups:

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
	Need: As identified in the LCAP metrics section, low-income and foster youth students have higher rates of chronic absenteeism and higher rates of suspension as compared to the all student group. A local needs assessment, in collaboration with Educational Partner feedback, indicates that the identified students have a 'readiness gap', meaning that there is a gap in skills or feelings of support, safety, age-appropriate social-emotional and conversational skills. There is a need to build these skills and create conditions that support student physical and emotional well-being. Scope: Schoolwide	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' (see needs assessment). 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.	Lower rates of chronic absenteeism and suspension.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the identified needs of low-income and foster youth.	
3.10	Action: Campus Climate and Culture Teachers		

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
3.11	Action: Family Engagement Hour Training Need: 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:	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 the identified students by engaging their families in different aspects of what each school and the district have to offer. Parent university provides various topics to target schools to implement during their family engagement hours, and they work with home school liaisons at each targeted school to engage families and students on topics relevant to their sites for EL, LI, and FY students. During these family engagement hours, families are encouraged to share barriers they face that prevent them and their students to be engaged in school. These family engagement hours are held at different times of day (morning, afternoon, evening) to support families busy schedules. The HSLs are an integral part of the work because they are the staff building the closest relationships with students and families at the school sites. LI, EL, and FY students and their families can build necessary relationships and connections to the schools through the HSL staff and the engagement hours and other connection services of the HSL to increase identified student engagement. The design of this action meets the needs of the identified students groups, however, because we believe this will meet the needs of all students, it is offered districtwide.	For the identified student groups: Increase rates of student engagement in at least one arts, activities, or athletics events.

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
	Schoolwide		
3.12	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 three years ago has underscored the critical requirement for mental health support among students, leading to an increase in referrals for crisis intervention services. The needs assessment identified that foster youth and low-income students suffer from mental health issues and traumas that need regular and, at times, crisis support. The Educational Partner feedback from the LCAP showed that Mental and Physical Health was the second highest rated theme of importance and areas that need to be addressed by the district. Scope: Schoolwide	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 positive behavior. To provide the supports they need, the school psychologists refer the LI or FY students to work with vendors to enlist licensed therapists who can assist students requiring mental health supports beyond what they are able to provide at the school site. The additional school psychologists supporting the student groups many LI or FY help to get them the additional mental health services they need. In addition, the Office Assistants support school psychologists by managing administrative tasks, scheduling appointments, and organizing student records, allowing psychologists to focus more on their direct work with students. To strengthen this approach, school psychologists will work directly with the schools site	For the identified student groups: Lower rates of suspension

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
		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.	
3.13	Action: Transportation Services Need: Fresno Unified School District's data indicates that low-income students have lower attendance rates and greater chronic absenteeism as compared to all students. A local needs assessment, in collaboration with educational partners, indicates that the identified student groups need safe and reliable transportation. LI students have so many other points of stress in their life, so it is really important for LI students need to have the structure to start the day off on time and ready to learn. Transportation staff received feedback from Site Staff and Parents about students missing valuable instruction time and or not having enough time to eat breakfast when buses run late. Additionally, parents shared frustration about buses not running on time. Scope:	The Transportation Department establishes a team of bus drivers and strategic bus routes to ensure that the identified students groups have access to transportation to school. This increases low-income students' ability to get to school safely and on time. Additional bus routes are added for areas with a high concentration of low-income students to decrease the time spent on the bus and to make the bus a reliable option for the identified student group. This includes having more bus stops in areas that are closer to student's homes that are accessible to LI students. To best support low-income Secondary students who do not have a bus route to their school will receive a monthly public transit bus pass. Students are required to check in with school leadership on a monthly basis to discuss their attendance and their experience using the bus. At that time students can check out another bus pass for the following month. Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement a tracking software on buses. This will allow the department to track buses to create better bus	For the identified student groups: Lower rates of chronic absenteeism and higher attendance 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
	LEA-wide	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. This action is designed to meet the needs of low-income students; however, we believe this action will benefit the all student group, therefore this action will be provided on a district-wide basis.	
3.15	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	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	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.

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
	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	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 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.	

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
3.16	Action: Diversity, Equity, and Inclusion		

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
5.01	Action: Parent Engagement Investments Need: EL students perform lower on state (SBAC ELA/Math) and local (iReady ELA/Math) assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates language is a barrier for EL students and their families. EL students do not feel as connected with school because of their own language barriers and the language barriers of their parents.	To ensure that language is not a barrier for English learner students and their families, we offer family learning and family leadership opportunities, services, and materials in multiple languages. This allows families to engage more fully and receive the information they need to support their children's education. Lack of childcare can be a significant issue for EL families, many who are also low-income who want to participate in their student's education. Offering free childcare can help families overcome this barrier.	SBAC ELA/Math, iReady ELA/Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This 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 have to worry about how their parents are getting information or having to help their parents with school or district communications. Scope: LEA-wide	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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the needs of the English learner student group; however, we believe this will support all students so this action will be implemented districtwide.	
5.02	Action: Expanded Student, Parent and Community Communication Need: According to data found in the District's Local Control and Accountability Plan (LCAP), parents of English learner students and their families do not always feel connected to their children's school (School Connectedness) compared to the all student group. In addition, higher rates for English learners on the English Language Progress Indicator. A local needs assessment, in collaboration with Educational Partners, indicates that our multilingual students and families need multiple modes of communication in multiple languages. Also, more positive information needs to be highlighted and shared with families to increase school connectedness. The needs assessment indicates that EL students and families who are more informed and connected to the school do better academically, including language acquisition. EL students and their families need to be better informed to support ELPI progress. In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like	Fresno Unified will invest in contracts for Spanish and English television programing as an effective mode for families of English learner students to receive information about important educational opportunities for their children. News outlets are used on an as needed basis by the district based on the different events, activities, and other important information that needs to be shared with students and families. The more information that is received increases access for student and parents to be engaged and involved, to build positive school connectedness. The Translation Department provides supplemental translation in Spanish and Hmong district wide on an as needed basis. This work provides translation services beyond what is required to ensure students and families are getting the information they need to be engaged and involved in their school and their child's education. The increased access to information through translation services will support the increase of school connectedness by highlighting positive and helpful information. The ability to easily connect with their children's teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare and Finals site, will also ensure families of English learners feel heard, understood.	For the identified groups: Higher rates of connectedness based on the climate and culture survey, and higher rates on the English Language Progress Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. Scope: LEA-wide	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. This action is designed to meet the needs of English learner and 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.	
6.01	Action: School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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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

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.

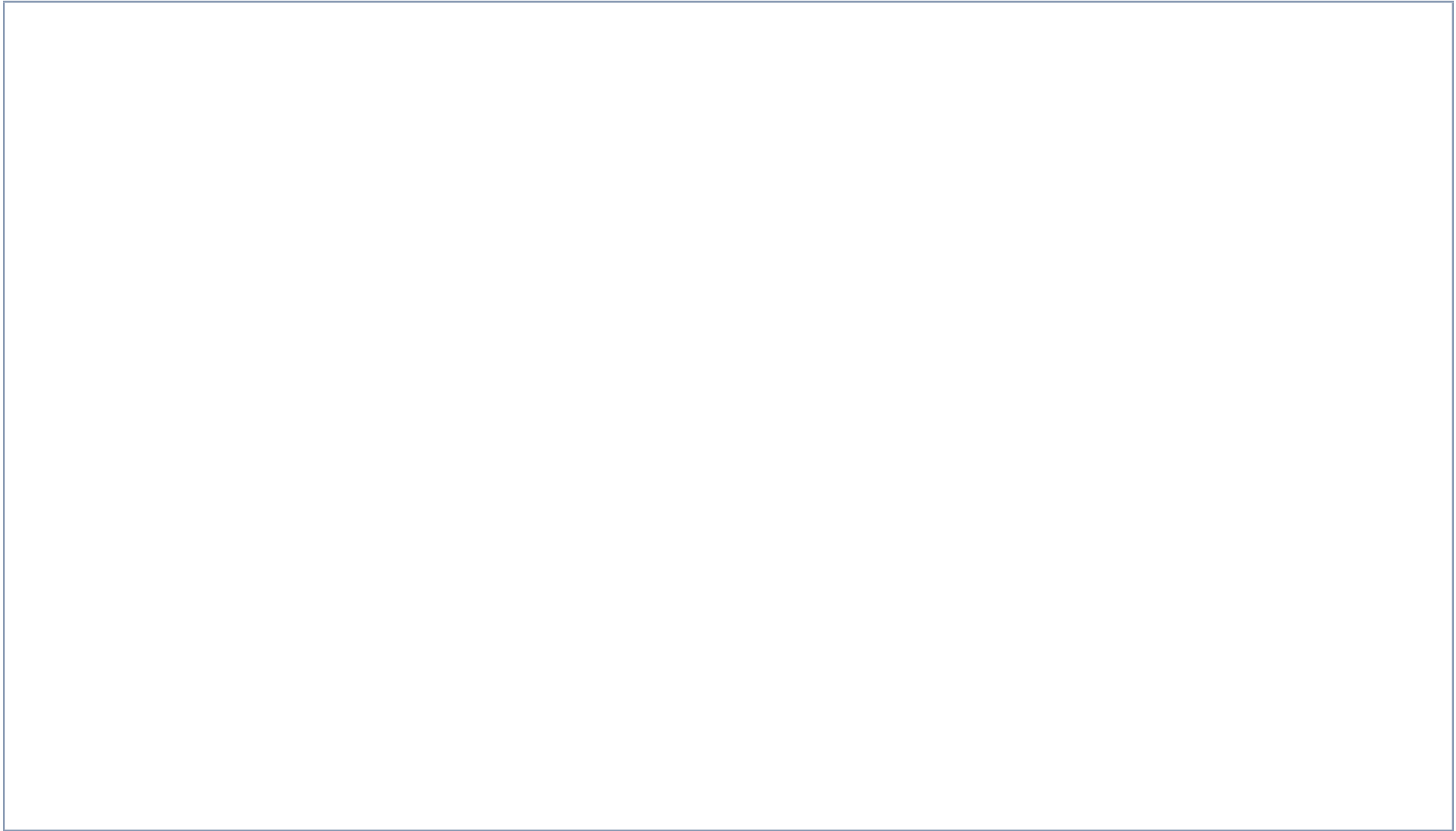
Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.



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		
Staff-to-student ratio of certificated staff providing direct services to students		- - -

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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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