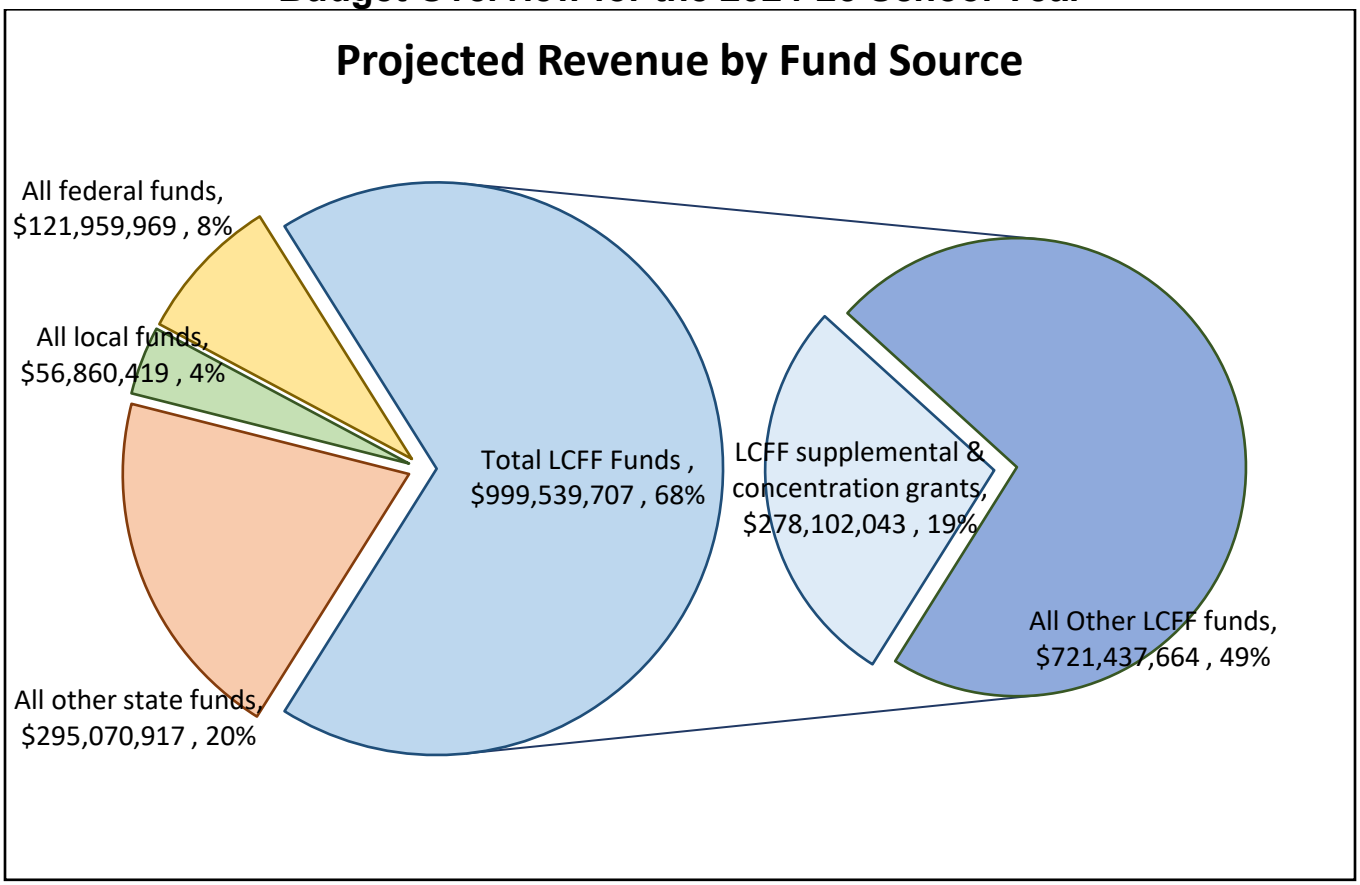
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District
CDS Code: 10621660000000
School Year: 2024-25
LEA contact information:
Misty Her
Superintendent, Interim
Misty.Her@fresnounified.org
(559) 457-3882

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

Budget Overview for the 2024-25 School Year

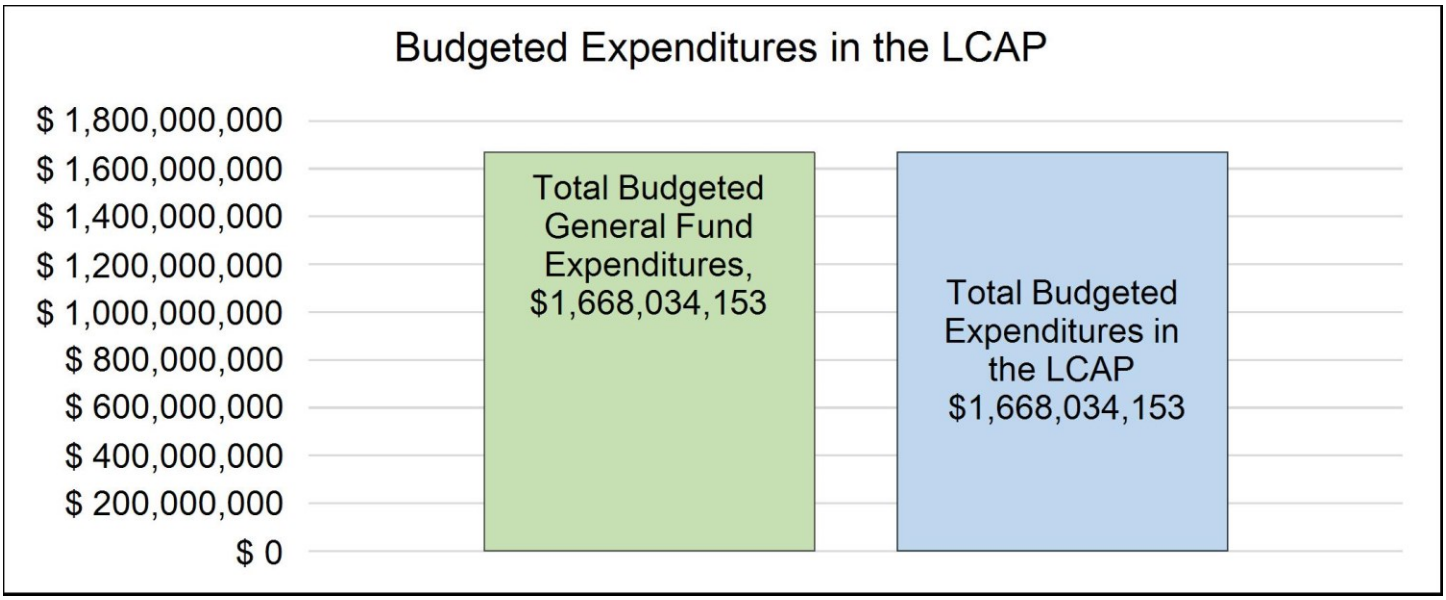


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fresno Unified School District is $1,473,431,012, of which $999,539,707 is Local Control Funding Formula (LCFF), $295,070,917 is other state funds, $56,860,419 is local funds, and $121,959,969 is federal funds. Of the $999,539,707 in LCFF Funds, $278,102,043 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno Unified School District plans to spend $1,668,034,153 for the 2024-25 school year. Of that amount, $1,668,034,153 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

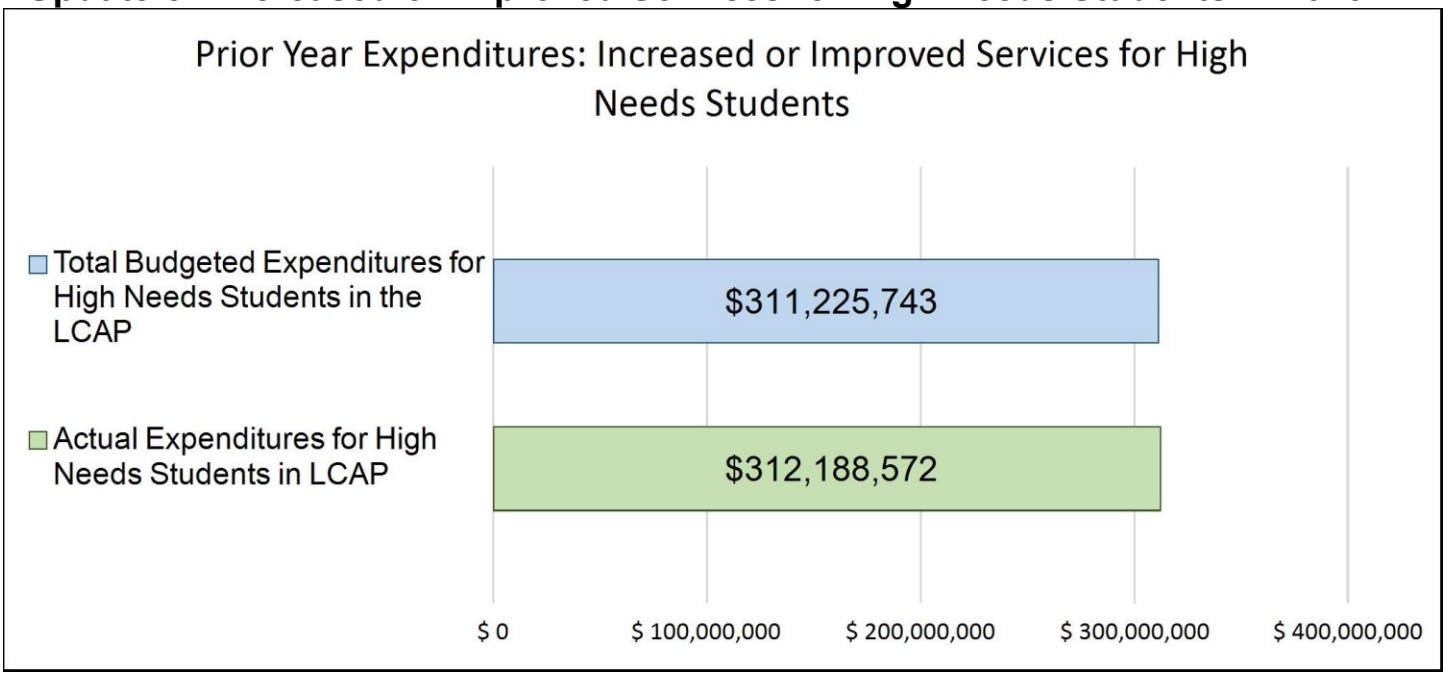
Not applicable because all General Fund expenditures are included in the Fresno Unified School District Local Control and Accountability Plan. All expenditures are included, to ensure transparency and accountability.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Fresno Unified School District is projecting it will receive $278,102,043 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend $330,557,299 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Fresno Unified School District's LCAP budgeted $311,225,743 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent $312,188,572 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	Student – Improve academic performance at challenging levels

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard on CAASPP – English Language Arts (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 35.6% EL: 16.5% FY: 22.2% LI: 31.7% iReady 3: Progress: All: 16.8% EL: 11.0% FY: 17.7% LI: 15.9% Data Year: 2020/21 Data Source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 34.4% EL: 18.5% FY: 24.7% LI: 31.6% iReady 3: Progress: All: 21.5% EL: 16.8% FY: 16.7% LI: 21.0% Data Year: 2021/22 Data Source: iReady (Local benchmark) CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a	iReady 3- On or above grade level: All: 36.4% EL: 19.8% FY: 20.8% LI: 33.5% iReady 3: Progress: All: 33.3% EL: 29.2% FY: 24.2% LI: 32.5% Data Year: 2022/23 Data Source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 43.6% EL: 26.2% FY: 30.1% LI: 41.0% iReady 3: Progress: All: 36.6% EL: 30.7% FY: 31.5% LI: 36.1% Data Year: 2023/24 Data Source: iReady (Local benchmark)	Local benchmarks will be used until CAASPP results become available. iReady 3 - On or above grade level: All: 38.9% EL: 20.6% FY: 25.0% LI: 35.9% iReady D3 – Progress: All: 20.1% EL: 15.1% FY: 21.0% LI: 20.1% Data Year: 2023/24 Data Source: iReady (Local benchmark)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		complete view of student performance.			
3rd – 8th, 11th grade SBAC - ELA Points below level 3 proficiency (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	All: -51.5 EL: -74.9 FY: -84.1 LI: -59.0 Data Year: 2021/22 Data Source: California School Dashboard	All: -49.8 EL: -86.6 FY: -93.0 LI: -57.8 Data Year: 2022/23 Data Source: California School Dashboard	All: -42.4 EL: -62.9 FY: -72.2 LI: -58.41 Data Year: 2022/23 Data Source: California School Dashboard
Distance from Standard on CAASPP – Math (SBAC) (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 28.6% EL: 13.7% FY: 18.0% LI: 24.8% iReady 3- Progress: All: 11.7% EL: 8.8% FY: 10.9% LI: 11.0% Data Year: 2020/21 Data Source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 28.3% EL: 16.0% FY: 19.7% LI: 25.7% iReady 3- Progress: All: 19.7% EL: 19.4% FY: 17.0% LI: 19.6% Data Year: 2021/22 Data source: iReady (Local benchmark) CAASPP: Due to factors surrounding the novel coronavirus (COVID-19)	iReady 3- On or above grade level: All: 31.7% EL: 19.5% FY: 14.6% LI: 29.1% iReady 3- Progress: All: 32.1% EL: 31.6% FY: 26.4% LI: 31.7% Data Year: 2022/23 Data source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 37.5% EL: 25.0% FY: 27.4% LI: 35.0% iReady 3- Progress: All: 36.9% EL: 37.0% FY: 34.4% LI: 36.6% Data Year: 2023/24 Data source: iReady (Local benchmark)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 32.0% EL: 19.7% FY: 22.1% LI: 29.4% iReady 3- Progress: All: 11.7% EL: 12.9% FY: 15.0% LI: 15.0% Data Year: 2023/24 Data source: iReady (Local benchmark)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		pandemic, testing participation in 2020–21 did not allow a complete view of student performance.			
3rd – 8th, 11th grade SBAC - Math Points below level 3 proficiency (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	All: -88.7 EL: -103.0 FY: -120.1 LI: -95.8 Data Year: 2021/22 Data Source: California School Dashboard.	All: -80.6 EL: -105.6 FY: -116.8 LI: -87.8 Data Year: 2022/23 Data Source: California School Dashboard.	All: -79.7 EL: -91.0 FY: -118.9 LI: -83.8 Data Year: 2022/23 Data Source: California School Dashboard
Percent of current English Learner students making progress towards English language proficiency or enable EL's access to CCS and ELD Standards	All EL: 45.9% Data Year: 2018/19 Data Source: California Dashboard – English Learner Progress Indicator	Refer to data below in lieu of no ELPI or Suspended 2020 ELPAC Level 4 – 6.71% Level 3 – 28.35% Level 2 – 39.82% Level 1 – 25.12% Data Year 2021 Data source: ELPAC *Note from CDE: The 2021/22 Annual Census Day Enrollment has lower English Learner (EL), Initially fluent English	All EL: 44.3% Data Year: 2021/22 Data Source: California Dashboard – English Learner Progress Indicator	All EL: 46.8% Data Year: 2022/23 Data Source: California Dashboard – English Learner Progress Indicator	All EL: 49.2% Data Year: 2023/24 Data Source: California Dashboard – English Learner Progress Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Proficient (IFEP) and Reclassified RFluent English Proficient (RFEP) student enrollment counts due to difficulties experienced by local educational agencies while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance learning" resulting from the COVID-19 pandemic. For the same reason, the 2020/21 Annual Census Day Enrollment has a higher count of students with an English Language Acquisition Status of "To be Determined"			
English learner Redesignation – Percent of students redesignated annually, based on	All EL: 10.4% State of California: 13.8%	All EL: 1.4%* State of California: 6.9% Data Year: 2020/21	All EL: 3.0% State of California: *State data is not available	All EL: 6.55% Data Year: 2022/23 Data Source: CALPADS	EL: Meet/Exceed State Redesignation rate Data Year: 2022/23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the State of California's redesignation cycle	Data Year: 2019/20 Data Source: DataQuest – English Learner Annual Reclassification (RFEP) counts and rate	Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) counts and rates *Note from CDE: The 2021/22 Annual Census Day Enrollment has lower English Learner (EL), Initially fluent English Proficient (IFEP) and Reclassified RFluent English Proficient (RFEP) student enrollment counts due to difficulties experienced by local educational agencies while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance learning" resulting from the COVID-19 pandemic. For the same reason, the 2020/21 Annual Census Day Enrollment has a	Data Year: 2021/22 Data Source: Local Data Due to the State of California not releasing the EL redesignation rate, Fresno Unified calculated the reclassification rate internally through our student information system database.		Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) counts and rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		higher count of students with an English Language Acquisition Status of "To be Determined"			
Progress implementing state standards enable EL's access to CCS and ELD Standards	Beginning Development (Level 2) World language, Next Generation Science Standards Initial Implementation (Level 3) History/social science, Visual and performing arts All other content areas in Full Implementation or Sustainability Data Year: 2020/21 Data source: (Local) State Standards Rating System	Beginning Development (Level 2) World language Initial Implementation (Level 3) Next Generation Science Standards, History/social science, Visual and performing arts All other content areas in Full Implementation or Sustainability Data Year: 2021/22 Data source: (Local) State Standards Rating System	Initial Implementation (Level 3) World language Full Implementation (Level 4) Next Generation Science Standards, History/social science, Visual and performing arts All other content areas in Full Implementation or Sustainability Data Year: 2022/23 Data source: (Local) State Standards Rating System	Initial Implementation (Level 3) World language Full Implementation (Level 4) Next Generation Science Standards, History/social science, Visual and performing arts All other content areas in Full Implementation or Sustainability Data Year: 2023/24 Data source: (Local) State Standards Rating System	Outcome: Full Implementation (Level 4) Data Year: 2023/24 Data source: (Local) State Standards Rating System
Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA	All: 44.9% EL: 2.4% FY: N/A LI: 41.9% Data Year: 2018/19 Data Source: CAASPP Test Results	CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a	All: 54.9% EL: 7.6% FY: 22.4% LI: 44.7% Data Year: 2021/22 Data Source: CAASPP Test Results	All: 55.6% EL: 7.5% FY: 22.5% LI: 45.8% Data Year: 2022/23 Data Source: CAASPP Test Results	All: 55.4% EL: 7.7% FY: 22.6% LI: 46.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)		complete view of student performance.			Data Year: 2022/23 Data Source: CAASPP Test Results
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: 15.5% EL: 1.5% FY: N/A LI: 13.1% Data Year: 2018/19 Data Source: CAASPP Test Results	CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a complete view of student performance.	All: 27.7% EL: 2.7% FY: 4.7% LI: 16.6% Data Year: 2021/22 Data Source: CAASPP Test Results	All: 28.0% EL: 2.5% FY: 3.9% LI: 17.0% Data Year: 2022/23 Data Source: CAASPP Test Results	All: 28.0% EL: 5.6% FY: 4.7% LI: 17.3% Data Year: 2022/23 Data Source: CAASPP Test Results
Percent of students having access to instructional materials	100% Data Year: 2020/21 Data source: Williams Act Data set	100% Data Year: 2021/22 Data source: Williams Act Data set	100% Data Year: 2022/23 Data source: Williams Act Data set	100% Data Year: 2023/24 Data source: Williams Act Data set	100% Data Year: 2023/24 Data source: Williams Act Data set

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 1: Designated School Investment
Implementation Status: Full Implementation
Students at designated elementary schools and one middle school received an additional 30 minutes of daily instruction, while teachers received up to 80 hours of extra professional learning.

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

Action(s): Action # 2: Additional Teacher Supply Funds
Implementation Status: Full Implementation
$315 was allocated per teacher-member of the Fresno Teachers Association to procure supplemental instructional supplies, specifically aimed at supporting low-income students' academic needs in classrooms and at home. This action encompassed a variety of resources, including books, project materials, culturally inclusive texts, hands-on materials, and STEAM resources.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 3: Middle & High School Redesign
Implementation Status: Full Implementation
Middle and high schools were granted extra staffing beyond the standard allocation to facilitate smaller class sizes, offer targeted intervention programs, and broaden access to elective courses. Additionally, each high school received an additional counselor.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 4: Eliminate Elementary Combination Classes
Implementation Status: Full Implementation
This action helped eliminate K-6 combination classrooms to ensure that English learners, foster youth, and low-income students received the highest quality instruction from a teacher focused on one set of grade level standards at a time.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 5: National Board Certification
Implementation Status: Full Implementation
This action aimed to support high-priority student populations by incentivizing qualified teachers with a $25,000 monetary award disbursed over five years. Despite the discontinuation of additional incentives due to contractual negotiations, the program remains integral to fostering an environment where highly effective educators can excel in serving diverse student needs.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 6: Instructional Supports and Instructional Coaches
Implementation Status: Full Implementation
This action employs Instructional Coaches to enhance instruction quality for English learners, foster youth, and low-income students by focusing on various areas including Early Learning, Literacy, Mathematics, and providing support for new teachers.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 7: Additional Teachers Above Base Staffing
Implementation Status: Full Implementation
This action effectively increases the number of teachers, thereby reducing class sizes in critical subjects, and consequently also expands class choice options.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 8: Additional School Site Administration above Base
Implementation Status: Full Implementation
This action increased administrative staffing at several elementary schools, two middle schools, and all high schools to build a positive school climate, supporting site efforts to provide social-emotional supports, and to assist principals in leading the school.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 9: African American Academic Acceleration
Implementation Status: Partial Implementation
This action focused on targeting our most vulnerable populations, including African American, low-income, and foster youth, by cultivating collaboration and consistent communication among families, and providing interventions to address the needs of these students and improve outcomes.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 10: Early Childhood Education Developmental and Educational Supports
Implementation Status: Full Implementation
The district prioritized inclusivity by staffing the enrollment center with bilingual teams to serve families of English learners, foster youth, and low-income students, while expanding early learning programs, including transitional kindergarten across multiple regions. These efforts, coupled with comprehensive support services and community outreach activities, aim to ensure equitable access, and foster a welcoming environment.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 11: Additional Supports for Libraries
Implementation Status: Full Implementation
The district's efforts to improve access to high-level reading materials involved extending school library hours, purchasing diverse print and digital books, and enhancing at-home libraries without check-in dates. By prioritizing culturally relevant texts across all school libraries, the district ensures students see themselves reflected in literature, fostering a sense of belonging and celebrating diverse identities within the school community.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 12: Equity and Access
Implementation Status: Full Implementation
Personnel worked diligently to guarantee that the district, utilizing diverse multi-departmental frameworks, received, comprehended, and had enhanced access to student-level data. They facilitated increased availability of personalized instruction and support, alongside fostering a well-defined organizational culture aligned with the district's strategic plan (including mission, vision, values, and goals) to achieve desired outcomes for specific student groups.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 13: GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)

Implementation Status: Full Implementation
Our GATE team successfully implemented training sessions for over 35 additional teachers, focusing on effective instructional strategies to support English learners, foster youth, and low-income students. Additionally, our Advanced Placement (AP) Manager facilitated district-supported sub-release days to enhance the capacity of AP teachers in supporting English learners.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 14: Expand Alternative Education
Implementation Status: Full Implementation
Over 500 students graduated from Alternative Education programs in 2023, while both Dewolf High School and Cambridge High School earned recognition as Model Continuation schools.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 15: Maintain Additional Services for Phoenix Community Day School
Implementation Status: Full Implementation
Phoenix Community Day Schools have achieved Golden Heart recognition, expanded CTE experiences at Phoenix Secondary Community Day, and increased student engagement through expanded extra-curricular activities.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 16: After School Tutoring
Implementation Status: Full Implementation
Expanded Learning in Fresno Unified School District enhanced After School Programs by providing comprehensive tutoring services in literacy and mathematics, employing tutors who met strict criteria. To overcome logistical barriers, tutoring sessions were held on campus immediately after regular school hours, ensuring seamless access for students without the need for transportation.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 17: Extended Summer Learning
Implementation Status: Full Implementation
The extended summer learning initiative implemented intervention programs targeting "unfinished learning" and "summer learning loss" in literacy, math, and credit recovery. This allowed more students to participate in summer programs at their enrolled schools, providing consistency and familiarity with the campus and staff.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 18: All teachers are teachers of English learner (EL) students
Implementation Status: Full Implementation
English Learner Services ensured that English learner students had access to the standard instructional program and provided ELD instruction focused on developing critical English language skills and meeting state academic content standards. This support was implemented through a comprehensive approach involving site leaders, teachers, district leaders, students, and their families, with all elementary through high school sites participating in professional learning for English learners this year.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 19: Expansion of Dual Language Immersion Programs
Implementation Status: Full Implementation
Dual language immersion programs continued to expand and receive services and resources in the area of curriculum alignment and development, assessment alignment and development, professional learning community, job-embedded professional learning, and family-community engagement.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 20: BASE Instruction
Implementation Status: Full Implementation
The district adopted baseline curricula, instructional materials, and technology resources while developing guidance documents, such as K-2 Foundational Skills and Edgenuity for online learning. Additionally, the district reviewed charter school petitions, and supported GATE/Advanced Coursework initiatives.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 21: BASE Professional Learning
Implementation Status: Full Implementation
The Instructional Division used student data, teacher surveys, Listening Groups, and Advisory Groups to design professional learning aimed at improving student outcomes. Professional learning activities were tailored by focusing on building teacher capacity through various programs and sessions, including New Teacher Conference, PL Summit, Buyback Days, Institute Days, instructional coaching, and specialized training for both elementary and secondary educators.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 22: BASE Technology Access and Support
Implementation Status: Full Implementation
The Information Technology department oversaw student, staff, and classroom technology, enterprise applications including financial, HR, payroll, and facilities systems, ATLAS student information system, information security and privacy, data center management, network infrastructure, STEM innovation for students, and IT support for students, staff, and parents. Additionally, they managed technology access and support including data centers, networks, wireless access, computers, major applications, ATLAS student information system, human resource support, financial applications, and facilities applications.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 23: BASE Early Learning
Implementation Status: Full Implementation
The Early Learning Department ensured equitable opportunities for children, fostering inclusive, safe, and nurturing environments that honored their language, culture, and individual needs. Programs encompassed various early learning options, from full-day centers to specialized programs like dual immersion and student parent support, all designed to lay the foundation for future academic and social success.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 24: BASE Equity and Access
Implementation Status: Full Implementation
The department conducted research and evaluations at district and school levels, maintaining an Aligned Assessment System, facilitating Diversity, Equity, and Inclusion initiatives through Cultural Proficiency, and providing differentiated support for state-identified needs.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 25: High Quality School Site Health Services
Implementation Status: Partial Implementation
Fresno Unified's Health Service department supported students by promoting physical, mental, and social health within schools. To enhance academic performance, reduce absences, and ensure a registered nurse at every school, the district added nine school nurses and ten LVNs in 2023-24, funded a nurse educator for training, and supported family wellness hubs with additional registered nurses, though efforts to reinstate the Mobile Health Unit were hampered by resource shortages.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 26: Upgrading Access to Technology
Implementation Status: Full Implementation
The Information Technology Department supported the continuous refresh of 700 laptops for teachers and carried out ongoing network upgrades with new access points and switches for schools and classrooms. These technological investments enabled modern teaching practices and personalized, adaptive learning, accelerating students' growth and readiness for graduation.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 27: Student Technology Access and Annual Refresh
Implementation Status: Full Implementation
To address the digital divide and homework gap, students were provided with student laptops equipped with educational software and rugged features, alongside hotspots for internet access, while support centers offered assistance in multiple languages. Additionally, safety measures such as content filtering were implemented, with staff managing device fleets and providing on-site troubleshooting support.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 28: Instructional Lead Teachers
Implementation Status: Full Implementation
This initiative established an instructional lead teacher team within each school. These teams, known as site instructional leadership teams, consist of teachers from various grade levels or content areas, including transitional kindergarten and education specialists.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 29: Regional Instructional Managers
Implementation Status: Full Implementation

The Special Education Services department implemented a plan to improve ELA and Math assessment scores among low-income, English learner, and foster youth students by appointing seven Regional Instructional Managers (RIMs). These RIMs provided targeted instructional support and professional development, resulting in enhanced teaching practices and better collaboration among educators and schools.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 30: Early Interventions
Implementation Status: Partial Implementation
The Special Education department aimed to improve graduation rates by providing tailored early interventions and specialized intervention teachers that concentrated on enhancing reading and math skills.
No substantive difference in planned action compared to the actual implementation.

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

Action # 4 - Eliminate Elementary Combination Classes - Actual expenses up 129.9%. Actual expenditure reflected an increased need for additional teachers and classrooms due to increased enrollment at certain school sites to continue the elimination of elementary combination classes and maintain appropriate teacher to student ratios.

Action # 8 - Additional School Site Administration above Base - Actual expenses up 17.3%. Implementation of Community Schools Partnership Program, supporting schools efforts to partner with community agencies and local government to align community resources to improve student outcomes.

Action # 16 - After School Tutoring - Actual expenses down 38.9% due to shifting costs to the Expanded Learning Opportunities Program (ELOP), which provides funding for afterschool and summer school enrichment programs.

Action # 21 - Professional Learning - Actual expenses down 18.1% due to projected lower supply of books and supplies, and contract expenses.

Action # 23 - Early Learning - Actual expenses down 61.9% due to preschool local grant carryover.

Action # 27 - Student Technology Access & Annual Refresh - Actual expenses down 48.3% due to lower projection of supplies expenses for school site support.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Action(s): Action # 1: Designated School Investment
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: In the third year, student achievement in state (SBAC) ELA and Math showed a blend of outcomes. While three student groups maintained their performance, three others demonstrated improvement, and two experienced a decline. This action provides an additional 30 minutes of teaching, which for English learners, foster youth, and low-income students, provides more access for students who need more time with teachers for intervention support on grade-level content, scaffolded instruction, and individualized instruction. The additional professional learning days and teachers on special assignment who provide instructional coaching enhance the increased services students receive during the additional 30 minutes. However, as shown by the data, state (SBAC) ELA did not show growth for English learners and foster youth. A local needs assessment indicated that a more systemic approach is needed for gathering and analyzing data to impact instruction, therefore we will have a new strengthening approach for the following year.

Action(s): Action # 2: Additional Teacher Supply Funds
Effectiveness of Action(s): Somewhat Effective

Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: The action was somewhat effective in making progress toward the goal. In the third year, student achievement in state (SBAC) ELA and Math exhibited varied outcomes. While three student groups maintained their performance, another three showed improvements, and two experienced a decline. Ensuring access to supplemental supplies for low-income students is crucial for their academic success. By providing these resources, we empower students to come to school prepared and ready to learn, without the added stress of lacking essential materials. These supplies not only support classroom learning but also extend to at-home learning environments, bridging the gap between school and home. However, an examination of the data reveals that English learners and foster youth did not demonstrate growth in state (SBAC) ELA. A collaborative local needs assessment with educational partners reveals that low-income students require extra instructional materials in the classroom. However, obtaining these supplies poses a challenge for families facing financial constraints. Consequently, a revised strategy will be implemented to enhance performance in the upcoming academic year.

Action(s): Action # 3: Middle & High School Redesign
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and Graduation Rates.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points

- Maintained – English learners

On or above grade level in local (iReady) ELA
- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math
- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math
- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Graduation rate
- Declined - All students by 3.7%, English learners by 1.9%, foster youth by 5.4%, low-income by 4.1%

Analysis Statement: The effort yielded some progress towards the goal. The outcomes for state assessments (SBAC) (ELA and Math, alongside graduation rates, displayed a varied trend. There were enhancements noted in three student groups, stability maintained in another three, while four student groups saw declines. The district will continue to provide additional resources to middle schools and high schools to address reducing class sizes and enhancing academic support by having additional teachers and academic counselors, which directly supports academic achievement, increased elective opportunities that support the completion of A-G requirements, and improved counselor-to-student ratios. After analyzing the data, it's clear that there was no notable advancement observed among two student groups in state (SBAC) English Language Arts (ELA), as well as across all student groups in terms of graduation rates. A recent needs assessment, conducted in partnership with educational partners, highlighted the necessity for academic interventions tailored to English learners, low-income, and foster youth students. These interventions emphasize smaller class sizes and fostering targeted differentiated instruction. As a result, a revised approach will be implemented.

Action(s): Action # 4: Eliminate Elementary Combination Classes
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA
- Maintained – All students, low-income
- Declined - English learners by 11.6 points

Distance from standard in state (SBAC) Math
- Improved - All students by 8.1 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA
- Improved – All students by 7.2%, English learners by 6.4%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, English learners by 1.5%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, low-income by 4.9%

Analysis Statement: Progress was achieved through this action, although with mixed outcomes in the state (SBAC) ELA and Math assessments. Two student groups showed improvement, while one experienced a decline, and three remained steady. Fresno Unified will continue to optimize student to teacher ratios and instructional quality by allocating teaching staff based on enrollment and grade level and provide differentiated instruction such as varying teaching methods, additional scaffolding, and offering other instructional supports to meet the needs of English learner and low-income students. Upon reviewing the data, it's evident that there was no improvement observed among English learner students in the state's SBAC ELA assessment. Based on a collaborative analysis with educational partners, a local needs assessment revealed that students require teachers who can dedicate their attention to those within the same grade level standards and eliminating teaching multiple grade levels simultaneously. Consequently, the action will be revised.

Action(s): Action # 5: National Board Certification
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: The action showed some effectiveness in advancing towards the goal. The outcomes of the state (SBAC) assessments in English Language Arts (ELA) and Mathematics displayed a varied pattern, with six out of eight student groups either showing improvement or maintaining their performance levels. The National Board Program was designed to develop, retain, and recognize accomplished teachers

and to generate ongoing improvement in schools nationwide. This initiative helps by providing more highly skilled and prepared teachers, by providing job embedded professional learning that specifically trains teachers to narrow the achievement gap of the identified student groups. This rigorous certification process requires proof of implementation of research-based teaching strategies proven to be effective in meeting the identified student groups. Due to budget constraints, this action will not continue in the new plan year.

Action(s): Action # 6: Instructional Supports and Instructional Coaches
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: The measure showed somewhat progress towards the goal. While the performance of three student groups remained consistent, three others showed improvement, while two experienced a decline. Instructional coaches play a crucial role in supporting teachers to improve their instructional practices and create effective learning environments by supporting Standards-Aligned Instructional Practices and building capacity in teachers. Instructional coaches are also mindful of equity issues in education and work to ensure that all students, including low-income students, English learners, and foster youth, have access to high-quality instruction and support by addressing bias, promoting culturally responsive teaching practices, and advocating for equitable policies and resources. The demands of addressing diverse student needs while maintaining a focus on equity and continuous academic, social, and emotional growth necessitate a structured framework of assistance and development opportunities for educators. However, upon analyzing the data, it becomes apparent that there was a decrease in progress in State (SBAC) ELA among English learners and foster youth.

Action(s): Action # 7: Additional Teachers Above Base Staffing
Effectiveness of Action(s): Effective

Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: The efforts resulted in partial progress toward the objective, as the SBAC ELA and Math results displayed a diverse pattern. While some student groups saw improvements, others remained steady, and some experienced declines. With the reduction of class sizes, elementary teachers were able to support the development of foundational skills, and secondary teachers were able to offer more class options. The strategic approach to hiring teachers early, with a focus on selecting educators who are equipped to meet the needs of specific student groups such as English learners, foster youth, and low-income students aims to have access to a broader talent pool, ensuring the selection of teachers who are best suited to support the academic needs of English learners, foster youth, and low-income students. Feedback from the LCAP survey has highlighted the role of class size and teacher quality in shaping the academic experiences and outcomes of English learners, foster youth, and low-income students. Smaller class sizes coupled with high-quality teaching have emerged as key factors in creating a personalized learning environment conducive to improved academic performance. For the upcoming academic year, a revised strategy will be put in place as a response to the metric outcomes. Upon examination of the data, English learners and foster youth students did not realize growth in state (SBAC) ELA, therefore, a revamped strategy will be put into action to improve performance in the forthcoming academic year.

Action(s): Action # 8: Additional School Site Administration Above Base
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and decrease suspension and expulsion rates
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Suspension Rate

- Declined – All students by 1.5%, English learners by 0.6%, foster youth by 6.9%, low-income by 1.6%

Student Expulsion Rate

- Maintained – Foster youth
- Declined – All students by 0.07%, English learners by 0.03%, low-income by 0.08%

Analysis Statement: This action demonstrated some effectiveness in advancing towards the goal, with certain student groups exhibiting improvements in various metrics, while others maintained their performance, and yet others experienced declines in the metrics. This action has increased the number of vice principals who assist the principal in advancing the school's vision and mission, promoting a culture of data-driven decision-making, and aiding in efforts to cultivate a positive school climate, foster a healthy culture, and sustain collaborative connections with families. By addressing these critical needs through the expansion of vice principals' roles, schools can strengthen their leadership structures, enhance decision-making processes, nurture a conducive learning environment, and cultivate meaningful partnerships with families. In light of the metric outcomes as a whole, a revised strategy will be implemented for the forthcoming academic year.

Action(s): Action # 9: African American Academic Acceleration
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - Foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math
- Improved – All students by 5.8%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math
- Improved – All students by 4.8%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: This action was somewhat effective in making progress toward the goal. All student groups demonstrated either enhancements or consistent performance on state (SBAC) ELA and Math assessments, except for foster youth, who did not exhibit improvement in the state (SBAC) ELA assessment. This action offers additional assistance and services including Math Camp, an academic hub, summer literacy programs, after-school literacy sessions, academic counseling, student involvement initiatives, an African American student leadership academy, and a Black Student Union. This action centers around supporting our most vulnerable communities, specifically focusing on low-income and foster youth students with the aim is to foster collaboration and maintain open communication among families. The data clearly indicates that foster youth students achieved lower scores on state (SBAC) ELA assessments. To enhance our ongoing efforts in the upcoming school year, we are intensifying our strategies to narrow these test score disparities.

Action(s): Action # 10: Early Childhood Education Developmental and Educational Supports
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Distance from standard in state (SBAC) ELA
- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math
- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA
- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math
- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math
- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: This action contributed somewhat to advancing towards the goal. Upon examining the data, it becomes clear that the results of the state (SBAC) ELA and Math display a varied pattern, with some student groups demonstrating improvement, while others maintained their performance, and yet others experienced a decline. The increased accessibility to early learning and care programs provided early learning opportunities to build foundational skills in early literacy and math that lead to increased outcomes for the identified student groups. The evidence derived from the district's TK-Formative Skills Assessment (TK-FSA) scores, as delineated in the LCAP Metrics, highlights a critical need for targeted support and intervention within the early learning programs. These programs serve as the initial formal educational experience for many students, notably foster youth, low-income families, and English learners. Feedback from teachers have highlighted that kindergarten children who haven't had prior experience in early learning environments often lack fundamental skills. Reflecting on the outcome results, a new strategy will be implemented for the upcoming year.

Action(s): Action # 11: Additional Supports for Libraries
Effectiveness of Action(s): Somewhat effective
Metric(s) outcomes: English learner – increase state (SBAC) ELA and local (iReady) ELA assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students
- Declined - English learners by 11.6 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%

Analysis Statement: This action was somewhat effective in making progress toward the goal. In the metrics section, it's noted that English learner students achieved lower scores compared to the overall student group state (SBAC) ELA and Math. This action encompasses a comprehensive approach to improving literacy support for English learners through increased access to relevant reading materials, targeted professional development, and data-driven interventions. The lack of access continues to be a barrier for English learner students and consequently, the department will provide reading materials in languages other than English and expand home libraries for student to involve families in reading activities with their children. Considering the outcomes for English learners, a fresh approach will be introduced for the coming year.

Action(s): Action # 12: Equity and Access
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: This action was somewhat effective in making progress toward district goal and closing the opportunity gap of foster youth, English learner, and low-income students, through accurate, unbiased, meaningful data analysis to inform accountability and support evidence-based decision-making. Through our collaborative, data-informed approach, we aim to cultivate a culture of continuous improvement, equity, and excellence within our district, ultimately empowering all students to achieve their fullest potential. Staff, students, and families require precise data and robust data support systems to implement and enhance academic, social-emotional, and behavioral initiatives aimed at improving student achievement in state (SBAC) ELA and Math. Looking back at the achievement data of English learners, foster youth, and low-income students, a new approach will be introduced for the upcoming academic year.

Action(s): Action # 13: GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: Upon analyzing the assessment data, results of the state (SBAC) ELA and Math show some improvements and some declines. The strategy of this action emphasizes collaboration, support, accessibility, capacity building, and resource allocation to ensure the success of English learners, low-income, and foster youth students in advanced coursework within Fresno Unified School District. Following a needs assessment with educational partners, Fresno Unified concluded that English learners, low-income, and foster youth students would greatly benefit from opportunities for engagement with GATE programs and should be placed in more challenging environments to enhance their academic achievements. After reviewing the outcome results, a new approach will be put into action for the upcoming year.

Action(s): Action # 14: Expand Alternative Education
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase graduation and student attendance rates.
Graduation rate

- Declined - All students by 3.7%, English learners by 1.9%, foster youth by 5.4%, low-income by 4.1%

Student attendance rate

- Improved – All students by 10.0%, English learners by 9.30%, foster youth by 13.2%, low-income by 9.9%

Analysis Statement: This action was somewhat effective in making progress toward the goal. The data shows that there have been enhancements in student attendance among English learners, foster youth, and low-income students. However, graduation rates for these same student groups have declined. The action prioritizes enhancing graduation rates and academic achievements for English learners, low-income individuals, and foster youth. It aims to achieve this by offering alternative educational pathways vital for halting a decline in graduation rates. This involves providing tailored support to address the specific hurdles these students encounter. Additionally, it includes the establishment and tracking of clear objectives for each student demographic, ensuring steady progress. Furthermore, it emphasizes enabling district-wide credit attainment to keep students aligned with graduation requirements. The Alternative Education program within the Fresno Unified School District plays a crucial role in supporting students who face challenges in maintaining academic progress towards graduation. With over 3,000 referrals received from elementary, middle, and high schools last year alone, it's evident that there is a significant demand for additional assistance. Upon reviewing the outcome results, we will have a revised strategy for the forthcoming year.

Action(s): Action # 15: Maintain Additional Services for Phoenix Community Day School
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – decrease suspension and expulsion rates
Suspension rates

- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Expulsion rates

- Maintained – Foster youth
- Declined – All students by 0.07%, low-income by 0.08%

Analysis Statement: This action was somewhat effective in making progress toward the goal. As highlighted in the metric section, there remains a concerted effort to address expulsion and suspension rates, aiming for enhancements particularly for low-income and foster youth students. The actions design involves implementing interventions aimed at improving social, emotional, and academic skills for Tier 3 students and involve ongoing monitoring and adjustment based on data analysis to improve expulsion rates for English learners, foster youth, and low-income students. Based on feedback from educational partners and metric data analysis, there is a recognized need for credit recovery programs to help students advance towards their academic goals. Next year, there will be a strengthen plan in place for this action.

Action(s): Action # 16: After School Tutoring
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: This action was somewhat effective in making progress toward the goal. Based on the information from the state (SBAC) assessments in ELA and Math, some student groups showed improvement, some remained steady, while others saw a decrease. This action underscores targeted support, qualified staffing, adequate resource provision, and continuous professional development to meet the academic needs of low-income, foster youth, and English learner students through after-school tutoring programs. After conducting a needs assessment, it has become evident that English learners (EL), low-income, and foster youth students require supplementary academic assistance beyond the regular school hours to enhance their proficiency in literacy and math. Additionally, it has been recognized that these identified students lack a conducive environment to access the curriculum effectively and receive support with their homework assignments. Considering the results achieved, a new plan will be implemented for the forthcoming year.

Action(s): Action # 17: Extended Summer Learning
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – increase state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Graduation rates

- Declined - All students by 3.7%, English learners by 1.9%, foster youth by 5.4%, low-income by 4.1%

A-G Completion rates

- Improved - All students by 2.3%, English learners by 4.9%, foster youth by 14.5%, low-income by 2.0%

Analysis Statement: This action was somewhat effective in making progress toward the goal. After examining the data, it's evident that the outcomes of the state (SBAC) assessments in ELA and Math varied among student groups. Some student groups displayed improvement, while others saw a decline. To be specific, seven student groups demonstrated improvement, three remained unchanged, and six

experienced a decline. This action address "unfinished learning" and mitigate "summer learning loss" in literacy, math, and credit recovery. This is done by developing curriculum tailored to English learners, foster youth, and low-income students to ensure alignment with state standards, and incorporating interactive and engaging activities to cater to diverse learning styles; offering extended summer learning programs for students; increase summer program staffing to accommodate the expanded size of the program; purchase of curriculum materials, supplies, and technology; and provide resources and support to help families reinforce learning at home during the summer break. Per a local needs assessment, it's evident that English learners, low-income, and foster youth students require consistent learning structures in ELA and Math to progress through A-G courses and achieve graduation. Furthermore, the assessment highlights the critical need for accessible credit recovery classes and available summer school programs to address learning gaps and maintain engagement throughout the academic year and summer break. Upon reviewing the data, a revised strategy will be put into action for the upcoming year.

Action(s): Action # 18: All teachers are teachers of English language (EL) students
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner – English learner progress indicator
English learner progress indicator

- Improved – English learners by 2.5%

Analysis Statement: This action was effective in making progress toward the goal. According to the data, English learner students observed improvement in the English learner progress indicator. To support English learners, newcomer students, and long-term English learners, this action focuses on providing direct instructional support, professional development, data-driven decision-making, tutoring, and technology-based resources through the use of teachers on special assignment, professional learning sessions, and tutoring services. Through evaluation of local needs, it is evident that English Learner (EL) students and Long-Term English Learner (LTEL) students require targeted interventions to support their academic progress. Additionally, educators require professional development opportunities to enhance their capacity to effectively plan and implement interventions tailored to the unique needs of EL and LTEL students.

Action(s): Action # 19: Expansion of Dual Language Immersion Programs
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner – English learner progress indicator, and state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students
- Declined - English learners by 11.6 points

Distance from standard in state (SBAC) Math

- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%

English learner progress indicator

- Improved – English learners by 2.5%

Analysis statement: This action was somewhat effective in making progress toward the goal. State data revealed both maintenance and decline trends in ELA and Math proficiency among English learners, alongside notable improvements on the English Learner Progress Indicator. This action involves providing support and professional development for Dual Language Immersion (DLI) program personnel, including teachers and managers, to ensure effective implementation of curriculum and instructional strategies, which include developing culturally responsive materials, facilitating collaboration among teachers, conducting classroom observations, and aligning program implementation across sites. The recent local needs assessment underscores the necessity for dual language immersion (DLI) content and support systems to address the academic needs of English Learner (EL) students, including Long Term English Learner (LTEL) students. Teachers require staff support and professional development to effectively incorporate DLI strategies into lessons tailored for EL and LTEL students. Additionally, parental demand highlights the importance of maintaining and expanding dual immersion programs to promote bilingualism and academic success. Reflecting on the state data for English learners, an updated approach will be implemented next school year.

Action(s): Action # 20: BASE Instruction
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – Students having access to instructional materials
Students having access to instructional materials

- Maintained – All students sustained at 100.0%

Analysis Statement: This action was effective in making progress toward the goal. As referenced in the Fresno Unified's local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action(s): Action # 21: BASE Professional Learning
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – 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

Analysis Statement: This action was effective in making progress toward the goal. As referenced in Fresno Unified's implementation of state standards local indicator rating, the district is in full implementation in its progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Action(s): Action # 22: BASE Technology Access and Support
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – Broad Course of Study
Broad Course of Study

- Maintained – All students sustained at 100.0%

Analysis Statement: This action was effective in making progress toward the goal. As referenced in Fresno Unified's Access to Broad Course of Study local indicator rating, technology access and support is provided to all students.

Action(s): Action # 23: BASE Early Learning
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – 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

Analysis Statement: This action was effective in making progress toward the goal. As referenced in Fresno Unified's implementation of state standards local indicator rating, the district is in full implementation in its progress in providing Early Learning services to the recently adopted academic standards and/or curriculum frameworks.

Action(s): Action # 24: BASE Equity and Access
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – Connectedness based on the climate and culture survey
Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis statement: This action was effective in making progress toward the goal. As referenced in Fresno Unified's local climate survey (Connection), 80.4% of students have a positive rating in regard to student connection, which is an increase of 2.8%.

Action(s): Action # 25: High Quality School Site Health Services

Effectiveness of Action(s): Effective
Metric(s) outcomes: Low-income students – Chronic Absenteeism Rates
Chronic absenteeism

- Improved – All students by 16.2%, low-income by 16.6%

Analysis statement: This action was effective in making progress toward the goal. As can be seen by the data, the rate of chronic absenteeism for low-income students has decreased significantly. The action's design underscores a proactive and collaborative approach to addressing the health and wellness needs of low-income students and their families across the district by expanding nursing staff, fostering professional learning communities, and providing comprehensive onboarding. Educational partners have highlighted the urgent need for schools to address students' physical health needs, as the absence of access can lead to avoidable absences. The anticipated impact of this action includes further reductions in chronic absenteeism, signaling a concerted effort to improve overall student attendance.

Action(s): Action # 26: Upgrading Access to Technology
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis statement: This action was somewhat effective in advancing towards the goal, evident in the state data showing improvement in three student groups, stability in three others, and decline in two student groups. To bridge the digital divide and enhance learning for low-income, foster youth, and English learner students, updated technology is essential. The district's investment in a laptop refresh program for teachers and a network refresh for schools aims to support modern teaching practices and personalized learning. By focusing on the specific technology needs of disadvantaged students, the action is to accelerate their growth and prepare them for success in their academic journey.

Low-income, foster youth, and English learners are at a higher risk of facing limited access to technology both at home and in school. Due to the outcome of the state results, a revised approach will be put into effect for the upcoming school year.

Action(s): Action # 27: Student Technology Access and Annual Refresh
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, A-G Completion Rates, and AP Exams Passed
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

A-G Completion rates

- Improved - All students by 2.3%, English learners by 4.9%, foster youth by 14.5%, low-income by 2.0%

Rate of AP Exams Passed

- Improved - All students by 4.9%, English learners by 10.7%, foster youth by 16.7%, low-income by 4.7%

Analysis statement: This action was somewhat effective in making progress toward the goal. Most of the student groups showed either improvement or maintained, while two student groups declined. Fresno Unified is implementing a district-wide initiative to provide secure connected devices to students, with a focus on low-income, foster youth, and English learner students. This effort aims to bridge the digital divide and improve educational outcomes, particularly in ELA math, while also increasing A-G completion rates and passing rates on AP exams. By ensuring access to technology, Fresno Unified seeks to create a more equitable learning environment and support the diverse needs of its student population. Educational partner feedback has shown the want to prioritize the equitable distribution of connected devices to students who are low-income, foster youth, and English learners to narrow the digital divide, and promote educational equity. Based on the state data, a new approach will be implemented next school year.

Action(s): Action # 28: Instructional Lead Teachers
Effectiveness of Action(s): Somewhat Effective

Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis statement: This action was somewhat effective in making progress toward the goal. The results from the state (SBAC) ELA and Math assessments revealed a mix of outcomes, with certain student groups demonstrating improvement while others experienced declines. The design of this action advances teacher leadership by providing opportunities for collaboration within Professional Learning Communities in which allows teachers to work together to develop common assessments, plan curriculum, and identify and support English learners, foster youth, and low-income students. English learners, low-income students, and foster youth, face significant disparities in state (SBAC) ELA and Math as compared to the all student group, as evidenced by the metrics. Family and student feedback gathered through the LCAP process underscores the urgent need to prioritize academic improvement initiatives as the primary focus for enhancing educational equity. A revised strategy is set to be implemented for the upcoming year.

Action(s): Action # 29: Regional Instructional Managers
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: This action was somewhat effective in making progress toward the goal. According to the data, there was a decrease in performance for English learners and foster youth students in the state (SBAC) ELA. However, low-income and foster youth students showed improvement in the state (SBAC) Math assessment, while English learner students maintained their performance in Mathematics. Implementing RIMs at all school sites provides targeted support, data analysis, and professional development tailored to the needs of low-income, English learner, and foster youth students. By fostering collaboration among educators and offering district-wide support, this action aims to enhance ELA and Math performance for these student groups. The design centers on leveraging RIMs' expertise to address specific challenges and improve academic outcomes. Based on a recent local needs assessment and educational partner feedback, it's clear that teachers and site leaders require structured instructional systems and better resource coordination to effectively support low-income, English learners, and foster youth students. Streamlining instructional frameworks and fostering collaborative networks among educators are essential steps to address the identified academic needs of these student groups. The Special Education Services Department will revamp this action for the next school year based upon the metric data.

Action(s): Action # 30: Early Interventions
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – Graduation Rates
Graduation rate

- Declined - All students by 3.7%, English learners by 1.9%, foster youth by 5.4%, low-income by 4.1%

Analysis Statement: This action was somewhat effective in making progress toward the goal. Although the strategies implemented did not yield the desired outcome for graduation, the department has and will continue to administer long-term assessments of the identified students and update its metrics to measure effectiveness to include state (SBAC) ELA and Math and local (iReady) as this action is still in its beginning stages of development as most of the early intervention supports were put in place in the primary levels. This action aims to enhance graduation rates among English learners, foster youth, and low-income students by identifying learning gaps early and providing personalized support tailored to each student's needs, focusing on essential literacy, numeracy, and social-emotional skills to establish a strong academic foundation for success. The graduation rates of English learners, foster youth, and low-income students consistently lag behind those of their peers, as highlighted in the LCAP metrics section. A local needs assessment underscores the necessity of early

intervention with tailored teachers and curriculum to effectively address academic challenges and improve graduation outcomes for these student groups. Considering the graduation rates and the preliminary stage of development of this action, a strengthened approach will be implemented for the upcoming school year.

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

Action # 5 - National Board Certification will be discontinued. While National Board Certification is specifically targeted to assist English learners, low-income, and foster youth students, it is anticipated that all students will benefit from this investment. Due to budget reductions, the National Board Certification Program will be eliminated, but those enrolled in the program are encouraged to continue their progress and work submission to become certified. The National Board Certification process can be completed independently where teachers can submit components without District support.

Action # 28 - Instructional Lead Teachers will be discontinued. The instructional lead teacher work is continuing in the district with a different funding source and will not be listed as its own action.

Action # 10: Early Childhood Education Developmental and Educational Supports will be renumbered as 1.09. Due to the updated requirements for transitional-kindergarten expansion, this action will no longer be funded with supplemental concentration.

Action # 1: Designated School Investment will be renumbered as 1.01. A strengthened approach includes the Instructional Services Department and Analysis, Measurement and Accountability (DATA) Department collaborating to provide sites the metrics they need to make data driven instructional decisions to move student growth. The Supervisors of Schools will support site administration with the data review and next steps on implementation of the strategies.

Action # 2: Additional Teacher Supply Funds will be renumbered as 1.02. 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.

Action # 3: Middle & High School Redesign will be renumbered as 1.03. 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.

Action # 4: Eliminate Elementary Combination Classes will be renumbered as 1.04.

Action # 6: Instructional Supports and Instructional Coaches will be renumbered as 1.05. To strengthen the approaches each high leverage practice listed above is captured in a tool that is used for monitoring and providing evidence to the California Commission on Teacher Credentialing. 70% of all high leverage tools include planning and analyzing student learning. High leverage tools examine the needs of

special populations and learner variability based on student groups that include English Learners, Low Income, and Foster Youth. Tools are used as evidence that is monitored in a portfolio, read by the department, and must meet criteria based on a rubric measuring the California Standards for the Teaching Profession.

Action # 7: Additional Teachers Above Base Staffing will be renumbered as 1.06. A strengthened approach is to update interview practices within human resources to help identify teachers with the greatest strengths and potential to support the identify student groups.

Action # 8: Additional School Site Administration above Base will be renumbered as 1.07. 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.

Action # 9: African American Academic Acceleration will be renumbered as 1.08. To strengthen this approach a program targeting the identified student groups in grades k-4 will now include a 15-week fall session in addition to what is currently offered. In collaboration with Springboard Collaborative, the program effectively aligns families and teachers to meet reading goals, incorporates professional development for educators, and offers family workshops to bolster literacy at home.

Action # 11: Additional Supports for Libraries will be renumbered as 1.10. To strengthen the at-home library approach, the district will utilize a feedback method to gather data on the specific books that educational partners want. Student can check books out or access books at home by using the SORA application on their school assigned computer or on their own devices. Additionally, books will be sent home with students during extended breaks from school.

Action # 12: Equity & Access will be renumbered as 1.11 and has a title change to BASE: Analysis, Measurement, and Accountability. AMA is a new department developed to provide intentional data and analytical supports to departments, schools, and the community.

Action # 13: GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) will be renumbered as 1.12. To strengthen this approach, professional development and planning documents will be provided to support teachers to serve the identified students groups. Additionally, site meetings and PLCs will focus on this data to support students with the strategies listed above.

Action # 14: Expand Alternative Education will be renumbered as 1.13. To strengthen this approach, FUSD is rebranding Phoenix Community Day School in the system to serve students and families by getting them the best supports and helping student placement in the most successful setting for their diverse needs. This work includes communications with school counselors, administrators, teachers, students and families to support the strategy.

Action # 15: Maintain Additional Services for Phoenix Community Day School will be renumbered as 1.14.

Action # 16: After School Tutoring will be renumbered as 1.15. The district will strengthen this approach by being more intentional with reviewing student performance data to break down the specific academic needs prior to and during the tutoring process. By doing this, the expanded learning department will be able to provide professional learning to tutors that is more targeted to student needs. This includes, but

is not limited to, providing students supplemental materials and scaffolds. This paired with more onsite observations will help to increase student skills and understanding with literacy and math.

Action # 17: Extended Summer Learning will be renumbered as 1.16.

Action # 18: All teachers are teachers of English learner (EL) students will be renumbered as 1.17. To strengthen the approach the TSA will increase monitoring practices to track and monitor interventions and support. This includes, but is not limited to aligning data, support analysis, and provided best practices for implementation based on the findings

Action # 19: Expansion of Dual Language Immersion Programs will be renumbered as 1.18. 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)

Action # 20: BASE: Instruction will be renumbered as 1.19.

Action # 21: BASE: Professional Learning will be renumbered as 1.20.

Action # 22: BASE: Technology Access and Support will be renumbered as 1.21.

Action # 23: BASE: Early Learning will be renumbered as 1.22.

Action # 24: BASE: Equity and Access will be renumbered as 3.09 and has a title change to BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention.

Action # 25: High Quality School Site Health Services will be renumbered as 1.23. 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 and wellness, 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.

Action # 26: Upgrading Access to Technology will be renumbered as 1.24. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home.

Action # 27: Student Technology Access and Annual Refresh will be renumbered as 1.25. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home.

Action # 29: Regional Instructional Managers will be renumbered as 1.26. To strengthen this approach RIMs will increase their collaboration with site administration to target the specific areas that are being called out for the identified students' groups. RIMs and Admin will review suspension data in depth to understand causes and develop supports; to decrease time the identified student groups spend out of the classroom. Additionally, RIMs will strengthen their collaborative efforts with both sites and the Department of Prevention and Intervention (DPI) to help schools and families focus on social-emotional needs to increase academic achievement.

Action # 30: Early Interventions will be renumbered as 1.27. 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 provide discuss student data and create lesson plans with their teaching team in order support students.

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.

Goals and Actions

Goal

Goal #	Description
2	Student – Expand student centered and real-world learning experiences

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 32.0% EL: 23.2% FY: 12.3% LI: 31.5% Data Year: 2019/20 Data Source: California School Dashboard > College & Career Measures report	All: 27.9% EL: 15.3% FY: 10.7% LI: 27.4% Data Year: 2020/21 Data Source: CA Dashboard > Additional Reports	All: 26.1% EL: 14.8% FY: 9.9% LI: 26.0% Data Year: 2021/22 Data Source: CA Dashboard > Additional Reports	All: 32.7% EL: 20.4% FY: 29.4% LI: 32.0% Data Year: 2022/23 Data Source: CA Dashboard > Additional Reports	All: 35.0% EL: 33.1% FY: 22.2% LI: 35.0% Data Year: 2022/23 Data Source: CA Dashboard > Additional Reports
Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 49.6% EL: 25.7% FY: 18.6% LI: 48.5% Data Year: 2019/20 Data Source: CA Dashboard > College Career Indicator	College/Career Indicator comparable status will not be available on the California School Dashboard until Fall 2023	Discontinued	Discontinued	Discontinued
Student middle school dropout rate	All: 0.46% EL: 0.66%	All: 0.8% EL: 0.8%	All: 0.30% EL: 0.04%	All: 0.65% EL: 0.42%	All: 0.30% EL: 0.04%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	FY: 0.68% LI: 0.44% Data Year: 2019/20 Data Source: CALPADS, Fall 1, Report 8.1C	FY: 2.3% LI: 0.7% Data Year: 2020/21 Data Source: CALPADS, Fall 1, Report 8.1C	FY: 1.68% LI: 0.27% Data Year: 2021/22 Data Source: CALPADS, Fall 1, Report 8.1C	FY: 0.61% LI: 0.65% Data Year: 2022/23 Data Source: CALPADS, Fall 1, Report 8.1C	FY: 0.49% LI: 0.27% Data Year: 2022/23 Data Source: CALPADS, Fall 1, Report 8.1C
Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 8.3% EL: 15.2% FY: 29.3% LI: 8.6% Data Year: 2019/20 Data Source: DataQuest Four -Year adjusted Cohort Outcome	All: 8.7% EL: 14.7% FY: 33.0% LI: 9.3% Data Year: 2020/21 Data Source: DataQuest Four -Year adjusted Cohort Outcome	All: 7.3% EL: 13.3% FY: 29.5% LI: 7.6% Data Year: 2021/22 Data Source: DataQuest Four -Year adjusted Cohort Outcome	All: 8.2% EL: 12.8% FY: 25.0% LI: 8.5% Data Year: 2022/23 Data Source: DataQuest Four -Year adjusted Cohort Outcome	All: 7.23% EL: 11.1% FY: 25.2% LI: 7.5% Data Year: 2022/23 Data Source: DataQuest Four -Year adjusted Cohort Outcome
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: 22.7% EL: 12.2% FY: 7.0% LI: 22.2% Data Year: 2019/20 Data Source: (Local) CALPADS	All: 27.9% EL: 15.3% FY: 10.7% LI: 27.4% Data Year: 2020/21 Data Source: California School Dashboard Supplemental Reports	All: 23.0% EL: 11.3% FY: 6.3% LI: 22.5% Data Year: 2021/22 Data Source: California School Dashboard Supplemental Reports	All: 19.1% EL: 10.5% FY: 7.1% LI: 18.3% Data Year: 2022/23 Data Source: California School Dashboard Supplemental Reports	All: 25.0% EL: 16.7% FY: 11.5% LI: 25.0% Data Year: 2022/23 Data Source: California School Dashboard Supplemental Reports
A-G Completion Rates	All: 54.0% EL: 27.9% FY: 27.6%	All: 51.8% EL: 24.5% FY: 23.4%	All: 48.7% EL: 27.4% FY: 20.0%	All: 51.0% EL: 32.3% FY: 34.5%	All: 56.4% EL: 30.9% FY: 30.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	LI: 52.4% Data Year: 2019/20 Data Source: DataQuest Four-Year Adjusted Graduation Rate	LI: 49.1% Data Year: 2020/21 Data Source: DataQuest Four-Year Adjusted Graduation Rate	LI: 46.4% Data Year: 2021/22 Data Source: DataQuest Four-Year Adjusted Graduation Rate	LI: 48.4% Data Year: 2022/23 Data Source: DataQuest Four-Year Adjusted Graduation Rate	LI: 55.4% Data Year: 2022/23 Data Source: DataQuest Four-Year Adjusted Graduation Rate
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: 27.4% EL: 33.9% FY: 20.0% LI: 25.3% Data Year: 2019/20 Data Source: College Board	All: 19.6% EL: 16.5% FY: 11.0% LI: 17.1% Data Year: 2020/21 Data Source: College Board	All: 28.7% EL: 18.1% FY: 0.0% LI: 25.5% Data Year: 2021/22 Data Source: College Board	All: 37.9% EL: 35.2% FY: 50.0% LI: 34.3% Data Year: 2022/23 Data Source: College Board	All: 30.7% EL: 35.0% FY: 24.1% LI: 29.4% Data Year: 2022/23 Data Source: College Board
Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 88.2% EL: 75.8% FY: 65.5% LI: 87.9% Data Year: 2019/20 Data Source: California Dashboard – Graduation Rate Indicator	All: 87.6% EL: 76.5% FY: 61.3% LI: 86.9% Data Year: 2020/21 Data Source: California Dashboard – Graduation Rate Indicator	All: 89.5% EL: 79.9% FY: 66.7% LI: 89.2% Data Year: 2021/22 Data Source: California Dashboard – Graduation Rate Indicator	All: 85.8% EL: 78.0% FY: 61.2% LI: 85.1% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator	All: 90.5% EL: 80.7% FY: 69.8% LI: 90.5% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator
Broad Course of Study	All: 100% Data Year: 2020/21	All: 100% Data Year: 2021/22	All: 100% Data Year: 2022/23	All: 100% Data Year: 20023/24	All: 100% Data Year: 2023/24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data source: ATLAS Student Information System	Data source: ATLAS Student Information System	Data source: ATLAS Student Information System	Data source: ATLAS Student Information System	Data source: ATLAS Student Information System

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 31: Linked Learning, ROP, and CTE Pathway Development
Implementation Status: Full Implementation
Expanded validated high-quality CTE Programs and Pathways were demonstrated through nationally recognized assessments and an increase in work-based learning opportunities, resulting in achievements such as 3 Model Distinguished Programs/Pathways and 1 Model Program/Pathway. A total of 200,658 student work-based learning opportunities were facilitated, including internships and industry certifications, with efforts made to enhance internship completions by establishing in-school internship courses at select high schools. Measures were implemented to retain staff expertise and implement practices instrumental for CTE programs, including developing quality assessments beyond internships and ensuring awareness of CTE pathways' value among students, teachers, and staff.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 32: CTE STEM PK-6 Kids Invent!
Implementation Status: Partial Implementation
In 2022/23, the District's CTE Department had enhanced student-centered learning with increased funding, expanded STEM and THINK programs from PK to 6th grade, and had seen a rise in enrollment and participation in career-focused activities and STEM events. Despite challenges such as teacher cancellations and transportation issues, efforts were made to extend career and STEM field trip opportunities, train teachers in STEM programs, and overcome logistical hurdles to ensure broader access to educational experiences. While facing obstacles like transportation and teacher cancellations, the district witnessed substantial growth in work-based learning opportunities, STEM training for teachers, and community engagement in STEM events.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 33: Men’s and Women’s Alliance
Implementation Status: Full Implementation
The Men’s and Women’s Alliance Programs were developed to address the disproportionate outcomes of students who struggled with attendance, behavior, and school connectedness, which adversely impacted their academic performance and engagement. These elective

courses include instruction from a certified teacher on social-emotional learning and leadership development, as well as after-school tutoring, community mentors, service-learning opportunities, and experiences such as college visits and retreats.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 34: School Counselors & Resource Counseling Assistants
Implementation Status: Full Implementation
Schools had resource counseling assistants to help students develop academic and social skills. These assistants also served as the initial point of contact and response when students faced social and emotional challenges.
No substantive difference in planned action compared to the actual implementation.

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

Action # 34 - School Counselors & Resource Counseling Assistants - Actual expenses down 9.5%. The difference is due to unspent A-G Access/Success Grant that carries over. The A-G Access Grant is a block grant and has until 2025/26 to fully expend funds. Plan to carryover funds to support two additional years of support.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Action(s): Action # 31: Linked Learning, ROP, and CTE Pathway Development
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner and foster youth – Rate of students who have completed both A-G requirements and completed CTE capstone courses

- Improved – Foster youth by 0.8%
- Declined – All students by 3.9%, English learners by 0.8%

Analysis statement: The action was somewhat effective in making progress toward the goal as is evidenced by the growth in foster youth students. The district implemented a multifaceted approach to support English learner and foster youth students in accessing and thriving in Career Technical Education (CTE) programs. Strategies include hiring bilingual teachers, fostering community partnerships for resource

provision, and promoting nontraditional career events and role models to broaden students' horizons. Through targeted support, cultural sensitivity, and family engagement initiatives, the district aims to increase enrollment and retention of these students in CTE pathways, fostering equitable opportunities for all learners. Our students continue to face a significant gap in Career Technical Education (CTE) Pathway completion rates between English learners, foster youth, as compared to the all student group. Additionally, feedback from the LCAP survey highlights a community desire for increased secondary classes focused on trades and job skills, indicating a need to align educational offerings with student aspirations. CTE will persist in employing the tactics outlined in this action plan, while adapting with a reinforced approach aimed at enhancing opportunities for the targeted students. The goal is to increase the number of students who fulfill both A-G requirements and successfully complete CTE Capstone courses.

Action(s): Action # 32: CTE STEM PK-6 Invent!
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Analysis Statement: Progress toward the goal was evident in the state (SBAC) Math results, showcasing improvement or maintenance across various student groups. This initiative aims to provide low-income students with essential school supplies, ensuring they are prepared for learning both in the classroom and at home. By bridging the gap between school and home environments, it empowers students to focus on their studies without the added stress of lacking necessary materials. Fresno Unified School District seeks to enhance STEM education opportunities for foster youth, English learners, and low-income students by bridging the gap between classroom instruction and real-world job skills, expanding STEM experiences throughout Pre-Kindergarten to Grade 6, and addressing disparities in mathematics proficiency among these underrepresented student groups.

Action(s): Action # 33: Men’s and Women’s Alliance
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, suspension rates, student attendance rates.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - Foster youth by 8.8 points

Distance from standard in state (SBAC) Math
- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points

On or above grade level in local (iReady) ELA
- Improved – All students by 7.2%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math
- Improved – All students by 5.8%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math
- Improved – All students by 4.8%, foster youth by 8.0%, low-income by 4.9%

Suspension rates
- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Student Attendance Rates
- Improved – All students by 10.0%, foster youth by 13.2%, low-income by 9.9%

Analysis Statement: This action was somewhat effective in providing progress towards the goal. Progress is evident in the enhancements made for foster youth and low-income students in state (SBAC) Math, as well as in student attendance rates. Low-income students have maintained their performance in state (SBAC) ELA, while suspension rates have decreased across all student demographics. The Men's and Women's Alliance Program provides social-emotional learning, academic support, and career readiness training to low-income and foster youth students in middle and high schools. The program aims to enhance students' school connectedness by involving them in leadership opportunities and school events. Fresno Unified's data and local needs assessment reveal that foster youth and low-income students require comprehensive support in social-emotional learning, leadership development, and academic assistance to foster a sense of belonging and reduce barriers to engagement and success in school. However, based on the data, a revised strategy is set to be implemented to improve performance in the forthcoming academic year.

Action(s): Action # 34: School Counselors & Resource Counseling Assistants
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – graduation rates, suspension rates, A-G Completion rates.

Graduation rate
- Declined - All students by 3.7%, English learners by 1.9%, foster youth by 5.4%, low-income by 4.1%

Suspension rates
- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

A-G Completion rates
- Improved - All students by 2.3%, English learners by 4.9%, foster youth by 14.5%, low-income by 2.0%

Analysis Statement: This action was somewhat effective in providing progress towards the goal. Improvements are noticeable in the

advancements made for foster youth, low-income, and English learner students regarding A-G completion rates, although all student groups experienced declines in graduation and suspension rates. Implementing resource counseling assistants on campus provides mentorship, skill-building, and positive adult connections for English learners, foster youth, and low-income students, aiming to reduce disparities in student achievement. This proactive approach addresses the unique needs of these groups, fostering academic and social-emotional growth. The identified student groups encounter higher suspension rates, lower attendance, and decreased eligibility for UC/CSU a-g requirements, which prompts the need for tailored interventions to promote equitable access to education and improve outcomes. According to the data, a refined strategy is poised for implementation to enhance performance in the upcoming academic year.

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

Action # 31: Linked Learning, ROP, and CTE Pathway Development will be renumbered as 2.01. To strengthen this approach, we will use resources within the Instructional Division to provide more direct support to students in completing a-g requirements and onboarding protocols with Counseling and Guidance to enroll students in CTE pathways. We will meet with the English Learner department to gain further access to the scaffolds and interventions they teach to support the identified students in CTE pathways.

Action # 32: CTE STEM PK-6 Kids Invent! will be renumbered as 2.02. Knowing that the many requests put on Transportation are taxing, we would like to shift our Career Awareness and STEM Travel field trips to pilot more Neighborhood walking field trips such as the Pilot done by Edison's Engineering and Health Pathway students, partnerships between CTE high school students and their feeder Elementary schools, and a focus of providing more Push-in models (such as the CTE Escape Boxes piloted this year with WorkEd and Transitional Counselors). We expect this shift in delivery of services to better support a larger number of low-income, foster youth, and English learners, and support the continued increase seen in iReady math scores for these groups as well as support the continued expansion of student-centered and real-world learning experiences to better meet these students learning needs (as requested by the Board of Education, students, parents, and the community).

Action # 33: Men's and Women's Alliance will be renumbered as 2.03. A strengthened approach will be to increase the focus of student's school connectedness, by incorporating men's and women's alliance students into more leadership and climate and culture opportunities at the school site. This includes volunteering and providing support at school events and activities.

Action # 34: School Counselors & Resource Counseling Assistants will be renumbered as 2.04.

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.

Goals and Actions

Goal

Goal #	Description
3	Student – Increase student engagement in their school and community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 7.0% EL: 4.4% FY: 19.0% LI: 7.4% Data Year: 2018/19 Data Source: CA Dashboard - Suspension Rate indicator	All: 0.2% EL: 0.1% FY: 0.9% LI: 0.2% Data Year: 2020/21 Data Source: CA Dashboard -additional reports	All: 5.8% EL: 4.5% FY: 14.6% LI: 6.2% Data Year: 2021/22 Data Source: CA Dashboard -additional reports	All: 7.3% EL: 5.1% FY: 21.5% LI: 7.8% Data Year: 2022/23 Data Source: CA Dashboard -additional reports	All: 5.7% EL: 3.4% FY: 14.5% LI: 6.1% Data Year: 2022/23 Data Source: CA Dashboard -additional reports
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: 66.1% Students 92.9% Parents 87.0% Staff Connection: 64.8% Students 93.6% Parents 87.0% Teachers Data Year: 2020/21 Data Source: Climate & Culture Survey	Safety: 73.2% Students 90.0% Parents 89.8% Staff Connection: 79.9% Students 88.0% Parents 90.6% Teachers Data Year: 2021/22 Data Source: Climate & Culture Survey	Safety: 71.6% Students 90.0% Parents 85.3% Staff Connection: 77.6% Students 88.7% Parents 90.3% Teachers Data Year: 2022/23 Data Source: Climate & Culture Survey	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	Increase student positive sense of connectedness and safety to 78.4% or higher Maintain parent positive sense of connectedness and safety at 90.9% or higher Increase staff positive sense of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					connectedness and safety to 91.2% or higher Data Year: 2023/24 Data Source: Climate & Culture Survey
Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 0.21% EL: 0.13% FY: 0.78% LI: 0.24% Data Year: 2018/19 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	All: 0.0% EL: 0.0% FY: 0.0% LI: 0.0% Data Year: 2020/21 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	All: 0.17% EL: 0.15% FY: 0.52% LI: 0.18% Data Year: 2021/22 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	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: 0.17% EL: 0.13% FY: 0.51% LI: 0.18% Data Year: 2022/23 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates
Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2019/20 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2020/21 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2021/22 Data Source: FIT Report (Facilities Inspection Tool)	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: 2022/23 Data Source: FIT Report (Facilities Inspection Tool)
Student chronic absenteeism rate (All = District, EL = English Learners, FY	All: 15.8% EL: 9.3% FY: 23.7% LI: 16.7%	All: 25.4% EL: 21.3% FY: 41.2% LI: 25.9%	All: 50.9% EL: 45.6% FY: 52.9% LI: 53.1%	All: 34.7% EL: 27.2% FY: 35.0% LI: 36.5%	All: 32.6% EL: 26.7% FY: 37.3% LI: 33.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
= Foster Youth, LI= Low-Income)	(2018/19 data was reported on the California School Dashboard for grades K-8) Data Year: 2018/19 Data Source: California School Dashboard> Chronic Absenteeism	(2020/21 data was not reported on the California School Dashboard but was on Dataquest. Dataquest Reported grades K-12) Data Year: 2020/21 Data Source: Dataquest	Data Year: 2021/22 Data Source: Dataquest	Data Year: 2022/23 Data Source: Dataquest	Data Year: 2022/23 Data Source: Dataquest
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: 59.7% EL: 50.7% FY: 56.5% LI: 58.8% Data Year: 2019/20 Data Source: (Local) ATLAS Student Information System	All: 32.2% EL: 23.6% FY: 31.0% LI: 30.8% Data Year: 2020/21 Data Source: (Local) ATLAS Student Information System	All: 44.9% EL: 34.9% FY: 44.3% LI: 43.9% Data Year: 2021/22 Data Source: (Local) ATLAS Student Information System	All: 47.5% EL: 37.3% FY: 45.0% LI: 46.5% Data Year: 2022/23 Data Source: (Local) ATLAS Student Information System	All: 71.5% EL: 65.5% FY: 71.2% LI: 71.5% Data Year: 2022/23 Data Source: (Local) ATLAS Student Information System
Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 91.9% EL: 93.2% FY: 87.8% LI: 91.8% Data Year: 2019/20 Data Source: ATLAS (Average Daily Attendance)	All: 87.5% EL: 89.2% FY: 78.9% LI: 87.1% Data Year: 2020/21 Data Source: ATLAS (Average Daily Attendance)	All: 80.1% EL: 82.3% FY: 76.3% LI: 80.0% Data Year: 2021/22 Data Source: ATLAS (Average Daily Attendance)	All: 90.1% EL: 91.6% FY: 89.5% LI: 89.9% Data Year: 2021/22 Data Source: ATLAS (Average Daily Attendance)	All: 93.6% EL: 93.2% FY: 89.9% LI: 93.6% Data Year: 2022/23 Data Source: ATLAS (Average Daily Attendance)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 35: Increase School Allocations for Athletics
Implementation Status: Full Implementation
To remove financial barriers and ensure all students could participate in extracurricular activities, funding was provided for uniforms, protective gear, athletic equipment, and participation in regional and playoff events. This support reduced obstacles and promoted an equitable environment.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 36: District-Funded Educational Enrichment Trips
Implementation Status: Full Implementation
The enrichment trip program aimed to provide hands-on educational experiences with high-interest destinations that aligned with classroom content. While participation rates were high for TK-5th grade at 95%-97%, the 6th grade rate was lower at 87%-88% due to factors like distance, weather, and familial concerns related to the multi-day, overnight nature of the trips.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 37: District Arts Collaborative Project
Implementation Status: Full Implementation
In the Fresno Unified School District, foster youth and low-income students participated in the R.E.A.L. Collaborative, exploring socially relevant topics through poetry, texts, and discussions to develop art and writing for exhibitions. Teachers from all grade levels engaged in professional learning sessions to implement this program, resulting in curated student art exhibits at community events, supported by supplemental salaries and art supplies to ensure full participation.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 38: Increased Funding for Music
Implementation Status: Full Implementation
To enhance academic performance and student connectedness, Fresno Unified increased involvement in extracurricular activities, specifically expanding exposure to and access to music at school.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 39: Student Peer Mentor Program
Implementation Status: Full Implementation
The District’s Mentoring Office provided peer mentoring to address barriers faced around suspensions, attendance, and school engagement. High school student mentors were matched with middle school student mentees based on needs and commonalities, targeting academic needs, modeling social-emotional skills, and fostering positive relationships.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 40: Social Emotional Supports
Implementation Status: Full Implementation
The District's Department of Prevention and Intervention funded 37 Clinical School Social Workers, 4 Resource Counseling Assistants, and 15 Child Welfare and Attendance Specialists. The individuals serving in these specific positions provided social-emotional support, mental health counseling, and education, as well as attendance interventions at identified school sites/regions.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 41: School Climate and Culture Expansion
Implementation Status: Full Implementation
The Department of Prevention and Intervention ensured equitable treatment for marginalized students by offering a range of support services. These included Tier I Climate and Culture Specialist assistance for fostering positive classroom environments, Tier II Interventions for short-term social-emotional learning, and Tier III Behavior Support Advisors aiding students with intensive behavior needs. Successes included improved classroom conditions and attendance under Tier I, enhanced behavior and attendance through Tier II interventions, and increased social-emotional skills and reduced disciplinary issues with Tier III support, alongside significant support and resources provided by the LGBTQ+ Guidance Learning Advisor.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 42: Restorative Practices
Implementation Status: Partial Implementation
The District's Department of Prevention and Intervention ensured that across 37 sites with Restorative Practices School Counselors, students had access to restorative processes post-suspension or in cases of conflict. They prioritized building relationships and fostering belonging through effective restorative strategies. Staff received coaching on relationship-building, and students benefited from social-emotional counseling when identified by TST/Tier II Teams. Successful outcomes included a 90% (elementary) and 89% (secondary) rate of no recidivism post-restorative processes and an 83% improvement rate in elementary students' social-emotional wellness. Challenges included ensuring re-entry post-suspension and low Tier I Restorative Practices implementation, leading to continued disciplinary issues. Efforts focused on strengthening Restorative Practices School Counselor support, including tailored coaching for leaders and enhancing proactive components at Tier I to reduce suspensions and foster belonging. Additionally, professional learning initiatives were adjusted due to potential work stoppages, with plans to reschedule postponed sessions for the next school year.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 43: BASE Department of Prevention and Intervention
Implementation Status: Full Implementation
The department persists in providing services that foster robust partnerships with students and their families. It collaborates with community agencies and businesses to bolster student success, while also facilitating connections between families and services aimed at enhancing the overall school experience.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 44: Campus Climate and Culture Teachers

Implementation Status: Full Implementation
The district aims to create positive relationships with the use of a Climate and Culture position in middle schools.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 45: Home School Liaisons
Implementation Status: Full Implementation
The district focused on enhancing family engagement through monthly Family Engagement Hour events across all school sites. With collaborative efforts from parents, principals, and staff, we designed resource toolkits and identified topics to support student achievement. Home school liaisons received training and one-on-one support, resulting in increased family participation, and strengthened ties with the school community. Efforts were successful, with over 4,691 families benefiting from sessions covering various educational topics.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 46: Mental Health Supports
Implementation Status: Full Implementation
The Special Education (SPED) Department ensured access to the necessary mental health support. Six full-time equivalent (FTE) School Psychologists were incorporated to focus on mental health concerns at both primary and secondary education levels. The additional School Psychologists effectively addressed the growing need for mental health services. The inclusion of six School Psychologists meant that all middle schools had dedicated support for addressing mental health issues among students and staff.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 47: Expanded Transportation Services
Implementation Status: Partial Implementation
The Department of Transportation advanced efforts to provide transportation for students notably by filling key vacancies and forming effective training teams, thus enhancing service reliability and punctuality. This included filling 15 driver vacancies and 3 Relief Driver positions, introducing 2 new Behind the Wheel Trainer Delegates, and partnering with the Cesar Chavez Adult School Driver Training Center to train 77 candidates. The department also boosted internal communication through committees, implemented new operational systems such as Tyler Traversa, BusHive, and Samsara, introduced new routes supporting home-to-school transportation, acquired new buses through grant funds, and initiated a five-year plan for implementing an electric bus program, all while acknowledging the need for time, testing, and training in the transition process.
No substantive difference in planned action compared to the actual implementation.

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

Action # 38 - Increased Funding for Music - Actual expenses down 70.2% (in other state funds, not supplemental and concentration) - due to recognizing proposition 28 grant for visual and performing arts.

Action # 43 - Department of Prevention and Intervention - Actual expenses down 40.6% - due to pausing on the Saturday Academy program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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(s): Action # 35: Increase School Allocations for Athletics
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner, foster youth, and 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

- Improved – All students by 2.6%, English learners by 2.4%, foster youth by 0.7%, low-income by 2.6%

Analysis Statement: This action was effective in making progress towards the goal. All student groups showed improvement in the percent of students who have participated in at least one arts, activities, or athletics event. This action helps facilitate participation of low-income students in athletics by providing funding, transportation, and necessary gear. It ensures that financial constraints and transportation barriers do not hinder their engagement in arts, activities, or athletic events. by supplying uniforms, equipment, and protective gear to promote equity and inclusive access. The ask for educational initiatives that integrate art and literature to enhance student engagement, creativity, and interdisciplinary learning experiences, is evidenced by feedback from teachers and students.

Action(s): Action # 36: District-Funded Educational Enrichment Trips
Effectiveness of Action(s): Effective
Metric(s) outcomes: Foster youth, and 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

- Improved – All students by 2.6%, foster youth by 0.7%, low-income by 2.6%

Analysis Statement: This action was effective in making progress towards the goal. All student groups showed improvement in the percent of students who have participated in at least one arts, activities, or athletics event. District-Funded educational enrichment trips focus on providing enriching experiences for elementary students, especially for low-income, and foster youth students by eliminating financial barriers and offering tailored trips aligned with classroom content. It includes a structured program with teacher support, ensuring a diverse range of culturally relevant destinations for each grade level. Educational partner feedback aims to tackle barriers for sixth-grade students in camp activities, such as transportation costs, entrance fees, and essential personal items, ensuring fair access and inclusive learning.

Action(s): Action # 37: District Arts Collaborative Project
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Distance from standard in state (SBAC) ELA, and percent of students who have participated in at least one arts, activities, or athletics event
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - Foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, foster youth by 8.0%, low-income by 4.9%

Percent of students who have participated in at least one arts, activities, or athletics event

- Improved – All students by 2.6%, foster youth by 0.7%, low-income by 2.6%

Analysis Statement: This action was somewhat effective in making progress towards the goal. Each student group either demonstrated improvement or sustained their performance in state (SBAC) English Language Arts (ELA) and Math, as well as in the percentage of students engaging in at least one arts, activities, or athletics event. However, there was a decrease in the performance of foster youth students in state (SBAC) ELA. The District REAL Collaborative is a targeted program aimed at enhancing literacy skills and school participation for students through culturally relevant arts projects and differentiated instruction. Implemented through thematic approaches, Art Hop exhibits, and tailored support structures, it fosters student creativity, communication skills, and inclusivity while providing professional learning for teachers and enhanced communication with families. Students identified through a local needs assessment require a well-developed arts education program led by trained instructors to enhance engagement and promote creativity, while also integrating literacy skills such as writing and speaking. Due to the metric outcomes for foster youth students in state (SBAC) Math, this action will be strengthened for the upcoming school year.

Action(s): Action # 38: Increased Funding for Music
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, and percent of students who have participated in at least one arts, activities, or athletics event
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income

- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Percent of students who have participated in at least one arts, activities, or athletics event

- Improved – All students by 2.6%, foster youth by 0.7%, low-income by 2.6%, English learners by 2.4%

Analysis statement: This action showed somewhat effective in making progress towards the goal. All student groups either sustained or enhanced their performance in state (SBAC) ELA and Math, as well as in the percentage of students engaging in at least one arts, extracurricular, or athletic event. However, there was a decrease in performance among English learners and foster youth students in state (SBAC) Math. Additional music teachers meet with students once a week during the school day for 20-minute sessions, delivering music lessons aligned with educational standards. Students receive access to instruments and materials needed for the lessons, along with supplementary materials for at-home learning, ensuring equitable participation and engagement in music education. Educational partner feedback highlights a community-driven need for increased funding to support student engagement in school, particularly through programs such as music and art, emphasizing their essential role in fostering holistic development and academic success. For the next academic year, enhancements will be made to improve outcomes for English learners and foster youth students in state Math assessments (SBAC).

Action(s): Action # 39: Student Peer Mentor Program
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, suspension rate, student attendance rate, and connectedness based on the climate and culture survey.

Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points, foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Suspension rates

- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%, English learners by 0.6%

Student attendance rate

- Improved – All students by 10.0%, English learners by 9.30%, foster youth by 13.2%, low-income by 9.9%

Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis Statement: The action yielded some progress towards the goal. Improvements or maintenance were evident in the results for state (SBAC) ELA and Math, along with the student attendance rate and connectedness based on the climate and culture survey. However, there were declines noted in state (SBAC) ELA scores and suspension rates. The Peer Mentoring Program pairs high school mentors with middle school mentees, focusing on academic needs and social-emotional skills. With services extending across 7 high schools and 7 middle schools, over 600 students benefit from weekly support, including enrichment field trips and ongoing training for mentors, aiming to enhance academic achievement and life skills development. Highlighted from a needs assessment is the imperative to increase students' sense of connectedness within the academic environment to improve academic performance. Looking back at the results achieved, a fresh strategy will be put into place for the upcoming year.

Action(s): Action # 40: Social Emotional Supports
Effectiveness of Action(s): Effective
Metric(s) outcomes: Foster youth, and low-income – student attendance rate, chronic absenteeism, and connectedness based on the climate and culture survey.
Student attendance rate

- Improved – All students by 10.0%, foster youth by 13.2%, low-income by 9.9%

Chronic absenteeism rate

- Improved – All students by 16.2%, foster youth by 17.9%, low-income by 16.6%

Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis Statement: This action was effective in making progress towards the goal. As can be seen in the data, foster youth and low-income students improved in student attendance, chronic absenteeism, and connectedness based on the climate and culture survey. Clinical School Social Workers identify students requiring counseling and mental health services using various methods. They conduct comprehensive

assessments, analyze data, and craft tailored interventions. Child Welfare and Attendance Specialists offer tiered interventions at the district level to address truancy and chronic absenteeism issues among students, and feedback from educational partners underscores the need to prioritize mental health support highlighting the critical necessity for comprehensive resources to address diverse mental health needs.

Action(s): Action # 41: School Climate and Culture Expansion
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – chronic absenteeism and suspension rates.
Chronic absenteeism

- Improved – All students by 16.2%, foster youth by 17.9%, low-income by 16.6%

Suspension rate

- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Analysis Statement: This action was somewhat effective in making progress towards the goal. Enhancements were realized for foster youth and low-income students chronic absenteeism rates. Additionally, suspension rates for the same student groups showed a decline. This action implements Tier I climate and culture practices to foster positive classroom environments, supported by Climate and Culture Specialists. Tier II Intervention Specialists provide short-term interventions focused on building social-emotional learning skills, while the LGBTQ+ Guidance Learning Advisor offer support for LGBTQ+ students and collaborate with Tier II/III staff. In response to alarming statistics highlighting high rates of anxiety, depression, and self-harm among LGBTQ+ youth, Guidance Learning Advisors work to create supportive environments within schools aiming to reduce mental health disparities and promote well-being through tailored support and advocacy. After reviewing the outcome results, a new approach will be introduced for the forthcoming year.

Action(s): Action # 42: Restorative Practices / Relationship Centered Schools
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – suspension rate, and connectedness based on the climate and culture survey.
Suspension rate

- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis Statement: This action was somewhat effective in making progress towards the goal. According to the data, there was a decline in suspension rates among foster youth and low-income students. On the other hand, all students showed an improvement in connectedness, as indicated by the results of the climate and culture survey. This action offers comprehensive support focusing on addressing absenteeism and suspension through restorative conferences, social-emotional counseling, and conflict mediation. A needs assessment revealed a readiness gap among foster youth and low-income students that indicated deficits in essential skills, support systems, safety perceptions, age-appropriate social-emotional competencies, and conversational skills. As a result, a refined strategy will be put in place to boost

performance in the forthcoming academic year.

Action(s): Action # 43: BASE: Department of Prevention and Intervention
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Connectedness based on the climate and culture survey.
Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis statement: This action is effective. As referenced in Fresno Unified's local climate survey, all students improved by 2.8%.

Action(s): Action # 44: Campus Climate and Culture Teachers
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner, foster youth, and low-income – connectedness based on the climate and culture survey, and percent of students who have participated in at least one arts, activities, or athletics event.
Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Percent of students who have participated in at least one arts, activities, or athletics event

- Improved – All students by 2.6%, foster youth by 0.7%, low-income by 2.6%, English learners by 2.4%

Analysis Statement: This action was effective in making progress towards the goal. As can be seen by the data, all student groups improved on the connectedness based on the climate and culture survey, and percent of students who have participated in at least one arts, activities, or athletics event. This action facilitates collaborative campus climate teams, implementing positive reinforcement systems, and organizing engaging school-wide events. Parents and students emphasized the importance of campuses being inviting and vibrant, offering a range of activities to foster student engagement and a sense of belonging.

Action(s): Action # 45: Home School Liaisons
Effectiveness of Action(s): Effective
Metric(s) outcomes: English learner – 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

- Improved – All students by 2.6%, English learners by 2.4%

Analysis statement: This action was effective in making progress towards the goal. The data clearly indicates that English learner students English showed improvement in the percent of students who have participated in at least one arts, activities, or athletics event. Seventy-seven Home-School Liaisons facilitate communication between schools and families, addressing various student-related concerns and fostering inclusive family engagement, with a particular emphasis on supporting Spanish-speaking families and English learners through

language-specific assistance and community connection initiatives. Considering the input received from parents and the community, families of English learner students consistently highlight the necessity to enhance opportunities for family engagement and communication.

Action(s): Action # 46: Mental Health Supports
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – suspension rates.
Suspension rate

- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Analysis statement: This action was somewhat effective in making progress towards the goal. Upon examining the data, it's clear that there has been a decrease in suspension rates among foster youth and low-income students. School Psychologists play a vital role in crisis intervention, conducting threat and suicide risk assessments, and providing 24-hour crisis response. Also, the Special Education department collaborates with vendors to engage licensed therapists who provide individualized mental health support, including individual, group, and family therapy, aligning with students' unique needs. According to the metric data and the high volume of crisis intervention referrals, there is a need for increased mental health support among students, alongside a pronounced need for targeted interventions and resources to reduce suspensions, particularly among foster youth and low-income students. Considering the suspension outcome results, a fresh strategy will be adopted for the upcoming year.

Action(s): Action # 47: Expanded Transportation Services
Effectiveness of Action(s): Effective
Metric(s) outcomes: Low-income – student attendance rate, chronic absenteeism, and percent of students who have participated in at least one arts, activities, or athletics event.
Student attendance rate

- Improved – All students by 10.0%, low-income by 9.9%

Chronic Absenteeism rate

- Improved – All students by 16.2%, low-income by 16.6%

Percent of students who have participated in at least one arts, activities, or athletics event

- Improved – All students by 2.6%, low-income by 2.6%

Analysis Statement: The action was effective in making progress towards the goal. The data reveals that low-income students demonstrated enhancements in student attendance, reduction in chronic absenteeism, and increased participation in arts, activities, or athletics events. The Transportation Department establishes strategic bus routes and provides monthly public transit bus passes to low-income secondary students without designated routes, while implementing tracking software on buses for route optimization and enabling parents to monitor their children's transportation. This multifaceted approach aims to enhance accessibility, decrease travel time, and improve the reliability of bus transportation for low-income student groups. According to feedback gathered from the Transportation department, Site Staff, and

Parents, concerns have been raised regarding students missing valuable instructional time or not having sufficient time to eat breakfast due to late bus arrivals. Moreover, parents have expressed frustration regarding buses not adhering to their scheduled times.

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

Action # 35: Increase School Allocations for Athletics will be renumbered as 3.01.

Action # 36: District-Funded Educational Enrichment Trips will be renumbered as 3.02.

Action # 37: District Arts Collaborative Project will be renumbered as 3.03. To strengthen this approach, we will enhance our methods of communication for the identified student groups to participate. This will be done through the district's main communication platform, ParentSquare to staff and families. Additionally, information will be provided in a communication platform called District Update. This will increase awareness with the hope to increase overall participation in the work.

Action # 38: Increased Funding for Music will be renumbered as 3.04. 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.

Action # 39: Student Peer Mentor Program will be renumbered as 3.05. To strengthen the professional learning for mentors approach written above, a third day of training will be provided. To strengthen this approach, this action will continue to enhance its partnership with Fresno Unified English Learner Services, we connect EL students and EL newcomer students with well performing EL students. The same criteria above are followed to match students. Student mentor and mentees can connect on similar experiences. Mentors can support students with academics, with an emphasis on the skills needed to support the language acquisition component of an English learner student. Additionally, to strengthen this approach this work will align with the district's literacy initiative toward meeting the needs of our EL, FY, and LI learners. In collaboration with internal and external partners and former foster youth who have graduated from Fresno Unified, we will increase the number of FY participating in peer mentoring. In addition to the support and training described above for mentors and mentees, FY will receive additional support that will focus on essential life skills to help them successfully transition into adulthood.

Action # 40: Social Emotional Supports will be renumbered as 3.06. A strengthened approach includes CSSW working with the Department of Prevention and Intervention and assigned school site leadership to take deeper dive into the data of the identified students groups to support developing trends, accessing growth, and pinpointing areas of concern to target.

Action # 41: School Climate and Culture Expansion will be renumbered as 3.07. The strengthen approach includes professional learning with the use of data to target support toward the identified student groups, the students with the greatest needs. The climate and culture specialists will provide professional learning, coaching and implementation supports to teachers, leaders, Climate and Culture teams, and classified staff throughout the district to reduce negative outcomes for all students, including foster youth and low-income students.

Action # 42: Restorative Practices / Relationship Centered School will be renumbered as 3.08. To strengthen our restorative practices approach, we will be providing 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. Lastly, we plan to pull additional data reports and provide targeted support to identified admin teams at sites with higher rates of suspension.

Action # 43: BASE: Department of Prevention and Intervention will be renumbered as 3.09 and has a title change to BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention.

Action # 44: Campus Climate and Culture Teachers will be renumbered as 3.10.

Action # 45: Home School Liaisons will be renumbered as 3.11.

Action # 46: Mental Health Supports will be renumbered as 3.12. To strengthen this approach, school psychologists will work directly with the schools site leadership team to review and analyze student data 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.

Action # 47: Expanded Transportation Services will be renumbered as 3.13 and the title has been updated to Transportation Services. Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement a tracking software on buses. This will allow the department to track buses to create better bus routes with the purpose of getting more students to school on time. Additionally, parents will be able to track school buses. Parents will be able to see when their students arrive to school on time and what time they will be home. This software will allow parents who do not have the means to provide transportation will have a better idea of their child's location when being transported by the school district. The district will utilize this data to improve their routes to support LI students to descrease the time spent on the bus and make bus transportation a more reliable option.

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.

Goals and Actions

Goal

Goal #	Description
4	Staff – Increase recruitment and retention of staff reflecting the diversity of our community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average time to fill a management position from closing date of position to candidate signing the contract	37 Days Data Year: 2021/22 Data Source: Local		67 Days Data Year: 2022/23 Data Source: Local	63 Days Data Year: 2023/24 Data Source: Local	28 Days Data Year: 2023/24 Data Source: Local
Rate of teachers appropriately credentialed teachers in the area taught	Appropriately Assigned: 99.9% Data Year: 2020/21 Data Source: SARC Report on Teacher Credentialing	Appropriately Assigned: 93.4% Data Year: 2021/22 Data Source: SARC Report on Teacher Credentialing	Appropriately Assigned: 94.7% Data Year: 2022/23 Data Source: SARC Report on Teacher Credentialing	Appropriately Assigned: 93.9% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing	Appropriately Assigned: Maintain 99.5% and above annually Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing
Rate of teacher's mis assigned	0.063% Data Year: 2020/21 Data Source: SARC Report on Teacher Credentialing	0.491% Data Year: 2021/22 Data Source: SARC Report on Teacher Credentialing	0.123% Data Year: 2022/23 Data Source: SARC Report on Teacher Credentialing	0.057% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing	0.033% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing
Rate of teacher vacancies	0.28%	1.126%	0.80%	1.046%	0.19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020/21 Data Source: SARC Report on Teacher Credentialing	Data Year: 2021/22 Data Source: SARC Report on Teacher Credentialing	Data Year: 2022/23 Data Source: SARC Report on Teacher Credentialing	Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing	Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 48: BASE Recruitment, Selection and Retention of Human Retention
Implementation Status: Full Implementation
Action was implemented as described in the 2023/24 LCAP. General challenges continue to exist around hiring for specific positions including selected teaching positions, school nurses, and afterschool paraprofessionals.
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.

Actual expenses in this goal did not differ more than 10% from the original budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Action(s): Action # 48: BASE: Recruitment, Selection and Retention of Human Capital
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – Rate of teacher's misassigned.
Rate of teacher's misassigned

- Improved by 0.066%

Analysis statement: This action was effective in making progress towards the goal. As seen in the metric section, the rate of teacher's misassigned improved. The action aims to recruit and retain high-performing, diverse educators who prioritize student diversity, and filling vacant positions. It involves collaborating with teacher and leadership development, monitoring staff credentials, implementing regulatory changes, overseeing classification and compensation, administering leaves of absence, and working with multiple associations to ensure quality education.

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

Action # 48: BASE: Recruitment, Selection and Retention of Human Capital will be renumbered as 4.01.

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.

Goals and Actions

Goal

Goal #	Description
5	Family – Increase inclusive opportunities for families to engage in their students' education

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of parents, students and staff report of positive sense of safety and connectedness Note: Survey content changed from 2020/21 to 2021/22. Comparisons with baseline are not comparable.	Safety: 66.1% Students 92.9% Parents 87.0% Staff Connection: 64.8% Students 93.6% Parents 87.0% Staff Data Year: 2020/21 Data Source: Climate & Culture Survey	Safety: 72.3% Students 90.0% Parents 89.8% Staff Connection: 79.9% Students 88.0% Parents 90.6% Staff Data Year: 2021/22 Data Source: Climate & Culture Survey	Safety: 71.6% Students 90.0% Parents 85.3% Staff Connection: 77.6% Students 88.7% Parents 90.3% Teachers Data Year: 2022/23 Data Source: Climate & Culture Survey	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	Increase student positive sense of connectedness and safety to 78.4% or higher Maintain parent positive sense of connectedness and safety at 90.9% or higher Increase staff positive sense of connectedness and safety to 91.2% or higher Data Year: 2023/24 Data Source: Climate & Culture Survey
Seek parent input & promote parental participation in	Full Implementation (Level 4)	Full Implementation and Sustainability (Level 5)	Initial Implementation (Level 3)	Full Implementation (Level 4)	Full Implementation and Sustainability (Level 5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for low-income, foster youth, and English learner students and students with exceptional needs	Data Year: 2020/21 Data Source: Local Indicators	Data Year: 2021/22 Data Source: Local Indicators Question 11 on State-required Self-Assessment	Data Year: 2022/23 Data Source: Local Indicators	Data Year: 2023/24 Data Source: Local Indicators	Data Year: 2023/24 Data Source: Local Indicators

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 49: Parent Engagement Investments
Implementation Status: Full Implementation
Fresno Unified's Parent University spearheads the district's Family Goal of bolstering inclusive family engagement in education. With a focus on enhancing familial connectedness, Parent University aims to increase family participation in various engagement opportunities. For the 2023/24 academic year, five essential elements have been introduced to fortify family-school relationships, leadership, learning, community partnerships, and data-driven strategies. This innovative approach fosters a welcoming environment for educational partners, resulting in improved student outcomes. Notable successes include significant family outreach, diverse engagement initiatives, and the establishment of a Family Resource Center catering to various needs, reinforcing the pivotal role of family engagement in educational success.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 50: Expanded Student, Parent and Community Communication
Implementation Status: Full Implementation
The District's Department of Communications prioritized enhancing parental involvement in their children's education by improving communication with schools. This was accomplished through investments in ParentSquare, a comprehensive communication platform, Spanish and English television programming, and ongoing surveys in multiple languages. As a result, 96% of families can now be reached via ParentSquare, with 86% expressing satisfaction, and effective communication strategies have been tailored based on feedback from English Learners and low-income families.
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.

Actual expenses in this goal did not differ more than 10% from the original budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Action(s): Action # 49: Parent Engagement Investments
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, connectedness based on the climate and culture survey
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, foster youth by 8.0%, low-income by 4.9%

Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis statement: This action was somewhat effective in making progress towards the goal. As can be seen in the metrics, most student

groups either showed improvement or maintained their performance in state (SBAC) ELA and Math, as well as in connectedness according to the climate and culture survey. However, two groups had declines in their state (SBAC) scores for ELA. The action provides multilingual support to enable non-English-speaking and low-income families to engage fully in their children's education. Through progress monitoring and educational empowerment initiatives, families are equipped to identify and address their children's needs early on, which empowers parents to advocate for their children's education. As reflected by families in the LCAP survey, increasing assistance for parents on how to effectively engage with schools to enhance student success is crucial. As a result of some of the metric outcomes, a new strengthened approach will be implemented next year.

Action(s): Action # 50: Expanded Student, Parent and Community Communication
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, connectedness based on the climate and culture survey
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income
- Declined - English learners by 11.6 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, low-income by 8.0 points
- Maintained – English learners

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, English learners by 6.4%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, English learners by 1.5%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, English learners by 5.5%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, English learners by 5.4%, low-income by 4.9%

Connectedness based on the climate and culture survey

- Improved – All students by 2.8%

Analysis statement: This action was somewhat effective in making progress towards the goal. The metrics reveal that most student groups either demonstrated improvement or sustained their performance in state (SBAC) ELA and Math, as well as in connectedness based on the climate and culture survey. Nevertheless, two groups experienced declines in their state (SBAC) scores for ELA. This action enhances communication with English learner families through investments in Spanish and English television programming, news outlets, and translation services. Utilizing local data, families desire communication channels to include text messages, email, and the ParentSquare app to ensure accessibility and engagement. In LCAP outreach feedback, families of English learner students responded that they need additional support to feel connected to their children's school, emphasizing the importance of strong communication between staff and

parents. A new strengthened approach will be implemented next year.

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

Action # 49: Parent Engagement Investments will be renumbered as 5.01. Now that our families and staff have had a full year using ParentSquare and working through the learning curve, we look forward to more engagement from families overall. Our team will continue to provide on-demand customized ParentSquare training in multiple languages, with a strengthened approach to reach our English Learner families by collaborating with ongoing family engagement nights put on by ParentUniversity. We are exploring ways to collaborate with English Learner services and other departments to maximize the ParentSquare platform to best continue to serve our English Learner families. Also, we are examining ways to ensure that our other communication tools such as the district and school websites are accessible and easy to understand for all reading levels and spoken languages.

Action # 50: Expanded Student, Parent and Community Communication will be renumbered as 5.02. As a strengthened approach to improve communication with families of English learners, we will invest in bilingual TV programming, media, and translation services, using data to guide text, email, and ParentSquare app communications for better access and involvement.

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.

Goals and Actions

Goal

Goal #	Description
6	Foster Youth: Provide foster youth students targeted social emotional and academic interventions to increase graduation rates

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth: Student graduation rate	Foster Youth: 65.5% Data Year: 2019/20 Data Source: California Dashboard – Graduation Rate Indicator	Foster Youth: 61.3% Data Year: 2020/21 Data Source: California Dashboard – Graduation Rate Indicator	Foster Youth: 66.7% Data Year: 2021/22 Data Source: California Dashboard – Graduation Rate Indicator	Foster Youth: 61.2% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator	Foster Youth: 69.8% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator
3rd – 8th, 11th grade SBAC - ELA Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: -84.1 Data Year: 2021/22 Data Source: California School Dashboard	Foster Youth: -93.0 Data Year: 2022/23 Data Source: California School Dashboard	Foster Youth: -72.2 Data Year: 2022/23 Data Source: California School Dashboard
3rd – 8th, 11th grade SBAC - Math Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: -120.1 Data Year: 2021/22 Data Source: California School Dashboard	Foster Youth: -116.8 Data Year: 2022/23 Data Source: California School Dashboard	Foster Youth: -118.9 Data Year: 2022/23 Data Source: California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student chronic absenteeism rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: 52.9% Data Year: 2021/22 Data Source: California School Dashboard> Chronic Absenteeism	Foster Youth: 35.0% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism	Foster Youth: 37.3% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism
Suspension Rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: 14.6% Data Year: 2021/22 Data Source: CA Dashboard - Suspension Rate indicator	Foster Youth: 21.5% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator	Foster Youth: 14.5% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 51: Supports for Foster Youth
Implementation Status: Partial Implementation
Project ACCESS within the Department of Prevention and Intervention aimed to ensure equitable educational outcomes for students in foster care by providing academic and social support. Services included a DPI Technician for group home enrollment, academic counselors specializing in foster care laws, and Clinical School Social Workers (CSSWs) offering mental health and crisis intervention from grades K-12. Successes included expanding services to K-6 students and improved professional learning, while challenges involved school and placement stability, high behavioral needs, and CSSW vacancies.
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.

Actual expenses in this goal did not differ more than 10% from the original budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Fresno Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): Not Effective; Somewhat Effective; Effective
The actions outlined in Goal 6 helped make progress towards Fresno Unified's goal: Foster Youth: Provide foster youth students targeted social emotional and academic interventions to increase graduation rates.

Action(s): Action # 51: Supports for Foster Youth / Project Access
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students
- Declined - Foster youth by 8.8 points

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, foster youth by 5.3 points

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, foster youth by 8.0%, low-income by 4.9%

Graduation rate

- Declined - All students by 3.7%, foster youth by 5.4%

Suspension rates

- Declined – All students by 1.5%, foster youth by 6.9%

Analysis statement: This action was somewhat effective in making progress toward the goal. Although we have not seen growth in all metrics for foster youth, this action has seen significant improvement from the implementation of having Clinical School Social Workers and Academic Counselors allocated to work specifically with students in foster care. There are many contributing factors to these improvements. However, with the expansion of Clinical School Social Workers to work with students identified in foster care in elementary has been very

beneficial with targeted supports for the students, school staff, care providers and community partners. This implementation has added additional professional learning for staff in elementary and social/emotional support to students by providing two academic counselors to provide targeted academic support with the focus of ensuring students are provided with same opportunity of classes and additional tutorial support, which is also a reflection of educational partner feedback in the LCAP survey. As a result of the data, a new strengthen approach will be developed for the upcoming school year.

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

Action # 51: Supports for Foster Youth / Project Access will be renumbered as 1.28 and has shifted to goal 1, and the title of the action has been changed to Supports for Foster Youth / Project Access - Differentiated Assistance. Strengthening the approach for Clinical School Social Workers and Academic Counselors who will work with students in foster care will involve providing targeted professional development, creating individualized support plans, and fostering robust communication and partnerships among school staff, caregivers, and community partners.

The state no longer requires a focus goal for this student group. Information from this goal and action has shifted to goal 1.

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.

Goals and Actions

Goal

Goal #	Description
7	Homeless Youth: Provide homeless youth students targeted social emotional and academic interventions to increase graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3rd – 8th, 11th grade SBAC - ELA Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Homeless Youth: • 118.0 Data Year: 2021/22 Data Source: California School Dashboard	Homeless Youth: • 126.3 Data Year: 2022/23 Data Source: California School Dashboard	Homeless Youth: • 105.7 Data Year: 2022/23 Data Source: California School Dashboard
3rd – 8th, 11th grade SBAC - Math Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Homeless Youth: • 151.9 Data Year: 2021/22 Data Source: California School Dashboard	Homeless Youth: • 158.2 Data Year: 2022/23 Data Source: California School Dashboard	Homeless Youth: • 139.9 Data Year: 2022/23 Data Source: California School Dashboard
Student chronic absenteeism rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Homeless Youth: 82.4% Data Year: 2021/22 Data Source: California School Dashboard> Chronic Absenteeism	Homeless Youth: 74.9% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism	Homeless Youth: 59.9% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Homeless Youth: 12.9% Data Year: 2021/22 Data Source: CA Dashboard - Suspension Rate indicator	Homeless Youth: 15.8% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator	Homeless Youth: 12.8% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 52: Supports for Homeless Youth
Implementation Status: Full Implementation
Project ACCESS, within the Department of Prevention and Intervention, aimed to ensure all homeless students received additional academic and social support for equitable outcomes. Community Navigators, in collaboration with Live Again Fresno, conducted assessments of the needs of chronically absent students, while Community Liaisons supported families with enrollment and linked them to resources. Despite challenges like housing instability and chronic absenteeism, the district sustained its practices, emphasizing community partnerships to mitigate stressors faced by homeless students and families, while adjusting staffing strategies to align with district-wide approaches and grant expiration.
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.

Actual expenses in this goal did not differ more than 10% from the original budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 7 helped make progress towards Fresno Unified's goal: Homeless Youth: Provide homeless youth students targeted social emotional and academic interventions to increase graduation rates.

Action(s): Action # 52: Supports for Homeless Youth
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Low-income – state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.
Distance from standard in state (SBAC) ELA

- Maintained – All students, low-income

Distance from standard in state (SBAC) Math

- Improved - All students by 8.1 points, low-income by 8.0 points

On or above grade level in local (iReady) ELA

- Improved – All students by 7.2%, low-income by 7.5%

Progress in local (iReady) ELA

- Improved – All students by 3.3%, low-income by 3.6%

On or above grade level in local (iReady) Math

- Improved – All students by 5.8%, low-income by 5.9%

Progress in local (iReady) Math

- Improved – All students by 4.8%, low-income by 4.9%

Graduation rate

- Declined - All students by 3.7%, low-income by 4.1%

Suspension rate

- Declined - All students by 1.5%, low-income by 1.6%

Analysis statement: This action was somewhat effective in making progress toward the goal. The data reveals enhancements in state (SBAC) Math scores for low-income students, alongside sustained progress. However, there were declines observed in both graduation and suspension rates. This program provides comprehensive support for students experiencing homelessness, including mental health services, academic counseling, and community liaison assistance, aiming to address their unique challenges and improve educational outcomes. Through a combination of Clinical School Social Workers, Academic Counselors, and Community Liaisons, the program offers individualized support, advocacy, and resource linkage to ensure these students receive the assistance they need to succeed academically and emotionally. As is evident in the graduation and suspension data of homeless students as compared to the all student group, homeless students in Fresno Unified School District have an urgent need for targeted interventions and support systems to address the systemic

barriers they face within the educational system. In response to the data, this action will adopt a stronger approach for the upcoming year.

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

Action # 52: Supports for Homeless Youth will be renumbered as 1.29 and has shifted to goal 1. To strengthen this approach, our team will continue to work with the community to build relationships and increase the resources that will be offered to the identified student group. We will schedule more events and opportunities for the community to connect with the district, our schools, and our students. We will 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.

The state no longer requires a focus goal for this student group. Information from this goal and action has shifted to goal 1.

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.

Goals and Actions

Goal

Goal #	Description
8	Special Education: Provide academic and behavioral interventions to increase academic proficiency and decrease absenteeism and suspension for students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student graduation rate	Special Education: 66.3% Data Year: 2019/20 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 64.4% Data Year: 2020/21 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 71.1% Data Year: 2021/22 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 67.3% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 71.8% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator
Percent of Seniors who are "Prepared" on the College & Career Indicator	Special Education: 16.8% Data Year: 2019/20 Data Source: CA Dashboard > College Career Indicator	Not Available until Fall 2022	Discontinued	Discontinued	Discontinued
3rd – 8th, 11th grade SBAC - ELA Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: • 129.4 Data Year: 2021/22 Data Source: California School	Special Education: • 123.8 Data Year: 2022/23 Data Source: California School	Special Education: • 121.3 Data Year: 2022/23 Data Source: California School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Dashboard	Dashboard	Dashboard
3rd – 8th, 11th grade SBAC - Math Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: • 158.7 Data Year: 2021/22 Data Source: California School Dashboard	Special Education: • 148.6 Data Year: 2022/23 Data Source: California School Dashboard	Special Education: • 146.6 Data Year: 2022/23 Data Source: California School Dashboard
Student chronic absenteeism rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: 59.2% Data Year: 2021/22 Data Source: California School Dashboard> Chronic Absenteeism	Special Education: 42.4% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism	Special Education: 40.0% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism
Suspension Rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: 8.9% Data Year: 2021/22 Data Source: CA Dashboard - Suspension Rate indicator	Special Education: 10.6% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator	Special Education: 8.8% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 53: Decrease Suspension Rate to Increase Attendance and Academic Success
Implementation Status: Full Implementation
The SPED department aimed to enhance student attendance and academic outcomes by lowering suspension rates among students with disabilities (SWD), implementing data-driven strategies. Through tailored instructional and behavioral systems, including co-teaching models and support from registered behavioral technicians and certified therapists, they aimed to meet the unique needs of SWD.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 54: BASE Special Education
Implementation Status: Partial Implementation
The Special Education (SPED) department ensured that all students receiving special education services (SWD) had equal access to inclusive education within the least restrictive environment. Personalized social-emotional support and specialized academic instruction were provided to meet the individual needs of each student.
Despite persistent staffing shortages in specialized roles, the SPED department successfully achieved all planned objectives.

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

Action # 54 - BASE Special Education - Actual expenses up 12.6% - due to increased services for Speech Language Pathlogist and Paraeducators for students receiving special educational services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 8 helped make progress towards Fresno Unified's goal: Provide academic and behavioral interventions to increase academic proficiency and decrease absenteeism and suspension for students with disabilities.

Action(s): Action # 53: Decrease Suspension Rate to Increase Attendance and Academic Success
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Students with Disabilities – student graduation rate, state (SBAC) ELA and Math and local (iReady) ELA and Math assessments, student chronic absenteeism, and suspension rates
Student Graduation Rate

- Declined by 3.8%

Distance from standard in state (SBAC) ELA

- Improved by 5.6 points

Distance from standard in state (SBAC) Math

- Improved by 10.1 points

Student Chronic Absenteeism

- Improved by 16.8%

Suspension rates

- Declined by 1.7%

Analysis Statement: The action was somewhat effective in making progress towards the goal. Students with Disabilities enhanced their performance in state (SBAC) ELA and Math, alongside showing improvement in student chronic absenteeism. However, Students with Disabilities declined in graduation and suspension rates. The aim of the Special Education department is to provide proactive social-emotional and academic support to ultimately reduce suspension and chronic absenteeism rates and improve graduation rates and state (SBAC) ELA and Math. This approach seeks to create a supportive environment that fosters academic and social success. Feedback from the LCAP survey indicates a need for ensuring that the necessary supports are in place when a student with special educational needs is placed on a campus.

Action(s): Action # 54: BASE Special Education
Effectiveness of Action(s): Effective
Metric(s) outcomes: All students – 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

Analysis statement: This action was effective in making progress toward the goal. As referenced in the Fresno Unified's implementation of state standards local indicator rating, the district is in full implementation in its progress in services to the recently adopted academic standards and/or curriculum frameworks.

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

Action # 53: Decrease Suspension Rate to Increase Attendance and Academic Success will be renumbered as 3.14 and has shifted to goal 3.

Action # 54: BASE: Special Education will be renumbered as 1.30 and has shifted to goal 1.

The state no longer requires a focus goal for this student group. Information from this goal and action has shifted to goal 3.

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.

Goals and Actions

Goal

Goal #	Description
9	These investments have direct input and contribute to all Fresno Unified School District Goals

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
See Metric / Indicators above for each of the district goals	N/A	N/A	N/A	N/A	N/A

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action(s): Action # 55: School Site Allocations to be Prioritized by each School Site Council
Implementation Status: Full Implementation
Schools address student needs through planning, including assessments and input from educational partners, which is now fully operational and successful. Challenges persist as schools address academic gaps and engagement issues post-pandemic, but the action effectively allocates funds to support low-income, English learner, and foster youth students.
No substantive difference in planned action compared to the actual implementation.

Action(s): Action # 56: 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(s): Action # 57: 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(s): Action # 58: 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(s): Action # 59: 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(s): Action # 60: 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.

Action(s): Action # 61: Campus Safety Assistants
Implementation Status: Full Implementation
The Safety and Security office is enhancing safety measures in schools by providing elementary sites with 8-hour campus safety assistants, addressing a previous safety gap across 68 schools. Additional support is being added to comprehensive high schools over a two-year phased approach, including more training, communication, and safety equipment. Collaborating with labor partners, the office has expanded training for campus safety assistants, covering various topics such as active assailant preparedness, trauma-informed practices, and LGBTQ+ support to foster a safer environment and better student relationships.
No substantive difference in planned action compared to the actual implementation.

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

Action # 55 - School Site Allocations to be Prioritized by each School's Site Council - Actual expenses down 6.7% due to savings in supplemental contracts, savings in health benefits due to vacancies, and savings in technology and instructional materials.

Action # 59 - Other Expenses - Actual expenses down 14.0% - due to lower projected allowable indirect costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 9 helped make progress towards Fresno Unified's goal: These investments have direct input and contribute to all Fresno Unified School District Goals.

Action(s): Action # 55: School Site Allocations to be Prioritized by each School's Site Council
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: English learner, foster youth, and low-income – local (iReady) ELA and Math assessments, suspension rates, expulsion rates, student attendance rates, A-G Completion rates, Chronic Absenteeism, rate of AP Exams Passed, Rate of graduates completed CTE capstone sequence, Middle School dropout, High School dropout.
On or above grade level in local (iReady) ELA
- Improved – All students by 7.2%, English learners by 6.4%, foster youth by 9.3%, low-income by 7.5%

Progress in local (iReady) ELA
- Improved – All students by 3.3%, English learners by 1.5%, foster youth by 7.3%, low-income by 3.6%

On or above grade level in local (iReady) Math
- Improved – All students by 5.8%, English learners by 5.5%, foster youth by 12.8%, low-income by 5.9%

Progress in local (iReady) Math
- Improved – All students by 4.8%, English learners by 5.4%, foster youth by 8.0%, low-income by 4.9%

Suspension Rates
- Decline – All students by 1.5%, English learners by 0.6%, foster youth by 6.9%, low-income by 1.6%

Expulsion Rates
- Maintained – Foster youth
- Declined – All students by 0.07%, English learners by 0.03%, low-income by 0.08%

Student Attendance Rates
- Improved – All students by 10.0%, English learners by 9.30%, foster youth by 13.2%, low-income by 9.9%

A-G Completion Rates
- Improved – All students by 2.3%, English learners by 4.9%, foster youth by 14.5%, low-income by 2.0%

Chronic Absenteeism
- Improved – All students by 16.2%, English learners by 18.4%, foster youth by 17.9%, low-income by 16.6%

Rate of AP Exams Passed
- Improved – All students by 4.9%, English learners by 10.7%, foster youth by 16.7%, low-income by 4.7%

Rate of graduates who completed CTE capstone sequence
- Improved – Foster youth by 0.8%
- Declined – All students by 3.9%, English learners by 0.8%, low-income by 4.2%

Middle School Dropout
- Improved – Foster youth by 1.07%

- Declined – All students by 0.35%, English learners by 0.38%, low-income by 0.38%

High School Dropout

- Improved – English learners by 0.50%, foster youth by 4.50%
- Declined – All students by 0.90%, low-income by 0.90%

Analysis statement. This action was somewhat effective in making progress towards the goal. There are multiple metrics linked to this action, showing improvements in some student groups, declines in others, and maintenance in yet others. Schools develop individualized plans, called School Plans for Student Achievement (SPSA), in collaboration with the School Site Council, comprising parents, students, and staff, to address the specific needs of English learners, foster youth, and low-income students identified through local measures. These plans incorporate data analysis, community input, and feedback from educational partners to create actionable strategies aimed at meeting LCAP goals and improving outcomes for the targeted student groups. The Student Performance Success Assessment (SPSA) assists schools in addressing the underlying reasons for academic challenges among students, aiming to improve the achievement of those who have not yet met state standards. This action will have a strengthen approach next year.

Action(s): Action # 56: BASE: Central Office Administration
Effectiveness of Action(s): Effective
Metric(s) outcomes: Access to instructional materials
Access to instructional materials

- Maintained – All students at 100%

Analysis statement: This action was effective in making progress towards the goal. As referenced in the Fresno Unified's local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action(s): Action # 57: BASE: Business and Financial Services
Effectiveness of Action(s): Effective
Metric(s) outcomes: Implementation of State Standards
Implementation of State Standards

- Maintained – Full implementation

Analysis statement: 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 its progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Action(s): Action # 58: BASE: Operational Services

Effectiveness of Action(s): Effective
Metric(s) outcomes: Facilities are properly maintained
Facilities are properly maintained

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

Analysis statement: This action was effective in making progress towards the goal. As referenced in Fresno Unified's number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) local indicator rating, the district has met 100% of facilities meeting standard.

Action(s): Action # 59: BASE: Other Expenses
Effectiveness of Action(s): Effective
Metric(s) outcomes: Access to Instructional Materials
Access to Instructional Materials

- Maintained – 100% Access to Instructional Materials

Analysis statement: This action was effective in making progress towards the goal. As referenced in the Fresno Unified's local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action(s): Action # 60: BASE: One-time Recovery Resources
Effectiveness of Action(s): Effective
Metric(s) outcomes: Implementation of State Standards
Implementation of State Standards

- Maintained – Full Implementation

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

Action(s): Action # 61: Campus Safety Assistants
Effectiveness of Action(s): Somewhat Effective
Metric(s) outcomes: Foster youth, and low-income – suspension rates, student attendance rates, chronic absenteeism rates, and safety based on the climate and culture survey.
Chronic absenteeism rates

- Improved – All students by 16.2%, foster youth by 17.9%, low-income by 16.6%

Student attendance rates
- Improved – All students by 10.0%, foster youth by 13.2%, low-income by 9.9%

Suspension rates
- Declined – All students by 1.5%, foster youth by 6.9%, low-income by 1.6%

Safety based on the climate and culture survey
- Improved – All students by 1.1%

Analysis Statement: This action was somewhat effective in making progress towards the goal. The data reveals that low-income and foster youth showed positive progress in reducing chronic absenteeism, improving attendance, and enhancing safety according to the climate and culture survey. Nevertheless, there was a decrease in suspension rates among low-income and foster youth. By introducing a campus safety assistant, the district is not only enhancing opportunities for students to connect with a caring adult but also fostering a safer environment within the school premises. This action and its design is a direct reflection of the feedback from the LCAP survey, "Because our students need to feel safe and comfortable when attending school." As a result of the areas of improvement reflected in the metrics, a strengthened approach will be implemented next year.

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

Action # 55: School Site Allocations to be Prioritized by each School's Site Council will be renumbered as 6.01, and the action title has been updated to School Site Allocations to be principally directed towards the needs of Low-income, Foster youth, and /or English learner students. To support a clear focus for this action the metrics aligned to this work for next year will be SBAC ELA/Math, iReady ELA/Math, Suspension, Chronic Absenteeism, Graduation Rate, A-G Completion Rate, AP Exams. School-level data for each individual student group will be inputted into the site needs assessment to ensure schools to conduct an in-depth needs assessment, specific educational partner feedback, and call out the unique needs of the identified student in the site plan actions.

Action # 56: BASE: Central Office Administration will be renumbered as 6.02.

Action # 57: BASE: Business and Financial Services will be renumbered as 6.03.

Action # 58: BASE: Operational Services will be renumbered as 6.04.

Action # 59: BASE: Other Expenses will be renumbered as 6.05.

Action # 60: One-time Recovery Resources will be renumbered as 6.06.

Action # 61: Campus Safety Assistants will be renumbered as 3.15 and has shifted to goal 3. 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 in the safety assistants to support the students and the schools.

Goal # 9 – Contributes to all Fresno Unified School District Goals has been renumbered as goal # 6.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2024/25 school year:

Addams Elementary - English Language Arts, Math, Suspension - $990,506.00
Cambridge Continuation High - English Learner Progress Indicator, Graduation Rate, College and Career - $858,930.00
Dewolf Continuation High - Graduation Rate - $302,099.00
Fort Miller Middle - English Language Arts, Math, Suspension - $816,826.00
Fresno High - English Language Arts, Math, Graduation Rate, Suspension, College and Career - $2,479,950.00
Fulton - Suspension - $50,000.00
J. E. Young Academic Center - Graduation Rate - $2,446,267.00
Lawless Elementary - English Language Arts, Chronic Absenteeism, Suspension - $796,826.00

Lowell Elementary - English Language Arts, Math, Suspension - $425,255.00
Muir Elementary - English Language Arts, Math, Chronic Absenteeism, Suspension - $630,514.00
Phoenix Elementary Academy Community Day - Suspension - $74,735.00
Phoenix Secondary - Chronic Absenteeism, Suspension - $182,102.00
Turner Elementary - English Language Arts, Math, English Learner Progress Indicator, Suspension - $728,406.00
Wolters Elementary - English Language Arts, Suspension - $532,621.00

Reflections: Annual Performance

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

Successes
Fresno Unified School District focuses on student outcomes and saw progress in key areas. For both English Language Arts (ELA) and Math, all students, including low-income students saw growth in ELA and all students, including foster youth and low-income students saw growth in math on the state assessment (SBAC). According to the CA Dashboard, the district maintained ELA performance and increased Math performance b 8.1 points. This is attributed to the work that is done by teachers and for teachers to provide the interventions students need to be successful in class, the professional development staff needs to be successful to support diverse student needs, extra-curricular activities that support student engagement, supplemental activities and staff that increase student connections to school and support their mental health needs, and additional components that address the academic and social-emotional needs of students in Fresno Unified, specifically the identified students, low-income, English learner, and foster youth.

The district's English Learner Progress Indicator (ELPI) is green with 46.8% of students making progress and increasing by 2.6%. To build on these successes and to provide support for teachers to ensure that English Learner (EL) students are actively engaged in instruction and continue to grow linguistically and academically, the district maintained teachers on special assignment to provide support at every site, ensured site-based professional learning for staff to support EL’s, and supported EL's by approving 16 Site Reps and principals to develop a calendar of regular, annual, and site based EL professional learning based on specific EL populations.

The district has decreased chronic absenteeism by 3.7%. All students and all identified student groups (LI, EL, FY) have declining absenteeism. Continuing to invest in quality teachers, staff to support class size reduction providing additional support staff at schools and to support schools attributes to these positive gains. Classroom support includes additional teachers, teachers on special assignment, social workers, attendance and behavioral support specialists, campus culture and school climate support, additional site administrators, planning and professional development time, parent outreach, engagement opportunities for parents, families, and students, and many other strategies and supports for academic learning and social-emotional wellbeing.

Challenges

While Fresno Unified experienced growth in some student groups for SBAC ELA and Math we did see an increase in distance from standard on SBAC ELA for EL, FY and HM (Homeless) students. Additionally, in SBAC Math there was an increase in distance from standard for EL and HM students. The district has started a literacy initiative that focuses on primary grades to support getting students on track with grade level reading prior to 3rd grade. Targeted support will continue to be provided to all grade levels to focus on providing students with strategies, scaffolded instruction, smaller class sizes, more adult support during school, tutoring support after school, and targeted interventions to build literacy skills across the district. Literacy skills will translate into all content areas, including math. The data below shows growth in SBAC ELA and Math, EAP ELA and Math, and A-G Requirements and CTE Capstone Completers for EL, FY, HM, and LI.
CAASPP Distance from Standard ELA: -74.9 vs -86.6 (EL), -84.1 vs -93 (FY), -118 vs -126.3 (HM)
CAASPP Distance from Standard Math: -103 vs -105.6 (EL), -151.9 vs -158.2 (HM)
EAP ELA (11th Graders): 7.60% vs 7.50% (EL)
EAP Math (11th Graders): 2.70% vs 2.50% (EL), 4.70% vs 3.90% (FY)
A-G Requirements and CTE Capstone Completers: 23.00% vs 19.10% (All), 11.30% vs 10.50% (EL), 22.50% vs 18.30% (LI)

The district's Graduation Rate is a primary focus for all students and the identified student groups. To support graduation rate for the all student group the district plans to continue academic actions in Goal 1 such as instructional support and coaches, alternative education, and access to technology. Additionally, in Goals 2 and 3, school counselors and resources counseling assistants will be available to provide students and families with support and CTE and STEM pathway development will support further engagement and course opportunities to increase graduation. The district has a specific goal and action that focus on foster youth. School counselors and social workers will work with foster youth and provide targeted support in order to help students be on track to graduate. Providing students access to credit recovery and alternative routes to education is very important to increase grade rate. Additionally, focusing on students social-emotional and mental health is another key area of support the district will provide in order to help students cope with outside factors that are disrupting their learning.
Graduation Rate: 89.50% vs 85.80% (All), 79.90% vs 78.00% (EL), 66.70% vs 61.20% (FY), 89.20% vs 85.10% (LI), 71.10% vs 67.30% (SWD)

Fresno Unified experienced an increase in suspension rates for all students and for identified student groups. Increased suspensions are paired with an increased number of students reporting that they need social-emotional and mental health supports. While we are years out of the COVID-19 pandemic and distance learning, many students are still experiencing the effects of the pandemic. The district will continue to focus on School Climate and Culture practices, which includes social-emotional learning, engagement strategies, and behavioral supports to increase student engagement in the classroom and decrease negative behavioral experiences that lead to consequences such as suspension. Additionally, the district continues to provide and increase the opportunities for students and staff to engage in Restorative Practices. Focusing on building relationships with students, staff, and families is a key component of many of the additional staff and supports that are provided to students and schools in order to decrease suspensions and to support other areas that will engage students to decrease other areas of concern such as dropout and expulsion rate. The district will continue to invest in co-curricular and extra-curricular activities in order to engage students and help to keep students interested in school and learning. These supports include additional personal, materials needed for students who want to participate but would not be able to due to barriers such as funding, transportation to provide more access, and increased engagement and communication to ensure that students and families know the supports that are available to them.

Suspension Rate: 5.80% vs 7.30% (All), 4.50% vs 5.10% (EL), 14.60% vs 21.50% (FY), 12.90% vs 15.80% (HOM), 6.20% vs 7.80% (LI), 8.90% vs 10.60% (SWD)
High School Dropout Rate: 7.30% vs 8.20% (All), 7.60% vs 8.50% (LI)
Middle School Dropout Rate: 0.30% vs 0.65% (All), 0.04% vs 0.42% (EL), 0.27% vs 0.65% (LI)
Expulsion Rate: 0.17% vs 0.24% (All), 0.15% vs 0.18% (EL), 0.18% vs 0.26% (LI)

Red Dashboard Indicators for a student group within the district

African American, English Language Arts
African American, Suspension
American Indian, Suspension
English Learner, English Language Arts
English Learner, Math
Foster Youth, English Language Arts
Foster Youth, Graduation
Foster Youth, Suspension
Homeless Youth, English Language Arts
Homeless Youth, Math
Homeless Youth, Suspension
Students with Disabilities, College and Career
Students with Disabilities, Graduation
Students with Disabilities, Suspension
Two or More Races, Suspension

Red Dashboard Indicators for a school within the district

Addams Elementary, Suspension
Ahwahnee Middle, English Language Progress Indicator
Ahwahnee Middle, Math
Ahwahnee Middle, Suspension
Aynesworth Elementary, English Language Arts
Bullard High, Suspension
Calwa Elementary, English Language Arts
Cambridge High, College and Career
Cambridge High, English Language Progress Indicator
Cambridge High, Graduation
Centennial Elementary, Suspension

Columbia Elementary, English Language Arts
Columbia Elementary, English Language Progress Indicator
Columbia Elementary, Suspension
Dewolf High, Graduation
Duncan Polytech High, Math
Ericson Elementary, Suspension
Fort Miller Middle, English Language Arts
Fort Miller Middle, Math
Fort Miller Middle, Suspension
Fremont Elementary, English Language Arts
Fremont Elementary, English Language Progress Indicator
Fremont Elementary, Suspension
Fresno High, Suspension
Gaston Middle, English Language Arts
Gaston Middle, Math
Hamilton K-8, English Language Progress Indicator
Hamilton K-8, Suspension
Heaton Elementary, English Language Arts
Heaton Elementary, Suspension
Hoover High, Math
JE Young Academic High, Graduation
Kings Canyon Middle, Math
Kings Canyon Middle, Suspension
Kratt Elementary, Suspension
Lane Elementary, English Language Arts
Lincoln Elementary, English Language Arts
Lowell Elementary, English Language Arts
Malloch Elementary, Suspension
McLane High, Math
Muir Elementary, Suspension
Phoenix Elementary, Suspension
Phoenix Secondary, Chronic Absenteeism
Phoenix Secondary, Suspension
Pyle Elementary, English Language Arts
Pyle Elementary, Math
Pyle Elementary, Suspension
Roeding Elementary, English Language Arts
Roosevelt High, English Language Progress Indicator
Scandinavian Middle, English Language Arts

Scandinavian Middle, Suspension
Sequoia Middle, Math
Tehipite Middle, English Language Arts
Tehipite Middle, Math
Tehipite Middle, Suspension
Tenaya Middle, English Language Progress Indicator
Terronez Middle, Suspension
Thomas Elementary, English Language Arts
Thomas Elementary, English Language Progress Indicator
Tioga Middle, Suspension
Turner Elementary, English Language Arts
Turner Elementary, English Language Progress Indicator
Turner Elementary, Suspension
Wawona Middle, English Language Arts
Wawona Middle, Math
Wawona Middle, Suspension
Webster Elementary, Suspension
Williams Elementary, English Language Arts
Williams Elementary, Suspension
Wilson Elementary, English Language Arts
Wilson Elementary, Math
Wilson Elementary, Suspension
Wolters Elementary, Suspension
Yokomi Elementary, English Language Progress Indicator
Yosemite Middle, English Language Arts
Yosemite Middle, English Language Progress Indicator
Yosemite Middle, Math
Yosemite Middle, Suspension

Red Dashboard Indicators for a student group within any school

Addams Elementary, African American, Suspension
Addams Elementary, English Learner, English language arts
Addams Elementary, English Learner, Math
Addams Elementary, Hispanic, Suspension
Addams Elementary, Homeless, Suspension
Addams Elementary, Low-income, Suspension
Addams Elementary, Students with Disabilities, Math
Addams Elementary, Students with Disabilities, Suspension

Ahwahnee Middle, African American, Chronic Absenteeism
Ahwahnee Middle, African American, English language arts
Ahwahnee Middle, African American, Math
Ahwahnee Middle, African American, Suspension
Ahwahnee Middle, Asian, Chronic Absenteeism
Ahwahnee Middle, English Learner, Chronic Absenteeism
Ahwahnee Middle, English Learner, English language arts
Ahwahnee Middle, English Learner, English learner progress indicator
Ahwahnee Middle, English Learner, Math
Ahwahnee Middle, English Learner, Suspension
Ahwahnee Middle, Hispanic, English language arts
Ahwahnee Middle, Hispanic, Math
Ahwahnee Middle, Hispanic, Suspension
Ahwahnee Middle, Low-income, English language arts
Ahwahnee Middle, Low-income, Math
Ahwahnee Middle, Low-income, Suspension
Ahwahnee Middle, Students with Disabilities, Suspension
Anthony Elementary, English Learner, English language arts
Anthony Elementary, English Learner, Math
Ayer Elementary, African American, Suspension
Ayer Elementary, Low-income, Suspension
Aynesworth Elementary, English Learner, English language arts
Aynesworth Elementary, English Learner, Math
Aynesworth Elementary, Hispanic, English language arts
Aynesworth Elementary, Low-income, English language arts
Baird Middle, African American, Suspension
Baird Middle, Low-income, Suspension
Baird Middle, Students with Disabilities, Chronic Absenteeism
Bakman Elementary, African American, Suspension
Bakman Elementary, Asian, Suspension
Bakman Elementary, English Learner, English language arts
Bakman Elementary, Students with Disabilities, English language arts
Bakman Elementary, Students with Disabilities, Math
Bakman Elementary, Students with Disabilities, Suspension
Balderas Elementary, English Learner, English language arts
Birney Elementary, African American, Suspension
Birney Elementary, Students with Disabilities, Math
Birney Elementary, Students with Disabilities, Suspension
Bullard High, African American, Math

Bullard High, African American, Suspension
Bullard High, English Learner, College Career Indicator
Bullard High, English Learner, Suspension
Bullard High, Foster Youth, Suspension
Bullard High, Hispanic, Suspension
Bullard High, Low-income, Suspension
Bullard High, Students with Disabilities, Suspension
Bullard High, White, Suspension
Bullard Talent K-8, African American, Suspension
Bullard Talent K-8, Students with Disabilities, English language arts
Burroughs Elementary, English Learner, English language arts
Burroughs Elementary, Students with Disabilities, English language arts
Calwa Elementary, English Learner, English language arts
Calwa Elementary, Hispanic, English language arts
Calwa Elementary, Low-income, English language arts
Calwa Elementary, Students with Disabilities, English language arts
Calwa Elementary, Students with Disabilities, Suspension
Cambridge High, English Learner, College Career Indicator
Cambridge High, English Learner, English learner progress indicator
Cambridge High, English Learner, Graduation
Cambridge High, Hispanic, College Career Indicator
Cambridge High, Hispanic, Graduation
Cambridge High, Low-income, College Career Indicator
Cambridge High, Low-income, Graduation
Cambridge High, Students with Disabilities, College Career Indicator
Centennial Elementary, African American, Suspension
Centennial Elementary, English Learner, English language arts
Centennial Elementary, Students with Disabilities, Suspension
Centennial Elementary, Two or More Races, Suspension
Centennial Elementary, White, Suspension
Columbia Elementary, African American, Suspension
Columbia Elementary, English Learner, English language arts
Columbia Elementary, English Learner, English learner progress indicator
Columbia Elementary, English Learner, Suspension
Columbia Elementary, Hispanic, English language arts
Columbia Elementary, Hispanic, Suspension
Columbia Elementary, Low-income, English language arts
Columbia Elementary, Low-income, Suspension
Computech Middle, African American, Suspension

Cooper Middle, African American, Suspension
Cooper Middle, English Learner, English language arts
Cooper Middle, English Learner, Math
Cooper Middle, White, Chronic Absenteeism
Del Mar Elementary, English Learner, English language arts
Del Mar Elementary, Hispanic, English language arts
Del Mar Elementary, Low-income, English language arts
Del Mar Elementary, Students with Disabilities, English language arts
Del Mar Elementary, Students with Disabilities, Math
Dewolf High, Hispanic, Graduation
Dewolf High, Low-income, Graduation
Duncan Polytech High, African American, Suspension
Duncan Polytech High, English Learner, English language arts
Duncan Polytech High, English Learner, Math
Duncan Polytech High, Hispanic, Math
Duncan Polytech High, Students with Disabilities, Suspension
Easterby Elementary, English Learner, English language arts
Easterby Elementary, Students with Disabilities, English language arts
Easterby Elementary, Students with Disabilities, Suspension
Easterby Elementary, Two or More Races, Suspension
Eaton Elementary, Students with Disabilities, English language arts
Edison High, African American, English language arts
Edison High, African American, Math
Edison High, African American, Suspension
Edison High, English Learner, English language arts
Edison High, English Learner, Math
Edison High, English Learner, Suspension
Edison High, Low-income, Suspension
Edison High, Students with Disabilities, College Career Indicator
Edison High, Students with Disabilities, English language arts
Edison High, Students with Disabilities, Suspension
Ericson Elementary, African American, Suspension
Ericson Elementary, English Learner, Suspension
Ericson Elementary, Hispanic, Suspension
Ericson Elementary, Low-income, Suspension
Ericson Elementary, Students with Disabilities, Suspension
Figarden Elementary, African American, English language arts
Figarden Elementary, African American, Math
Figarden Elementary, African American, Suspension

Figarden Elementary, Students with Disabilities, English language arts
Figarden Elementary, Students with Disabilities, Math
Figarden Elementary, Students with Disabilities, Suspension
Figarden Elementary, Two or More Races, Suspension
Fort Miller Middle, African American, English language arts
Fort Miller Middle, African American, Math
Fort Miller Middle, African American, Suspension
Fort Miller Middle, Asian, English language arts
Fort Miller Middle, Asian, Math
Fort Miller Middle, Asian, Suspension
Fort Miller Middle, English Learner, English language arts
Fort Miller Middle, Hispanic, English language arts
Fort Miller Middle, Hispanic, Math
Fort Miller Middle, Hispanic, Suspension
Fort Miller Middle, Low-income, English language arts
Fort Miller Middle, Low-income, Math
Fort Miller Middle, Low-income, Suspension
Fort Miller Middle, Students with Disabilities, Math
Fort Miller Middle, Students with Disabilities, Suspension
Fremont Elementary, African American, Suspension
Fremont Elementary, English Learner, English language arts
Fremont Elementary, English Learner, English learner progress indicator
Fremont Elementary, Hispanic, English language arts
Fremont Elementary, Hispanic, Suspension
Fremont Elementary, Low-income, English language arts
Fremont Elementary, Low-income, Suspension
Fresno High, African American, Suspension
Fresno High, English Learner, English language arts
Fresno High, English Learner, Math
Fresno High, English Learner, Suspension
Fresno High, Hispanic, Suspension
Fresno High, Low-income, Suspension
Fresno High, Students with Disabilities, College Career Indicator
Fresno High, Students with Disabilities, English language arts
Fresno High, Students with Disabilities, Graduation
Fresno High, Students with Disabilities, Math
Fresno High, Students with Disabilities, Suspension
Fresno High, Two or More Races, Suspension
Fresno High, White, English language arts

Gaston Middle, African American, English language arts
Gaston Middle, Asian, Chronic Absenteeism
Gaston Middle, Asian, English language arts
Gaston Middle, Asian, Math
Gaston Middle, English Learner, English language arts
Gaston Middle, English Learner, Math
Gaston Middle, Hispanic, English language arts
Gaston Middle, Hispanic, Math
Gaston Middle, Low-income, English language arts
Gaston Middle, Low-income, Math
Gaston Middle, Students with Disabilities, Chronic Absenteeism
Gaston Middle, Students with Disabilities, English language arts
Gaston Middle, Students with Disabilities, Math
Gibson Elementary, African American, Chronic Absenteeism
Gibson Elementary, African American, Suspension
Greenberg Elementary, African American, Suspension
Hamilton K-8, African American, Suspension
Hamilton K-8, English Learner, English learner progress indicator
Hamilton K-8, English Learner, Suspension
Hamilton K-8, Hispanic, Suspension
Hamilton K-8, Low-income, Suspension
Hamilton K-8, Students with Disabilities, Suspension
Heaton Elementary, African American, Suspension
Heaton Elementary, Hispanic, English language arts
Heaton Elementary, Low-income, English language arts
Heaton Elementary, Low-income, Suspension
Heaton Elementary, White, Suspension
Hidalgo Elementary, African American, Suspension
Hidalgo Elementary, Hispanic, Suspension
Hidalgo Elementary, Students with Disabilities, Suspension
Holland Elementary, English Learner, English language arts
Holland Elementary, Low-income, English language arts
Holland Elementary, Students with Disabilities, English language arts
Homan Elementary, African American, Suspension
Homan Elementary, English Learner, English language arts
Homan Elementary, English Learner, Math
Homan Elementary, Students with Disabilities, English language arts
Hoover High, English Learner, English language arts
Hoover High, English Learner, Math

Hoover High, Foster Youth, Suspension
Hoover High, Hispanic, Math
Hoover High, Students with Disabilities, College Career Indicator
Hoover High, Students with Disabilities, English language arts
Hoover High, Students with Disabilities, Math
Hoover High, White, Math
JE Young Academic High, English Learner, Graduation
JE Young Academic High, Hispanic, Graduation
JE Young Academic High, Low-income, Graduation
JE Young Academic High, Students with Disabilities, Graduation
Jefferson Elementary, Hispanic, Suspension
Jefferson Elementary, Students with Disabilities, Suspension
King Elementary, Asian, English language arts
King Elementary, English Learner, English language arts
Kings Canyon Middle, African American, Chronic Absenteeism
Kings Canyon Middle, African American, English language arts
Kings Canyon Middle, African American, Math
Kings Canyon Middle, African American, Suspension
Kings Canyon Middle, English Learner, English language arts
Kings Canyon Middle, English Learner, Math
Kings Canyon Middle, Hispanic, Math
Kings Canyon Middle, Low-income, Math
Kings Canyon Middle, Low-income, Suspension
Kings Canyon Middle, Students with Disabilities, Suspension
Kratt Elementary, African American, Suspension
Kratt Elementary, Hispanic, Suspension
Kratt Elementary, Low-income, Suspension
Kratt Elementary, Students with Disabilities, Suspension
Kratt Elementary, White, Suspension
Lane Elementary, English Learner, English language arts
Lane Elementary, Hispanic, English language arts
Lane Elementary, Low-income, English language arts
Lane Elementary, Students with Disabilities, English language arts
Lane Elementary, Students with Disabilities, Math
Lane Elementary, Students with Disabilities, Suspension
Leavenworth Elementary, Students with Disabilities, English language arts
Leavenworth Elementary, Students with Disabilities, Math
Leavenworth Elementary, Students with Disabilities, Suspension
Lincoln Elementary, English Learner, English language arts

Lincoln Elementary, English Learner, Suspension
Lincoln Elementary, Low-income, English language arts
Lincoln Elementary, Students with Disabilities, Suspension
Lowell Elementary, African American, Suspension
Lowell Elementary, English Learner, English language arts
Lowell Elementary, English Learner, Math
Lowell Elementary, Hispanic, English language arts
Lowell Elementary, Low-income, English language arts
Malloch Elementary, African American, Suspension
Malloch Elementary, Hispanic, Suspension
Malloch Elementary, Low-income, Suspension
Malloch Elementary, Students with Disabilities, Suspension
Mayfair Elementary, English Learner, English language arts
Mayfair Elementary, Hispanic, Suspension
McCardle Elementary, Low-income, English language arts
McCardle Elementary, Students with Disabilities, English language arts
McCardle Elementary, Students with Disabilities, Math
McCardle Elementary, White, Suspension
McLane High, African American, Suspension
McLane High, English Learner, Math
McLane High, Foster Youth, Suspension
McLane High, Hispanic, Math
McLane High, Low-income, Math
McLane High, Students with Disabilities, College Career Indicator
McLane High, Students with Disabilities, Graduation
McLane High, Students with Disabilities, Math
McLane High, Students with Disabilities, Suspension
McLane High, White, Suspension
Muir Elementary, African American, Suspension
Muir Elementary, English Learner, Chronic Absenteeism
Muir Elementary, Hispanic, Suspension
Muir Elementary, Low-income, Suspension
Muir Elementary, Students with Disabilities, English language arts
Muir Elementary, Students with Disabilities, Math
Muir Elementary, White, Suspension
Norseman Elementary, African American, Suspension
Norseman Elementary, Asian, English language arts
Norseman Elementary, English Learner, English language arts
Norseman Elementary, English Learner, Suspension

Norseman Elementary, Hispanic, Suspension
Norseman Elementary, Low-income, English language arts
Norseman Elementary, Students with Disabilities, English language arts
Norseman Elementary, Students with Disabilities, Math
Norseman Elementary, Students with Disabilities, Suspension
Phoenix Elementary, Hispanic, Suspension
Phoenix Elementary, Low-income, Suspension
Phoenix Secondary, Hispanic, Chronic Absenteeism
Phoenix Secondary, Hispanic, Suspension
Phoenix Secondary, Low-income, Chronic Absenteeism
Phoenix Secondary, Low-income, Suspension
Phoenix Secondary, Students with Disabilities, Suspension
Powers-Ginsburg Elementary, English Learner, English language arts
Powers-Ginsburg Elementary, White, Chronic Absenteeism
Powers-Ginsburg Elementary, White, Suspension
Pyle Elementary, African American, Suspension
Pyle Elementary, English Learner, English language arts
Pyle Elementary, English Learner, Math
Pyle Elementary, Hispanic, English language arts
Pyle Elementary, Hispanic, Math
Pyle Elementary, Hispanic, Suspension
Pyle Elementary, Low-income, English language arts
Pyle Elementary, Low-income, Suspension
Pyle Elementary, Students with Disabilities, Math
Pyle Elementary, Two or More Races, Suspension
Roeding Elementary, African American, Suspension
Roeding Elementary, English Learner, English language arts
Roeding Elementary, Low-income, English language arts
Roeding Elementary, Students with Disabilities, English language arts
Roeding Elementary, Students with Disabilities, Math
Roeding Elementary, White, Suspension
Roosevelt High, African American, Suspension
Roosevelt High, English Learner, English learner progress indicator
Roosevelt High, Foster Youth, Suspension
Roosevelt High, Students with Disabilities, College Career Indicator
Roosevelt High, Students with Disabilities, English language arts
Roosevelt High, Students with Disabilities, Graduation
Rowell Elementary, Students with Disabilities, Math
Scandinavian Middle, African American, English language arts

Scandinavian Middle, African American, Suspension
Scandinavian Middle, English Learner, English language arts
Scandinavian Middle, English Learner, Math
Scandinavian Middle, English Learner, Suspension
Scandinavian Middle, Hispanic, English language arts
Scandinavian Middle, Hispanic, Suspension
Scandinavian Middle, Low-income, English language arts
Scandinavian Middle, Low-income, Suspension
Scandinavian Middle, Students with Disabilities, Suspension
Sequoia Middle, English Learner, English language arts
Sequoia Middle, English Learner, Math
Sequoia Middle, Hispanic, English language arts
Sequoia Middle, Hispanic, Math
Sequoia Middle, Low-income, Math
Sequoia Middle, Students with Disabilities, English language arts
Sequoia Middle, Students with Disabilities, Math
Slater Elementary, African American, English language arts
Slater Elementary, English Learner, English language arts
Slater Elementary, Students with Disabilities, English language arts
Slater Elementary, Students with Disabilities, Math
Slater Elementary, Students with Disabilities, Suspension
Slater Elementary, White, Suspension
Sunnyside High, African American, Suspension
Sunnyside High, Foster Youth, Suspension
Sunnyside High, Students with Disabilities, English language arts
Sunnyside High, Students with Disabilities, Math
Sunnyside High, Students with Disabilities, Suspension
Sunnyside High, Two or More Races, Suspension
Sunnyside High, White, Suspension
Tatarian Elementary, African American, Suspension
Tehipite Middle, African American, Suspension
Tehipite Middle, English Learner, English language arts
Tehipite Middle, English Learner, Math
Tehipite Middle, Hispanic, English language arts
Tehipite Middle, Hispanic, Math
Tehipite Middle, Hispanic, Suspension
Tehipite Middle, Low-income, English language arts
Tehipite Middle, Low-income, Math
Tehipite Middle, Low-income, Suspension

Tehipite Middle, Students with Disabilities, English language arts
Tehipite Middle, Students with Disabilities, Math
Tehipite Middle, Students with Disabilities, Suspension
Tenaya Middle, African American, English language arts
Tenaya Middle, African American, Math
Tenaya Middle, African American, Suspension
Tenaya Middle, Asian, Chronic Absenteeism
Tenaya Middle, English Learner, Chronic Absenteeism
Tenaya Middle, English Learner, English language arts
Tenaya Middle, English Learner, English learner progress indicator
Tenaya Middle, English Learner, Math
Tenaya Middle, Low-income, Suspension
Tenaya Middle, Students with Disabilities, Suspension
Tenaya Middle, Two or More Races, Chronic Absenteeism
Tenaya Middle, Two or More Races, English language arts
Tenaya Middle, Two or More Races, Suspension
Terronez Middle, African American, Suspension
Terronez Middle, English Learner, English language arts
Terronez Middle, English Learner, Math
Terronez Middle, English Learner, Suspension
Terronez Middle, Hispanic, English language arts
Terronez Middle, Hispanic, Suspension
Terronez Middle, Low-income, English language arts
Terronez Middle, Low-income, Suspension
Terronez Middle, Students with Disabilities, English language arts
Terronez Middle, Students with Disabilities, Suspension
Thomas Elementary, African American, English language arts
Thomas Elementary, African American, Suspension
Thomas Elementary, English Learner, English language arts
Thomas Elementary, English Learner, English learner progress indicator
Thomas Elementary, English Learner, Math
Thomas Elementary, Hispanic, English language arts
Thomas Elementary, Low-income, English language arts
Thomas Elementary, White, Chronic Absenteeism
Thomas Elementary, White, English language arts
Tioga Middle, English Learner, English language arts
Tioga Middle, Hispanic, Suspension
Tioga Middle, Low-income, Suspension
Tioga Middle, Students with Disabilities, Suspension

Turner Elementary, African American, Suspension
Turner Elementary, English Learner, English language arts
Turner Elementary, English Learner, English learner progress indicator
Turner Elementary, English Learner, Math
Turner Elementary, English Learner, Suspension
Turner Elementary, Hispanic, English language arts
Turner Elementary, Hispanic, Suspension
Turner Elementary, Low-income, English language arts
Turner Elementary, Low-income, Suspension
Turner Elementary, Students with Disabilities, Suspension
Vang Pao Elementary, African American, Chronic Absenteeism
Vang Pao Elementary, African American, Suspension
Vang Pao Elementary, Students with Disabilities, English language arts
Vang Pao Elementary, Students with Disabilities, Suspension
Viking Elementary, English Learner, Chronic Absenteeism
Viking Elementary, Students with Disabilities, English language arts
Viking Elementary, Students with Disabilities, Math
Vinland Elementary, African American, Suspension
Vinland Elementary, Hispanic, English language arts
Vinland Elementary, Low-income, English language arts
Vinland Elementary, Students with Disabilities, English language arts
Vinland Elementary, Students with Disabilities, Suspension
Wawona Middle, African American, Chronic Absenteeism
Wawona Middle, African American, Suspension
Wawona Middle, English Learner, English language arts
Wawona Middle, English Learner, Math
Wawona Middle, English Learner, Suspension
Wawona Middle, Hispanic, English language arts
Wawona Middle, Hispanic, Math
Wawona Middle, Hispanic, Suspension
Wawona Middle, Low-income, English language arts
Wawona Middle, Low-income, Math
Wawona Middle, Low-income, Suspension
Wawona Middle, Students with Disabilities, Suspension
Wawona Middle, White, English language arts
Wawona Middle, White, Suspension
Webster Elementary, English Learner, English language arts
Webster Elementary, Hispanic, English language arts
Webster Elementary, Hispanic, Suspension

Webster Elementary, Low-income, Suspension
Webster Elementary, Students with Disabilities, Suspension
Williams Elementary, African American, English language arts
Williams Elementary, African American, Suspension
Williams Elementary, English Learner, English language arts
Williams Elementary, Hispanic, English language arts
Williams Elementary, Hispanic, Suspension
Williams Elementary, Low-income, English language arts
Williams Elementary, Low-income, Suspension
Williams Elementary, Students with Disabilities, English language arts
Williams Elementary, Students with Disabilities, Math
Williams Elementary, Students with Disabilities, Suspension
Williams Elementary, White, Suspension
Wilson Elementary, African American, English language arts
Wilson Elementary, African American, Math
Wilson Elementary, African American, Suspension
Wilson Elementary, English Learner, English language arts
Wilson Elementary, Low-income, English language arts
Wilson Elementary, Low-income, Math
Wilson Elementary, Low-income, Suspension
Wilson Elementary, Students with Disabilities, Suspension
Wilson Elementary, White, Suspension
Wishon Elementary, Students with Disabilities, Math
Wolters Elementary, African American, Suspension
Wolters Elementary, Asian, Suspension
Wolters Elementary, Hispanic, Suspension
Wolters Elementary, Low-income, Suspension
Wolters Elementary, Students with Disabilities, English language arts
Wolters Elementary, Students with Disabilities, Suspension
Yokomi Elementary, African American, Suspension
Yokomi Elementary, English Learner, English learner progress indicator
Yosemite Middle, English Learner, English language arts
Yosemite Middle, English Learner, English learner progress indicator
Yosemite Middle, English Learner, Math
Yosemite Middle, English Learner, Suspension
Yosemite Middle, Hispanic, English language arts
Yosemite Middle, Hispanic, Math
Yosemite Middle, Hispanic, Suspension
Yosemite Middle, Low-income, English language arts

Yosemite Middle, Low-income, Math
Yosemite Middle, Low-income, Suspension
Yosemite Middle, Students with Disabilities, English language arts
Yosemite Middle, Students with Disabilities, Math
Yosemite Middle, Students with Disabilities, Suspension

Reflections: Technical Assistance

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

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

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

FOSTER YOUTH:

Expanded mental health support to students in elementary by hiring additional Clinical School Social Workers. Developed a Network Improvement Community (NIC) with Fresno County Superintendent of Schools and community partners to address graduation rates and academic achievement. The objective is to change the trajectory of students in foster care with a collaborative learning approach. To achieve the goal of increasing our students' academic performance in literacy. Thus, having an impact on graduation rates.
Three (3) regions were selected for this pilot: Edison, McLane and Fresno High. Selections were based on having the largest amount of foster youth in grades 3-6 and staffing within Project ACCESS. The first year we focused on students grades 3-6. Year two the grade level was expanded to 3-12th grade. IReady scores are used for our baseline metric and for our “continuous cycle of improvement” analysis, student stability in school/or placement, attendance and care coordination. Through this intentional practice we have seen significant gains with this cohort of students in attendance rates, IReady scores, and school stability.
By expanding mental health support, we've effectively addressed a greater number of students displaying behaviors leading to suspension. Furthermore, we’ve contracted with a community-based organization to deliver intensified behavior assistance to students in foster care, facilitated by a Board-Certified Behavior Analyst (BCBA). This additional support is prompted when students either haven't responded to interventions from the Clinical School Social Worker or initially exhibit behaviors requiring heightened intervention and monitoring. Two academic counselors are offering targeted academic support and interventions to students in grades 8-12, while contracted services with

another community-based organization focus on providing small group reading interventions to enhance literacy among students in grades K-6.

HOMELESS YOUTH:

By hiring additional Clinical School Social Workers and expanding mental health support to elementary students, we were able to address more students displaying behaviors leading to suspension. Furthermore, we've contracted with a community-based organization to deliver intensified behavior assistance to students experiencing homelessness, facilitated by a Board-Certified Behavior Analyst (BCBA). This additional support is prompted when students either haven't responded to interventions from the Clinical School Social Worker or initially exhibit behaviors requiring heightened intervention and monitoring. Two academic counselors are offering targeted academic support and interventions to students in grades 8-12, while contracted services with another community-based organization focus on providing small group reading interventions to enhance literacy among students in grades K-6.

STUDENTS WITH DISABILITIES:

Priority 5: With the addition of the Alternative Diploma Pathway (ADP), the Sped department, with counseling services, aims to improve the graduation rate for all students with disabilities (SWDs). The ADP is designed to cater to Fresno Unified students who may not fulfill the traditional graduation criteria but can display proficiency in key skills and knowledge areas. This program typically involves adjusted graduation standards, personalized education plans (IEPs), and custom-tailored coursework to align with each student's capabilities and objectives. Rather than solely emphasizing academic progress, ADP may stress the development of practical skills, vocational training, and real-world exposure. The eligibility criteria for ADP aims to support students confronting difficulties in meeting standard graduation criteria due to factors like disabilities, learning variances, or other challenging circumstances.

Priority 6: The Sped department has partnered with Ureku to implement comprehensive strategies to mitigate suspension rates among students with disabilities (SWD). Through targeted professional development sessions during buyback, educators will acquire specialized skills in verbal and non-verbal communication techniques tailored to de-escalate potentially aggressive situations. Additionally, participants will learn physical release methods designed to ensure the safety of both students and educators, as well as techniques for redirecting behavior to prevent self-harm and injury. The learning emphasizes proactive measures such as safe-blocking and physical re-direction, fostering a supportive environment conducive to positive behavioral outcomes for SWDs. By prioritizing the identification and proactive management of maladaptive behaviors, this initiative seeks to create inclusive learning environments where the targeted students can thrive.
Priority 8: The Sped department maintains an ongoing partnership with the Department of Rehabilitation (DOR) to offer paid vocational training for students with disabilities who are between the ages of 16-21. This collaboration ensures that these students receive comprehensive support to succeed in their post-secondary education or employment pathways. Leveraging the We Can Work Grant issued by the DOR, students with disabilities gain access to valuable work-based learning experiences. This initiative is designed to provide pre-employment transition services, significantly enhancing students' employment skills and readiness. Through this program, students benefit from a range of services that include work-based learning experiences, vocational training programs, career counseling and guidance, resume building and job search assistance, soft skills development, access to assistive technology and family and community involvement.

AFRICAN AMERICAN STUDENTS:

Priority 4: A4 summer/after school programming targets both ELA and MATH by providing targeted interventions for AA students from grades K-6. The reading programs target K-4th grade students with a 3-week intense summer program in partnership with Springboard Collaborative. The afterschool program is a 10-week extension of the summer program and both programs consist of daily reading instruction, one on one literacy mentoring and parent workshops that coach parents on how to support the learning at home. Math camp has a 3-week coding bootcamp for 5th and 6th grade students that focuses on math standards and fractions. The math camp after-school program is a continuation of the summer program similar to the reading program. Both programs are infused with culturally relevant curriculum that teaches AA history and provide incentives for meeting the goals and completing the program.
Priority 6: A4 has partnered with Bethesda Church to create the Academic Center (for suspended students) to offer an off-site alternative to traditional suspension where a student is forced to stay at home for the duration of the suspension. Students can attend the Bethesda facility and work with a credentialed teacher and two para-educators to avoid the loss of instructional minutes and continue their education in a classroom setting. Though the focus is primarily making sure that the student continues to progress academically, there is a SEL component and tools for re-entering the school setting are provided to the student as they transition from the A4 Academic Center back into their homeschool with hopes of preventing a return.

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
Parents, Community	Family Goal Kickoff Event - Fall 2023
Classified Staff	Home School Liaison Training-Family Engagement Hour- Fall 2023
Parents, Community	Family Engagement Night- Fall 2023
Parents	Migrant Parent Advisory Committee- Fall 2023
Parents	Leavenworth Elem. Family Engagement Hour - Fall 2023
Parents, Community	Family Engagement Night - Fall 2023
Other school personnel - Classified Staff - Home School Liaison	LCAP one on one training - Fall 2023
Parents	Rowel Elem. Family Engagement Hour - Fall 2023
Parents	Vinland Elem. Family Engagement Hour - Fall 2023
Parents	Hoover HS Family Engagement Hour - Fall 2023
Parents	Anthony Elem. Family Engagement Hour - Fall 2023
Parents	Burroughs Elem. Family Engagement Hour - Fall 2023
Students	Californians for Justice (CFJ) - Fall 2023
Students, Principal, Administrators, other School Personnel	Student Advisory Board (SAB) - Fall 2023
Parents	Sunnyside HS Family Engagement Hour - Fall 2023
Parents	Migrant Parent Advisory Committee - Fall 2023
Parents, Principal, Administrators, other School Personnel, Teachers	Parent Advisory Committee (PAC) - Fall 2023
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Edison HS - LCAP Community Meeting - Fall 2023

Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Fresno HS - LCAP Community Meeting - Fall 2023
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Roosevelt HS - LCAP Community Meeting - Fall 2023
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	McLane HS - LCAP Community Meeting - Fall 2023
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Sunnyside HS - LCAP Community Meeting - Fall 2023
Parents	Slater Elem. Family Engagement Hour - Fall 2023
Parents	Hamilton K-8 Family Engagement Hour - Fall 2023
Community	Univision Radio - Fall 2023
Parents	Jackson Elem. Family Engagement Hour - Fall 2023
Community	Arriba Valle Central TV - Fall 2023
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Fall 2023
Parents	Gaston MS Family Engagement Hour - Fall 2023
Parents	Manchester GATE Family Engagement Hour - Fall 2023
Parents	Mayfair Elem. Family Engagement Hour - Fall 2023
Parents	Lowell Elem. Family Engagement Hour - Fall 2023
Parents, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - Fall 2023
Parents	Kirk Elem. Family Engagement Hour - Fall 2023
Parents	Bullard Talent Elem. Family Engagement Hour - Fall 2023
Parents	Wawona K-8 Family Engagement Hour - Fall 2023
Students	Californians for Justice (CFJ) - Fall 2023
Students, Principal, Administrators, other School Personnel	Student Advisory Board (SAB) - Fall 2023
Parents	Eaton Elem. Family Engagement Hour - Fall 2023
Parents	Edison HS Family Engagement Hour - Fall 2023
Parents	Addicott K-8 Family Engagement Hour - Fall 2023
Parents	Figarden Elem. Family Engagement Hour - Fall 2023
Students	Californians for Justice (CFJ) - Fall 2023
Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Bullard HS - LCAP Community Meeting - Fall 2023

Parents, Students, Community, Principal, Administrators, other School Personnel, Teachers	Hoover HS - LCAP Community Meeting - Fall 2023
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Fall 2023
Parents	Ewing Elem. Family Engagement Hour - Fall 2023
Parents	Lane Elem. Family Engagement Hour - Fall 2023
Parents	Ericson Elem. Family Engagement Hour - Fall 2023
Parents, Community	Fresno Housing - Parc Grove Commons - Fall 2023
Students, Students, Administrators, other School Personnel	Global Student League (GSL), English Learners Department - Fall 2023
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Fall 2023
Students, Principal, Administrators, other School Personnel, Community	African American Student Voice - Fall 2023
Parents, Community	GO Public Schools Fresno - Fall 2023
Students	LCAP Survey Student Outreach - Fall 2023
Parents	Kings Canyon MS Family Engagement Hour - Fall 2023
Parents, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - Fall 2023
Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Spring 2024
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Spring 2024
Parents	Roosevelt HS Family Engagement Hour - Spring 2024
Parents	Hidalgo Elem. Family Engagement Hour - Spring 2024
Students	Californians for Justice (CFJ) - Spring 2024
Parents, Principal, Administrators, other School Personnel, SELPA	SELPA/Community Advisory Committee (CAC) - Spring 2024
Labor Partners, Classified Staff	CSEA 125 - Spring 2024
Labor Partners, Classified Staff	CSEA 143 - Spring 2024
Labor Partners	FAFSTA - Spring 2024
Labor Partners	FTA Trades - Spring 2024
Labor Partners	FTA Social Workers - Spring 2024
Labor Partners	IAMAW - Spring 2024
Labor partners	SEIU - Spring 2024

Students, Principal, Administrators, other School Personnel, Community	Foster Youth Round Table - Spring 2024
Parents, Principal, Administrators, other School Personnel, SELPA	SELPA/Community Advisory Committee (CAC) - Spring 2024
Parents, Principal, Administrators, other School Personnel	Parent Advisory Committee (PAC) - Spring 2024
Students	Californians for Justice (CFJ) - Spring 2024
Parents, Principal, Administrators, other School Personnel	District English Learner Advisory Committee (DELAC) - Spring 2024
Parents, Students, Staff, Community Members	Draft LCAP Public Hearing - Spring 2024
Parents, Students, Staff, Community Members	LCAP Adoption - Spring 2024
Addams Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Cambridge Continuation High Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
DeWolf Continuation High Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Fort Miller Middle Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Fresno High Equity Multiplier Funds	Spring 2024: Staff Engagement

	Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Fulton School Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
J E Younge Academic Center Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Lawless Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Lowell Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Muir Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students

Phoenix Elementary Community Day Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Phoenix Secondary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Spring 2024: Student Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Turner Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students
Wolters Elementary Equity Multiplier Funds	Spring 2024: Staff Engagement Spring 2024: Parent Engagement Topics Discussed: Funding, low-performing student groups/indicators as identified on the CA School Dashboard, and actions in alignment with the goals to support students

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

Educational Partners and Community were provided a complete draft of the LCAP for public input, starting May 1st through June 12th, 2024.

A complete draft was presented to the PAC on 5/23/2024, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.

A complete draft was presented to DELAC on 5/30/2024, no questions required a written response by the Superintendent or designee. For questions that were asked, responses were given.

Public Hearing was held on June 11, 2024, and LCAP Adoption in conjunction with the presentation of the Local Indicators was held on June 20, 2024, at the same meeting.

The numbers and following input below correlate the specific goal, action, and educational partner feedback that influenced a particular action.

1.01 - LCAP input gathered from families and students ranked the need for improved academics as the number one priority. This includes more tutoring, better classroom instruction, and teacher supports (PL).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.06 - Feedback gathered from the LCAP Community Meetings indicated that students, families and staff ranked an increase in mental health support as the second highest priority for district spending.

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

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

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

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

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

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

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

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

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

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

Goals 7-12 - Feedback received in Spring 2024 from staff, site leaders, community members, parents, and students identified the need to add goals 7-12 in the LCAP for Equity Multiplier (EM) sites for the following schools, Addams, Cambridge, Dewolf, Fresno High, Fort Miller, Fulton, JE Young, Lawless, Lowell, Muir, Phoenix Elementary, Phoenix Secondary, Turner, and Wolters. These goals focus on each EM school's lowest performing student groups or indicator as identified on the California School Dashboard, that are identified as red or orange. Feedback supported the creation of 6 new goals that focus on ELA, Math, ELPI, Chronic Absenteeism, Graduation Rate/CCI, and Suspension Rate:
Goal 7 focuses on the supports the lowest performing students groups need for for English Language Arts.
Goal 8 focuses on the supports the lowest performing student groups need for Math.
Goal 9 focuses on the support the lowest performing student group need for ELPI.
Goal 10 focuses on the support the lowest performing student groups need for Chronic Absenteeism.
Goal 11 focuses on the support the lowest performing student groups need for Graduation Rate and the Career and College Readiness Indicator.
Goal 12 focuses on the support the lowest performing student groups need for Suspension Rate.

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: -4.8 EL: -41.6 FY: -48.0 LI: -12.8 AA: -38.6 HL: -81.3 LETL: -83.3	

	Homeless, LTEL = Long Term English Learner)	Data Source: California School Dashboard			Data Year: 2025/26 Data Source: California School Dashboard	
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)	iReady 2- On or above grade level: All: 31.6% EL: 13.7% FY: 20.9% LI: 28.8% Data Year: 2023/24 Data Source: iReady (Local benchmark)			All: 41.6% EL: 23.7% FY: 30.9% LI: 38.8% Data Year: 2025/26 Data Source: iReady (Local benchmark)	
1.03	Local English Language Arts (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner)	iReady 2: Progress: All: 45.2% EL: 41.5% FY: 41.9% LI: 45.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)			All: 60.2% EL: 56.5% FY: 56.9% LI: 60.0% Data Year: 2025/26 Data Source: iReady (Local benchmark)	
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			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	
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)	iReady 2- On or above grade level: All: 21.2% EL: 9.3% FY: 10.1% LI: 18.8% Data Year: 2023/24 Data Source: iReady (Local benchmark)			All: 31.2% EL: 19.3% FY: 20.1% LI: 28.8% Data Year: 2025/26 Data Source: iReady (Local benchmark)	
1.06	Local Math (iReady) Progress (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income, LTEL = Long Term English Learner)	iReady 2- Progress: All: 45.9% EL: 47.2% FY: 40.9% LI: 46.0% Data Year: 2023/24 Data Source: iReady (Local benchmark)			All: 60.9% EL: 62.2% FY: 55.9% LI: 61.0% Data Year: 2025/26 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: 52.8% Data Year: 2025/26 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	
1.08	EL Reclassification Rate	All EL: 6.55%			All EL: 10.0%	

	Percent of students redesignated annually	Data Year: 2022/23 Data Source: CALPADS			Data Year: 2025/26 Data Source: CALPADS	
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 Data source: Local Performance Indicator			Outcome: (Level 4) Full Implementation Data Year: 2025 Data source: Local Performance Indicator	
1.10	Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 55.6% EL: 7.5% FY: 22.5% LI: 45.8% Data Year: 2022/23 Data Source: CAASPP Test Results			ALL: 70.6% EL: 22.5% FY: 37.5% LI: 60.8% Data Year: 2025/26 Data Source: CAASPP Test Results	
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 =	ALL: 28.0% EL: 2.5% FY: 3.9% LI: 17.0% Data Year: 2022/23 Data Source: CAASPP Test Results			ALL: 43.0% EL: 17.5% FY: 18.9% LI: 32.0% Data Year: 2025/26	

	Foster Youth, LI = Low-Income)				Data Source: CAASPP Test Results	
1.12	Percent of students having access to instructional materials	100% Data Year: 2023/24 Data source: Williams Act Data set			100% Data Year: 2025/26 Data source: Williams Act Data set	
1.13	TK-FSA Language and Literacy Mastery (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 25.9% EL: 13.7% FY: 8.3% LI: 22.5% Data Year: 2023/24 Data Source: Local			All: 35.9% EL: 23.7% FY: 18.3% LI: 32.5% Data Year: 2025/26 Data Source: Local	
1.14	TK-FSA Mathematics Mastery (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 32.4% EL: 19.3% FY: 9.1% LI: 28.8% Data Year: 2023/24 Data Source: Local			All: 42.4% EL: 29.3% FY: 19.1% LI: 38.8% Data Year: 2025/26 Data Source: Local	
1.15	TK-FSA Social and Emotional Development Mastery (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 43.8% EL: 37.8% FY: 18.2% LI: 41.5% Data Year: 2023/24 Data Source: Local			All: 53.8% EL: 47.8% FY: 28.2% LI: 51.5% Data Year: 2025/26 Data Source: Local	

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: 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: 2025/26 Data Source: California Assessment of Student Performance and Progress - California Science Test (CAST)	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Designated School Investment	To meet the educational needs of English learners, foster youth and low-income students, Fresno USD will provide 41 designated school sites serving high concentrations of students identified as English learners, low-income, and foster youth with An additional 30 minutes of daily instruction Up to 80 additional hours of professional learning, and one additional certificated staff member (elementary sites only). All Designated sites will receive an additional position to support the intervention needs of students and coaching needs of teachers: Teacher on Special Assignment.	$27,542,708.00	Yes
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	$2,048,497.00	Yes

1.03	Middle & High School Redesign	63 additional teachers at all the middle school and high school sites. 10 additional academic counselors at high schools	$20,616,498.00	Yes
1.04	Eliminate Elementary Combination Classes	Additional teachers at identified sites based on enrollment	$11,707,221.00	Yes
1.05	Instructional Supports and Instructional Coaches	• Additional Instructional Coaches • Additional Teachers on Special Assignment	$33,279,058.00	Yes
1.06	Additional Teachers Above Base Staffing	Additional classroom teachers	$29,369,048.00	Yes
1.07	Additional School Site Administration above Base	Additional Vice Principals To meet the educational needs of foster youth and low-income students, Fresno USD will staff additional vice principals 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 suspensions, and ensure the needs of low-income students are being met.	$10,495,406.00	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)	$6,085,633.00	Yes

		• Professional Development		
1.09	Early Childhood Education Developmental and Educational Supports	This action is being folded into Early Learning Base Action. These actions will continue, but language will be moved into another action.	$18,978,160.00	No
1.10	Additional Supports for Libraries	To meet the needs of English learners, the district is focused on improving access to high level reading materials in both English and other languages. To support this need for English learners, the district will provide: • All schools will have a library staff member with the additional hours to make them a full time (8 hour) school library staff to supporting the reading needs of students • Purchase additional print and digital books on diverse topics and in a variety of languages based on educational partner input • Increase at-home libraries providing supplemental books for students to read at home without library check-in dates	$1,276,250.00	Yes
1.11	BASE: Analysis, Measurement, and Accountability	The District's Department of Analysis, Measurement, and Accountability (AMA) provides accurate, unbiased, meaningful data analysis to inform accountability and support evidence-based decision making, with a focus on improving student achievement and closing the opportunity gap. This is achieved through: • Streamline and standardized data resources and practices to provide reliable reporting to support site and departmental needs • Provide both qualitative and quantitative analysis, to improve student outcomes • Promote our district's data literacy by collaborating with district educational partners through multiple avenues • Communicate processes and procedures for systemic support 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	$5,487,160.00	No

		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 ELA HOM Math EL Math HOM Grad FY Grad SWD Susp AA Susp AI Susp FY Susp HOM Susp MR Susp SWD CCI SWD		
1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Fresno Unified continues to invest in a K-8 manager Secondary manager Eight advanced coursework coordinators at the eight comprehensive high schools A Teacher on Special Assignment Clerical staff Professional learning - teacher supplemental contracts Materials and supplies to support the program including licensing for an assessment tool Student fees for Advanced Placement exams	$5,888,004.00	Yes

1.13	Expand Alternative Education	• Alternative Education staff to oversee the coordination of programs • Additional teacher time to support credit recovery in the evening and weekends • Online tools for credit recovery course	$2,591,402.00	Yes
1.14	Maintain Additional Services for Phoenix Community Day School	• Additional academic counseling • Additional staff to provide crisis intervention • SEL supports • Materials to support interventions	$5,741,452.00	Yes
1.15	All teachers are teachers of English learner (EL) students	• Additional Teachers on Special Assignment with EL and LTEL as primary focus to support teachers, and administration at schools • Additional period for secondary teachers to support EL students, with a focus on newcomer EL students • Contracted tutors for EL students, including newcomer student and LTEL support • Site licenses for teacher and student use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels.	$21,435,039.00	Yes
1.16	Base: After School Tutoring	Fresno Unified School District continues to design and expand the After School programs for students from TK through 12th grade. This includes: After school program staff Materials and Supplies and Professional Learning	$71,114,707.00	No

		English learner, foster youth, and low-income students all have lower state (SBAC) ELA and Math and local (iReady) ELA and Math assessment scores, and lower graduation rates as compared to the all student group. In addition, English learner, low-income, and foster youth students have lower A-G completion rates than the all student group. After completing a needs assessment, it was identified that EL, LI, and FY students need tutoring and additional academic support outside of the regular school day to increase skills and understanding in literacy, math, and overall academic achievement. Additionally, the identified students need a safe space to access the curriculum and get support with homework. Parents provided feedback that they believe their children need additional tutoring services and teachers have requested additional support outside of the classroom. After school tutoring staff including teachers and qualified paraprofessionals support meeting the needs for EL, LI, and FY students to receive tutoring and academic support after school. EL, LI, and FY students who need additional academic support are asked to participate and provided information on the afterschool program for tutoring. The identified students are giving a quiet place to learn with all the supplies needed to complete assignments and access the learning they specifically need. Tutoring is available to students every day after school and is provided to students on an as needed basis or upon student request. Tutoring services include helping students with their homework, while integrating ELA and math strategies. Sites will provide multi-purpose room or alternative classroom space that allows students to focus during tutoring support. Students receive one on one or small groups support based on the individual needs of each student. Materials and supplies are thoughtfully chosen to ensure their design uses a different approach to learning than what the students may have received during initial instruction. The professional learning provided will focus on meeting the unique needs of this population and focused on direct instruction and/or group learning		

		and/or investigative learning approaches or hands on learning with a focus on learning the basic concepts rather than specific skills. The district will strengthen this approach by being more intentional with reviewing student performance data to break down the specific academic needs prior to and during the tutoring process. By doing this, the expanded learning department will be able to provide professional learning to tutors that is more targeted to student needs. This includes, but is not limited to, providing students supplemental materials and scaffolds. This paired with more onsite observations will help to increase student skills and understanding with literacy and math. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis. For the identified student groups: Increase State (SBAC) ELA and Math and local (iReady, increase graduation rates, and increase A-G completion rates		
1.17	Base: Extended Summer Learning	Fresno Unified School District continues to design expanded summer intersession programs for students from preschool through 12th grade in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or online learning format and operate at least three hours a day for 14 days for Preschool students, at least 6 hours a day for 14 days for Transitional Kindergarten through 8th grade students, and at least 6 hours a day for 22 days for 9th through 12th grade students during the summer break. Expanding the size of the Expanded Learning Summer programs also results in an increase in summer program staffing which includes but not 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-	$42,021,858.00	No

		person instruction at all school sites in exception for eLearn Academy which provides online learning to meet the needs of students and families. On-going design and adoption of curriculum for both online and in-person instruction continue to be a necessity to support students in summer programming. As outlined in the metrics section, English learners, foster youth, and low-income students all have lower state (SBAC) ELA and local (iReady) ELA assessment scores and lower graduation rates than the all student group. In addition, English learners and foster youth students have lower A-G Completion rates as compared to the all student group. identified to be behind 2+ years in ELA or Math on 2nd quarter iReady Assessment (for elementary and middle) or more than 10 credits (equivalent of 1 course) deficient on graduation and/or A-G college requirements. Specific intervention programs in expanded summer learning are designed to target “unfinished learning” and “summer learning loss” through literacy, math, and/or credit recovery. Successes: • In Summer 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 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. For the identified student groups: Increase state (SBAC) ELA and local (iReady) ELA assessments and increase A-G Completion rates.		
1.18	Expansion of Dual Language Immersion Programs	1. DLI Managers and Teachers on Special Assignment - to support DLI students, their families, teachers, and leaders with program specific needs at all DLI sites. 2. Provide core 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	$2,953,064.00	Yes
1.19	BASE: Instruction	Fresno Unified's instructional Division addresses the needs of all students. Additionally, FUSD will address the specific needs of student groups identified in red on the CA Dashboard for ELA, Math, Graduation Rate, and Career and College Readiness. The lowest performing student groups in these areas include: ELA: AA, EL, FY, and HM MATH: EL and HM GRAD RATE: FY, SWD CCI: SWD A local needs assessment, in collaboration with educational partners, revealed the identified student group's common needs. It was found that these groups and for the metrics in red there are commonalities of needs	$445,017,530.00	No

		that include additional instructional supports, teacher and staff professional development, streamlining of resources, and additional measures to support schools with increasing student and family engagement. A needs assessment indicated that students start Fresno Unified below grade level and each year the grade level gap increases in areas of ELA and Math. This impacts students' ability to graduate on time or graduate at all. Additionally, students entering high school below grade level in ELA/Math decreases their prepared status on the Career and College indicator. The identified student groups (AA, EL, FY, HM, SWD) need earlier interventions to decrease the grade level gap prior to entering middle school and high school. To meet the needs of AA, EL, FY, and HM students to increase proficiency in ELA, Fresno Unified will: Conduct a districtwide literacy initiative in early grades to target AA, EL, FY, and HM students to support reading on grade level before third grade. This includes: • Each region of schools developed a regional plan to address the specific needs of the identified student groups. This cross-collaboration between all grade levels TK-12 will support the specific needs of the identified students. • Each region will collaborate throughout the school year (roughly six times or more a year) to reflect on their plan and make adjustments as needed. The work of each plan includes: • professional development for site leaders regarding instruction, classroom observations, and key literacy strategies to support teachers – provide coaching strategies • Teachers will receive PL to enhance classroom interventions and targeted literacy supports • Tutors will be hired to work with students during the day and after school • Schools will create plans on how to incorporate parents into the learning at school and at home: Base instruction items: • Development of curricular guidance documents • K-2 Foundational Skills – Bridge the gap in reading		

		To meet the needs FY and SWD students to increase Graduation Rates and to meet the needs of SWD to increase CCI, Fresno Unified will: • Adoption of baseline curriculum and instructional materials • Adoption of supplemental and instructional technology resources • Edgenuity – online curriculum • Nearpod • Teachers will be provided real time analytics on what students are working on their devices To meet the needs of EL and HM students to increase proficiency in Math, Fresno Unified will: • -Digital Math Fact - Supplemental math platform to support student math intervention – Math summer lesson design pilot provides training during summer with two teachers in the classroom To support the needs of all student groups at the district level identified as low-performing (red) on the CA Dashboard Fresno Unified will utilize professional learning communities to review data in support of ELA, Math, Suspension, Chronic Absenteeism, Graduation Rate, the Career and College Indicator and the English Learner Progress Indicator: ELA: AA, EL, FY, HOM Math: EL, HM Suspension: AA, AI, FY, HOM, MR, SWD Graduation Rate: FY, SWD CCI: SWD PLCs will support these areas by district leaders, school leadership, and teachers reviewing District level, School level, and classroom (student) level data in all the listed areas as it pertains to their grade level and content areas. PLC supports include, but are not limited to: • Instructional Lead Teacher - Professional Learning Communities • Support lesson planning		

		• Common Formative/Summative Assessments • Data Analysis • Differentiated Instruction Support Charter school petition review and oversite • Pilot/test instructional practices and initiatives such as simultaneous teaching • GATE/Advanced Coursework Fresno Unified EL Language Acquisition Program to support all English Learners, including specific supports for Long Term English Learn: • Integrated ELD: All teachers with English learners in their classrooms use the CA ELD Standards, in addition to their focal CA CCSS for ELA/Literacy and other content standards, to support their ELs' linguistic and academic progress. • Long-Term English Learners (LTELs) receive integrated ELD throughout the day in their content classrooms to support both content and language development. In grades 7-12, integrated ELD is provided through grade-level core content courses (English language arts, social-studies, science, math) for all Newcomer, On Track, At Risk, and LTEL students. • Designated ELD : In grades TK – 6th designated ELD instruction builds into and from content instruction, but with a focus on the CA ELD Standards. It is a time set aside in the regular school day when ELs with similar language proficiency levels or close spans are grouped together to address the needs of each respective student/group. • Designated ELD for Long-Term English learners is provided in the classroom with a focus on the CA ELD Standards. Instruction for Long-Term English learners address the students' specific language needs which is driven by data. • Designated ELD: In grades 7-12, designated ELD is provided in one of two ways: through structured ELD courses, or through grade-level English language arts. In both course settings, designated ELD instruction supports students as they progress		

		through the levels of language proficiency: emerging, expanding, and bridging. • Designated ELD: LTEL students are placed in ELD Advanced and/or ELA/ELD and are provided additional instructional supports and tutoring to expand and bridge their needs. To meet the needs of EL students to increase proficiency in Math: Multi-lingual services will work with School Leadership/Curriculum development Math Department to support professional learning through out Fresno Unified to work with Instructional Coaches and Teachers to focus on interventions and strategies to support EL students with math literacy.		
1.20	BASE: Professional Learning	• 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 lesion 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 • Recruit, train, and retain staff within Teacher Development programs • Collaborate with Institutions of High Education on preservice and retention of staff	$47,787,374.00	No

		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		
1.21	BASE: Technology Access and Support	Information Technology • Student, Staff, and Classroom Technology and Applications • Enterprise Applications (Financial, HR, Payroll, Facilities) • ATLAS (student information system) • Information Security and Privacy • Data Center • Networks • STEM Innovation for students	$23,415,485.00	No

		• IT Support (Students, Staff, Parents) Technology Access and Support • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications		
1.22	BASE: Early Learning	The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff are committed to providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include: • Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age • Part-Day Preschool • Transitional Kindergarten • Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups	$1,435,304.00	No
1.23	High Quality School Site Health Services	• Every school has a registered nurse provided services above what is required	$17,746,792.00	Yes

		• Professional learning: nurse educator to support nurse onboarding and training to build capacity in student care for all health professionals. • Two additional registered nurses to support the district's family wellness hubs to support both internal and external social-emotional and health services for low-income students and their families.		
1.24	Upgrading Access to Technology	Technology for students and staff	$3,175,111.00	Yes
1.25	Student Technology Access and Annual Refresh	Student laptops equipped with educational software and rugged features, alongside hotspots for internet access, while support centers offered assistance in multiple languages	$16,596,651.00	Yes
1.26	Regional Instructional Managers	Regional Instructional Managers (RIMs) will be assigned to report to school sites in support of site leaders, teachers and students.	$2,918,313.00	Yes
1.27	Early Interventions	• Intervention teachers • Supplemental curriculum and materials	$4,041,900.00	Yes
1.28	Supports for Foster Youth / Project Access - Differentiated 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 differentiated assistance for foster youth in the areas of literacy (ELA), graduation rate, and suspension. More information regarding this work can be found in this action (1.28 and in the Reflections: Technical Assistance).	$2,226,103.00	Yes

1.29	Supports for Homeless Youth	To address this need, Fresno Unified will continue to invest in two Community Liaisons, two Academic Counselors, servicing grades 8th-12th, 21 Clinical School Social Workers in which two are specifically allocated to work with students residing in shelters. 19 providing services to other students identified as homeless grades K-12, that are identified as transient, unaccompanied, double-up, or living in a motel.	$2,458,641.00	Yes
1.30	BASE: Special Education	The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population. Specifically, the department is addressing: • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs • Prioritizing the diverse and unique needs of students through enhanced supports and interventions In order to support the lowest performing SWD, as identified as 'Red' on the CA Dashboard, the Special Education department will work with schools to ensure their is a focus on SWD in the areas of Graduation Rate, Suspension, and to increase the Career and College Indicator. This will be a collaboration with Instructional Services, Career and College Readiness, Prevention and Intervention, and school sites to support SWD. The Special Education department will train staff to support with ELA, Math and other academic interventions to increase graduation rate. Additionally, an increased focus on engagement for SWD with increase their overall participation in school with the purpose to increase graduation rate. Part of this work to increase engagement is to increase course access and promotion of elective and pathway opportunities for SWD. This promotion and access will support increase College and Career readiness for SWD to increase CCI on the CA Dashboard.	$231,145,758.00	No

		Additionally, the Special Education Department works on different behavioral plans and interventions with staff and students in order to increase positive behaviors in the classroom and at school sites, in order to decrease suspensions for SWD.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.01	Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY =	ALL: 32.7% EL: 20.4% FY: 29.4% LI: 32.0% Data Year: 2022/23			ALL: 38.7% EL: 26.4% FY: 35.4% LI: 38.0%	

	Foster Youth, LI = Low-Income)	Data Source: CA Dashboard > Additional Reports			Data Year: 2025/26 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: 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	
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: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: CALPADS, Fall 1, Report 8.1C	
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: 6.8% EL: 11.3% FY: 23.5% LI: 7.0% Data Year: 2025/26	

		adjusted Cohort Outcome			Data Source: DataQuest Four - 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: 24.1% EL: 16.5% FY: 13.1% LI: 24.3% Data Year: 2025/26 Data Source: California School Dashboard Supplemental	
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: 57.0% EL: 38.3% FY: 40.5% LI: 54.4% Data Year: 2025/26 Data Source: DataQuest Four-Year Adjusted Graduation Rate	
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: 43.9% EL: 41.2% FY: 56.0% LI: 40.3% Data Year: 2025/26 Data Source: College Board	

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: 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	
2.09	Broad Course of Study	ALL: 100% Data Year: 2023 Data source: Local Performance Indicator			ALL: 100% Data Year: 2025 Data source: Local Performance Indicator	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Linked Learning, ROP, and CTE Pathway Development	Additional teachers Teacher Supplemental contracts Teacher Substitutes Teachers on Special Assignment Administrative Staff CTE office support staff Materials and Supplies	$29,815,623.00	Yes
2.02	CTE STEM PK-6 Kids Invent!	Curriculum and materials Lego Education Innovation Day Field Trips	$1,372,047.00	Yes

2.03	Men's and Women's Alliance	Men’s and Women’s Alliance Programs: • Additional teacher Full-time equivalent (FTE) at secondary sites (Middle and High Schools, including Alternative Education sites) • Program and curriculum resources, including but not limited to professional learning for teachers	$1,769,793.00	Yes
2.04	School Counselors & Resource Counseling Assistants	To meet the educational needs of English learners, foster youth, and low-income students, every middle school will have the support of a resource counseling assistant and an academic counselor.	$19,858,006.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.01	Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-	ALL: 7.3% EL: 5.1% FY: 21.5% LI: 7.8% AI: 9.5%			ALL: 6.4% EL: 4.2% FY: 18.0% LI: 6.9% AI: 3.5%	

	Income, AI = American Indian, AA = African American, HL = Homeless, MR = Two or More Races, SWD = Students with Disabilities)	AA: 16.4% HL: 15.8% MR: 8.9% SWD: 10.6% Data Year: 2022/23 Data Source: CA Dashboard -additional reports			AA: 10.4% HL: 12.2% MR: 2.9% SWD: 9.7% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
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: 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	
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: <1.0% EL: <1.0% FY: <1.0% LI: <1.0% Data Year: 2025/26 Data Source: DataQuest Expulsion and 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: 2025/26 Data Source: FIT Report (Facilities Inspection Tool)	
3.05	Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, LI = Low-Income)	ALL: 34.7% EL: 27.2% FY: 35.0% LI: 36.5% Data Year: 2022/23 Data Source: Dataquest			ALL: 25.7% EL: 18.2% FY: 29.0% LI: 27.5% Data Year: 2025/26 Data Source: Dataquest	
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: 2023 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: 2025 Data Source: Broad Course of Study Local Indicator on the Dashboard	
3.07	Student attendance rate (All = District, EL = English Learners, FY =	ALL: 90.1% EL: 91.6% FY: 89.5% LI: 89.9%			ALL: 91.6% EL: 93.1% FY: 91.0% LI: 91.4%	

	Foster Youth, LI = Low-Income)	Data Year: 2021/22 Data Source: ATLAS (Average Daily Attendance)			Data Year: 2024/25 Data Source: ATLAS (Average Daily Attendance)	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	$15,987,858.00	Yes
3.02	District-Funded Educational Enrichment Trips	Student educational enrichment field trips: • Transportation • Entrance Fees • Materials and Supplies	$4,534,465.00	Yes
3.03	District Arts Collaborative Project	District Art Collaborative is used for: • Supplemental salaries for additional time • Gallery supplies • Materials and art supplies • Professional learning	$66,389.00	Yes
3.04	Increased Funding for Music	• Additional music teachers for elementary schools • Classroom instruments and instructional resources	$25,644,748.00	Yes
3.05	Student Peer Mentor Program	The student mentor program funds: • Mentor staff • Student mentor payment • Enrichment field trips • Professional learning for mentor staff and student mentors	$680,990.00	Yes

3.06	Social Emotional Supports	43 additional Clinical School Social Workers 15 Child Welfare Attendance Specialists	$901,763.00	Yes
3.07	School Climate and Culture Expansion	11 Climate and Culture Specialists 13 Behavior Intervention Specialists	$8,464,642.00	Yes
		4 Behavior Support Advisors who serve preschool-8th grade students, 56 Tier II Intervention Specialists formerly known as Child Welfare Attendance Specialists 1 Guidance Learning Advisor		
3.08	Restorative Practices / Relationship Centered Schools	25 Restorative Practices School Counselors (RP Counselors) 1 Restorative Practices Teachers on Special Assignment (TSA)	$3,794,868.00	Yes

3.09	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	• Student Attendance/SARB • Student Discipline • Mentoring Support • Clinical Social Work & Mental Health Support • Project ACCESS • School Climate & Culture (Tier I) • Behavioral Intervention (Tier II & III) • Restorative Practices • Home Hospital Instruction The departments of Diversity, Equity, and Inclusion (DEI) and Prevention and Intervention (DPI) provide various services to directly support the identified low-performing student groups in red, as identified on the CA Dashboard with Chronic Absenteeism and Suspension. A needs assessment identified that the lowest performing student groups (AA, AI, FY, HM, MR, and SWD) for suspension have similar needs of counseling, developing coping mechanisms, and other social-emotional supports to deescalate negative interactions. DEI provides equity based training to students and staff to increase positive interactions between staff to student and student to student. The purpose of these equity based trainings (cultural proficiency, DEI) is to increase positive interaction and learn how to decrease and minimize negative interactions. This will increase positive relationships, which will decrease chronic absenteeism and decrease the amount of suspensions	$18,421,155.00	No

		for the identified student groups listed below. This supports all schools in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Chronic Absenteeism. DPI provides curriculum, mental health services, climate and culture training, behavioral services, and restorative practices for staff and students in order to support the needs of all students, but targeting the lowest performing student groups including EL, FY, LI, and the student groups listed below as indicated on the CA Dashboard. The purpose of this work is to support with positive behaviors and to give staff, students and families the tools to cope with trauma and deescalate negative interactions to decrease suspensions for the student groups listed below. This work supports all the school in Fresno Unified that were identified as the lowest performing, as red, on the CA Dashboard for Suspension. Additionally, this work will support the lowest performing student groups, as red, identified on the CA Dashboard, see below. Suspension AA Suspension AI Suspension FY Suspension HM Suspension MR Suspension SWD		
3.10	Campus Climate and Culture Teachers	Access to a campus climate and culture teacher is provided at every middle school	$1,340,985.00	Yes
3.11	Home School Liaisons	Parent University Manager Six primary language specialists Materials and supplies	$5,914,761.00	Yes

3.12	Mental Health Supports	• 52 additional School Psychologists • 2 Office Assistants	$11,287,536.00	Yes
3.13	Transportation Services	Additional Bus Drivers Public Transit Bus Passes Tracking Software	$2,508,439.00	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 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 $0 N Final - FCSS Approved 216funding attached, as expenditures will be included in the Special Education Department budget		No

3.15	Campus Safety Assistants	Additional Campus Safety Assistants	$7,570,024.00	Yes
3.16	Diversity, Equity, and Inclusion	DEI Staff Cultural Proficiency Materials	$3,066,410.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Rate of teachers appropriately credentialed in the area taught	93.9% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing			99.5% Data Year: 2025/26 Data Source: SARC Report on Teacher Credentialing	

4.02	Rate of teacher's misassigned	0.057% Data Year: 2023/24 Data Source: SARC Report on Teacher Credentialing			<1% Data Year: 2025/26 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: 2025/26 Data Source: SARC Report on Teacher Credentialing	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	BASE: Recruitment, Selection, and Retention of Human Capital	• Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels • Hire a diverse staff that is reflective of our students and community • Fill all known vacant positions of leaders, teachers and classified • Retain high performing employees through the evaluation process • Leverage the evaluation process to maintain and monitor employee performance • Leverage supervision process to maintain and monitor employee conduct • Collaborate with teacher and leadership development for retention and promotional opportunities • Monitor credentials of all credentialed staff and completion of credential audits • Research, analyze and implement regulatory changes in credentialing and non-credentialing areas • Monitor classification and compensation process • Administrating regulatory and negotiated leaves of absence • Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students	$13,838,430.00	No

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 1: Basic (Conditions of Learning)
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 Note: Survey content changed from 2020/21 to 2021/22. Comparisons	Safety: 72.7% Students 91.7% Parents 89.3% Staff Connection: 80.4% Students 90.3% Parents 92.5% Teachers			Safety: 75.0% Students 95.0% Parents 95.0% Staff Connection: 85.0% Students 95.0% Parents 95.0% Teachers	

	with baseline are not comparable.	Data Year: 2023/24 Data Source: Climate & Culture Survey			Data Year: 2026/27 Data Source: Climate & Culture Survey	
5.02	Seek parent input & promote parental participation in programs for low-income, foster youth, and English learner students and students with exceptional needs	Full Implementation - (Level 4) Data Year: 2023/24 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains			Full Implementation and Sustainability - (Level 5) Data Year: 2025/26 Data Source: Local Indicators on Dashboard: Average Rating on the Four Domains	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Engagement Investments	Parent University Staff Materials and Supplies for Staff and Family professional development	$4,288,678.00	Yes
5.02	Expanded Student, Parent and Community Communication	Contracted services with Spanish and English television programing Supplemental Translation Services	$1,781,129.00	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)

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.

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 [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth. • School sites provide a broad menu of "best practice" investments designed increase or improve services for low-income, foster youth, and English learner students. • Specific investments specifically provided specifically for low-income, foster youth, and English learner students through the site plans include the following examples: • Supplemental materials and technology • Academic interventions and supports (including, but not limited additional positions and tutoring) • Supplemental staffing for attendance support	$25,065,636.00	Yes

		• Parent involvement supports including supplemental staff • Supplemental bilingual support staff • Supplemental staff professional learning		
6.02	BASE: Central Office Administration	• Board of Education • Superintendent • Deputy Superintendent Equity Supports	$8,554,465.00	No

		• Communications		
6.03	BASE: Business and Financial Services	The Administrative 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 * Transfers	$19,778,736.00	No
6.04	BASE: Operational Services	• Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility uses by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services, and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools	$204,053,902.00	No

		• Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips		
6.05	BASE: Other Expenses	• Health contribution • Retirement	$27,764,095.00	No
6.06	One-time Recovery Resources	• eLearn Academy • Upgrading technology • Finger printing • Classroom interactive panels • Phase II of connectivity infrastructure • School Wi-Fi expansion • Data center security and resiliency • Student device supports • Vice principal institute • Principal pipeline • Credit recovery • Afterschool programs • Support for professional learning • Digital lessons and licenses • Upgrading HVAC systems	$64,224,385.00	No
6.07	School Site Allocations to be Prioritized by each School's Site Council	To address the low performing schools in a district and student group reds on the 2023 CA Dashboard and identified in the metrics appendix, each school listed below will take the following actions to address the student group(s) in the district and within any school in Fresno Unified:	$7,773,031.00	No

	to support the lowest-performing student groups in red on the CA Dashboard.	ADDAMS ELEMENTARY: EL - ELA/MATH The English Learner student population is the only group performing at the lowest level in area of English Language Arts (ADS -103.5). With Title I funds Addams plans to support our low performing groups of students (ELs) as it relates to this action (ELA/Math) by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELA/ELD and Math). They are also utilizing some of the Title I funds to add an additional Home School Liaison to improve service and communication with the parents of our ELs. SWD- Math With Title I funds Addams plans to support English Learners and Students with Disabilities by contracting 10 tutors with the Educational Leadership Foundations to be able to provide daily Response to Intervention (RTI), and after school tutoring (ELD and Math). All, HM, AA, SED, HI, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the “red” on the dashboard for Addams Elementary “all-student group” in Suspension, Addams will utilize Title I funds to support individual and group counseling focused on building social/emotional competencies and coping strategies to be conducted by a School Social Worker. The social worker will also address student groups for AA, HI, HM, SED, and SWD students at Addams elementary for suspension. The social worker will work with the student group to identify triggers and build social-emotional skills in order to support increasing positive behavior/interactions and decreasing suspensions. If the student groups have specific needs the		

		social worker can support connecting students and families with internal or external services. AHWAHNEE MIDDLE SCHOOL: AA, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the needs of AA, EL, HI, and SED in ELA, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial. All, AA, EL, HI, SED- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the red for math on the dashboard for the 'all student group' and to address the needs of AA, EL, HI, and SED in Math, Ahwahnee will add additional FTE to provide push-in and pull-out support based on equity audits of assessments and grades, After school tutorial. To address the reds on the CA Dashboard for AA, EL, HI, and SED in Math, Ahwahnee will use Teaching Fellows in the math classroom to support students based on assessment. All, EL- ELPI To address the red for ELPI for the 'all student group' and the needs of EL students for ELPI at Ahwahnee, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial.		

		To address the red on the CA Dashboard for ELPI, Ahwahnee will add additional FTE for push-in and pull-out Teaching Fellows to deploy to support during grade-level instruction; After-school tutorial. AA, AS, EL- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the needs of AA and AS students for chronic absenteeism, Ahwahnee will conduct weekly outreach from Grade-level leads to students that are chronically absent, School site team (counselor, VP, Tier 2 Intervention Specialist and teachers) will work with and Instructional Leadership team to learn together using an inclusive, improvement science model. To address the needs of EL students to reduce chronic absenteeism Ahwahnee will ensure that ELL student data is monitored closely during monthly Multi-Tiered System of Support (MTSS) meetings. Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red for suspension on the dashboard and to address the needs of AA, EL, HI, SED, and SWD to decrease suspensions at Ahwahnee, Ahwahnee will conduct weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students. Teachers participate in Culturally Responsive training to establish a culture of learning in their classrooms. MTSS Team to report out during Quarterly Cycles of Review and Equity Audits. School site team (counselor, VP, and teachers) will work with and District Support Team to learn together using an inclusive, improvement science model. They will be responsible to		

		monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement. For EL to reduce suspensions all English Learners will receive tiered supports. Teachers meet with Instructional Coach or TSA to review EL progress monitoring on a quarterly basis. ANTHONY ELEMENTARY EL - ELA/MATH English Learner student population is performing at the lowest level in areas of ELA and Math. Anthony will support English learner students by providing targeted EL support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Acquisition, ELA and Math. Teachers will utilize best practices in support of academic language acquisition. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Guaranteed and Viable Curriculum (GVC) to provide ELD instruction including appropriate interventions based on specific English language proficiency levels that support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners. All subgroups will have access to instruction in foundational skills, small group reading instruction and Intervention. Quarterly monitoring of RFEP students Teachers will know names and ELD levels of al EL students in their classroom and meet with students for goal setting. Teachers to provide ELD instruction for 30 minutes a day. PL content will include developing capacity in teaching and learning in support of our EL students. Site and Region professional learning on SBAC targets and question stems. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices Use of Math manipulatives, visual support and opportunities for group and partner interaction.		

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

		dashboard. Aynesworth will further support English learners by providing additional resources in the classroom by the use of Orton Gillingham/Cullinan strategies and online platforms Lexia and Ooka Island. EL - Math To address the red on the dashboard for EL students in math, Aynesworth will focus on building foundational Mathematic skills in K-6th grade. Students scoring below grade level in Math with small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. BAIRD MIDDLE SCHOOL SWD - Chronic Absenteeism To address the red on the dashboard for SWD in Chronic Absenteeism, Baird will conduct small group counseling, social skills classes, parent workshops and family trips for SWD. AA, SED - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the red on the dashboard for AA and SED in suspension, Baird will conduct small group counseling and social skills classes for AA and SED students. BAKMAN ELEMENTARY EL, SWD - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

		To address the reds on the CA Dashboard for EL and SWD in ELA, Bakman will allocate funding for 4+ Teaching Fellows for Reading Lab Teacher. Supplemental Salaries (tutoring, etc.), Technology to support instruction, Online Subscriptions to improve achievement. Funds for substitutes for Student Succes Team (SST) parent/teacher collaborative meetings. SWD - Math To address the reds on the CA Dashboard in Math, Bakman will provide teacher supplemental salaries (after school tutoring and planning days), technology to support instruction online subscriptions to improve achievement. Funds for Substitute SST parent/teacher collaborative meetings. Additionally, Bakman will utilize CAASPP Tools for Teachers (instructional resources, playlist) to identify lessons math skills, activities, tools, and lessons designed to enhance instruction. They will monitor SWD progress specifically on all assessments. Implement use of academic discourse using math vocabulary. AA, AS, SWD - Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, AS, SWD in Suspension, Bakman will target and encourage SWD, AA, and AS students to engage in different activities to promote student engagement in order to decrease suspension. Encourage these students groups to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit). Regular practice of Classroom Circles as they are a core element of a restorative culture and support Restorative Practices (RP) and help reduce student behavior/discipline issues, therefore reducing suspensions. Consistency implementing Restorative Practices especially with disproportionally suspended students. A Restorative Practices Counselor will support this work at Bakman and will target these student groups to decrease suspensions. Additionally, they will pair students with others to encourage participation in different activities.		

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

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

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

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

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

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

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

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

		interventions held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress. AA- Suspension To address the reds on the CA Dashboard (AA students) for Suspension, Cooper Middle School will provide support to families regarding the importance of engagement and success in school. Monthly monitoring of AA student engagement data to allow for follow up meetings with struggling students. Materials and resources to increase involvement and participation in engagement activities. DEL MAR ELEMENTARY EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above (EL, HI, SED, SWD) have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Del Mar Elementary will purchase materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI. EL, HI, SED, SWD - Teachers of these students will receive materials and supplies to provide intervention supports in the classroom to increase literacy and ELA proficiency. These will support RTI in the classroom. Tutoring from Teaching fellows will focus on literacy and ELA proficiency for EL, HI, SED, SWD. SWD- Math To address the reds on the CA Dashboard (SWD) for Math, Del Mar Elementary will provide teacher supplemental contracts to support afterschool tutoring and/or PLC planning for instruction. Professional learning will be provided to support Math Lesson Design in grades 3-6. DEWOLF HIGH SCHOOL		

		All, HI, SED- Graduation Rate After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase graduation rate. To address the "red" on the dashboard for Dewolf High School "all-student group" in Graduation Rate, Dewolf will provide one on one Student Success Plan Meetings, Academic Goal Setting Conferences, and parent conferences. To address the reds on the CA Dashboard for HI, SED in Graduation Rate, Dewolf will provide after school tutoring, academic mentoring and coaching, and parent conferences. DUNCAN POLYTECH HIGH SCHOOL EL- ELA To address the reds on the CA Dashboard for ELA, Duncan plans to support English learner and Hispanic students by providing tutorial supports in literacy during and outside of the school day that are designed to increase a student's ability to and understanding content vocabulary, common terms, and language used. All, EL, HI- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard (all students for the entire school) for Duncan Polytech High School "all-student group" in Math, Duncan will offer extra support in mathematics, that include additional tutoring both during the school day within their actual math classes, as well as before or after school.		

		To address the reds on the CA Dashboard for EL and HI in Math, Duncan plans to support English learner and Hispanic students by providing tutorial supports in literacy and math during and outside of the school day that are designed to increase a student's ability to and understanding of mathematical terms and language used. AA, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA and SWD in Suspension, the Principals' student advisory committee will ensure representation of students who are African American and students with disabilities. The Duncan Campus Culture Team will spend time in monthly meetings monitoring level 1, 2 and 3 behaviors and identifying lowest performing groups and individual students that are in need of support. EASTERBY ELEMENTARY SCHOOL EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for MR and SWD in ELA, Easterby will contract out with California Teaching Fellows. Teaching Fellows will offer direct services to students in the area of individualized learning, differentiation, remediation and enrichment, SEL support and building of specific foundational literacy as monitored by highly qualified teachers, identified by district assessments. MR, SWD- Suspension		

		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for MR and SWD in Suspension, Easterby will review data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Review Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Instructional Manager, General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate. SWD and MR students will receive social-emotional supports, counseling, and engagement strategies to decrease negative interactions leading to suspensions. EATON ELEMENTARY SCHOOL SWD- ELA To address the reds on the CA Dashboard for ELA, Eaton plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD. Site funded license for Brainpop. EDISON HIGH SCHOOL SWD- CCI To address the reds (SWD) on the CA Dashboard for CCI, Edison will fund materials and supplies, including classroom technology and required software, that will support teacher implementation of CTE standards. Counselors and Resources teachers will utilize data to target SWD students to enroll in A-G courses and elective courses that will increase CCI. Resource teachers will help teaching staff and students with the supports SWD students need to be successful.		

		AA, EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AA, EL, SWD in ELA, site funded support staff which include Bilingual Resource Counseling Assistant, Home School Liaison. Edgenuity License. Low performing groups of students will be supported strategically through enhanced services through the use of After School Program tutorials for English Learners, SWD, and African American student population. AA, EL- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and EL in Math, Edison will offer support through a Edgenuity License, Credit Recovery opportunities, and Parent Engagement Initiatives. Lunch tutorial contracts for Math support. AA, EL, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, EL, SED, SWD in Suspension, Edison will provide site funded support staff which include a Bilingual Resource Counseling Assistant and a Home School Liaison. Levels of discipline for student behavior and process for referring students for behavioral issues. Discipline meeting by grade level to inform students. Student conferences and counseling services with teachers, social worker and vice principals to support students and change behavior. Conflict		

		resolution and restorative circles to facilitate positive student relationships. Opportunity to complete a student survey to provide valuable information about school culture and climate. Mentor support for at risk AA, EL, SED, SWD students. ERICSON ELEMENTARY SCHOOL All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard (all student group) for Ericson Elementary School "all-student group" in Suspension, disproportionate engagement of grade levels and groups will be identified during monthly review of available options for students. This data will inform Climate and Culture team in their planning of structures and supports for all students. Students with disabilities are offered many opportunities to build relationships with their General Education peers through after school sports, Peach Blossom, dance, cheer, art, and other clubs. These inclusion opportunities improve student engagement and reduce absenteeism. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, a Targeted Support Team (TST) will meet monthly to review student referrals and provide supports for students. A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support. SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behaviors. Individualized education plans (IEPs), 504 plans, Interagency Child Empowerment Team (ICET) Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making. FIGARDEN ELEMENTARY SCHOOL AA, SWD- ELA/Math		

		After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and SWD in ELA/Math, Figarden will purchase individual student workbooks for adopted supplemental curriculum for special education programs (i.e. Wonder Works, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention. Certificated tutor in literacy to provide instruction to students in MTSS. Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazines subscriptions such as Scholastic and/or Time for Kids. They will provide supplemental time for classified staff, the Home School Liaison, and the Instructional coach to plan and implement parent workshops on how to help their students at home with Mathematics. AA, MR, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, MR, SWD in Suspension, students will have opportunities to participate in schoolwide activities to promote social emotional learning, character strengths, and positive school connections. Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture. Materials and supplies to support RCA Check In, Check Out (CICO) and small skills group instruction, Tier 2 Instruction, classroom calming corners, and the Motor Room utilized by SWD. Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan. The TST, families, and AA, MR, SWD students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting. AA, MR, SWD Students		

		will be referred to Tier 3 services based on referrals from the Student Study Team process, the Targeted Support Team, and push in/pull out service. FORT MILLER MIDDLE SCHOOL All, AA, AS, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in ELA, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. To address the reds on the CA Dashboard for AA, AS, EL, HI, SED in ELA, staff will use i-Ready diagnostic, quarterly CFAs, District Interim Assessments, CAASPP data to inform instructional decisions. Develop instructional strategies for AA, AS, EL, HI, SED to increase literacy across content areas. All, AA, AS, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Math, Fort Miller will support students by providing supplemental contracts for tutorial supports/mentorship opportunities. Building positive relationships will support students to come to school to learn what they need to increase math proficiency.		

		AA, AS, HI, SED, SWD Students struggling in Math, partnering with the FUSD content managers to increase capacity of Math Teachers and utilize Math Lesson Design (MLD) framework. All, AA, AS, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Fort Miller Middle School "all-student group" in Suspension, Fort Miller will support low performing student groups by creating mentorships and targeted supports structures. Second Step program to help students build social-emotional skills CHAMPS in all classrooms (Conversation, Help. Activity, Movement, Participation, Success). Use of Ripple Effects for student learning based on misbehaviors. To address the reds on the CA Dashboard for AA, AS, HI, SED, SWD in Suspension, SEL curriculum, peer mediation, and CHAMPs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. Supplemental contracts for mentoring opportunities, intramurals and additional supervision. Restorative Practices to provide ways to prevent and/or constructively address conflict and harmful behavior, build community and maintain healthy relationships. Personnel to support behavioral management and safety. Targeted Support Team (TST) to identify and address student needs through our MTSS framework. FREMONT ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELA, PLCs will participate in Quarterly Planning Days to		

		develop Backwards Maps to include essential standards, common formative and summative assessments and tasks. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Fremont plans to support our English Learners, Socioeconomically Disadvantaged, and Hispanic students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in ELPI, iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by3 Certificated Tutors. ELPAC goal setting and boot camps will be provided to EL students and New-Comers in support of reaching R-FEP Reclassification. To address the reds on the CA Dashboard for ELPI, additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification. iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by3 Certificated Tutors. ELPAC goal setting and boot camps will be provided to EL students and New-Comers in support of reaching R-FEP Reclassification. All, AA, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Fremont Elementary School "all-student group" in Suspension, Fremont plans to support SED, Hispanic, and African American student groups by purchasing supplies for positive		

		behaviors and following classroom expectations and SOAR guidelines for success. To address the reds on the CA Dashboard for AA, HI, SED in Suspension, Fremont plans to support SED, Hispanic, and African American student groups by purchasing supplies for positive behaviors and following classroom expectations and SOAR guidelines for success. Students will practice SOAR guidelines for success inside and outside of the classroom. Teacher will utilize CHAMPS/MAC during daily lessons. FRESNO HIGH SCHOOL SWD- CCI/Graduation Rate To address the reds on the CA Dashboard for CCI/Graduation Rate, Fresno High plans to monitor students with disabilities enrollment and success in Career Programs. They also plan to support students with disabilities by allocating monies for: FTE for SWD leadership, Supplemental contracts for teachers to tutor students, professional learning and training for Special Education teachers, Teacher on Special Assignment (TSA), and instructional support personnel, professional learning on instructional strategies, supplemental materials and books, materials and supplies to support instruction and the use of technology, materials and supplies to support instruction to support parents. EL, SWD, WH- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, SWD, WH in ELA, Fresno High plans to provide supplemental contracts for teachers to tutor students. Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic. Progress of EL students by working directly with students in Specifically Designed Academic Instruction in English (SDAIE) classrooms throughout the day.		

		Education and Leadership Foundation (ELF) to support student learning by providing tutoring to increase literacy and ELA proficiency for EL, SWD, and WH students. EL, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for EL, SWD in Math, Fresno High plans to provide supplemental contracts for teachers to tutor students. Support staff such as Bilingual Paraprofessionals, Home School Liaison, and Interpreters. Education and Leadership Foundation (ELF) to support student learning to provide tutoring to increase math proficiency. All, AA, EL, HI, MR, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" (all students) on the dashboard for Fresno High School "all-student group" in Suspension, Fresno High plans to provide babysitters and translators to help support during meetings/classes for Parents to increase engagement and positive relationships with families and the community. Building strong connections will support a positive atmosphere on campus in order to increase positive behavior and decrease suspensions. To address the reds on the CA Dashboard for AA, EL, HI, MR, SED, SWD in Suspension, Fresno High plans to provide supplemental contracts for teachers to support students, babysitters and translators to help support during classes and FTE for 1 Home School Liaison to help connect teacher and staff with parents. AA, EL, HI, MR, SED, SWD Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3). Students will receive instruction on		

		school-wide behavioral expectations through a variety of formats (Tier 1). AA, EL, HI, MR, SED, SWD Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3). GASTON MIDDLE SCHOOL All, AA, AS, EL, HI, SED, SWD - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Gaston Middle School "all-student group" in ELA, Gaston will purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction. Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial. To address the reds on the CA Dashboard for AA, AS, EL, HI, SED, SWD in ELA, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to support instruction, to provide designated and integrated ELD instruction. All, AS, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Gaston Middle School "all-student group" in Math, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to support instruction. They will purchase materials and supplies to support instruction and Professional Development specifically for teachers regarding supports for students with disabilities. To address the reds on the CA Dashboard for AS, EL, HI, SED, SWD in Math, Gaston will purchase hardware to ensure that all students have		

		access to online tools in adopted curriculum during class instruction. Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial. AS, SWD- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the reds on the CA Dashboard for AS, SWD in Chronic Absenteeism, Gaston will provide funds for teachers to provide after school tutorial and for materials and supplies to build relationships with staff on campus and improve attendance. GIBSON ELEMENTARY SCHOOL AA- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Gibson will purchase materials and supplies to support reducing Chronic Absenteeism. An RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in clubs. AA- Suspension To address the reds on the CA Dashboard (AA students) for Suspension, Gibson will purchase materials and supplies to support reducing suspensions. They will provide parent informational meetings. A School Psychologist will be on campus 5 days per week providing the following services: individual counseling, leading social skills groups, observe and collect data on specific students in structured and non-structured activities to provide feedback and assistance to teachers, provide strategies for AA students, staff, and parents for social/emotional supports, communicate and collaborate with families, assist with creating positive behavior support plans if needed (Tier 3). GREENBERG ELEMENTARY SCHOOL		

		AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Greenberg plans to support our African American student group by offering RTI support for those reading below grade level, which will help decrease behaviors and therefore suspensions. HAMILTON K-8 All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Hamilton K-8 School "all-student group" in ELPI, Hamilton K-8 will provide CA Teaching Fellows to support Tier 2 small group instruction/RTI. Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction. To address the reds on the CA Dashboard for ELPI, Hamilton K-8 will provide CA Teaching Fellows to support Tier 2 small group instruction/RTI. Teacher supplemental contracts to support after school EL tutoring and/or PLC planning for EL instruction. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Hamilton K-8 School "all-student group" in Suspension, Hamilton will provide certificated substitutes to release teachers for planning, site walks, and data chats to support identified student groups with high suspension rates. This will support Tier 1 instructional strategies and individual goal setting, as well as building relationships for engagement.		

		To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, supplemental pay contracts will be provided to teachers, paraprofessionals, and other staff members to instruct students in clubs, and other activities, outside the instructional day. This will increase positive student engagement in school and support AA, EL, HI, SED, SWD to build relationships with each other and with staff. The increased positive engagement and interactions will decrease negative behavior and interactions, decreasing suspension. HEATON ELEMENTARY SCHOOL All, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Heaton Elementary School "all-student group" in ELA, with Title I funds Heaton plans to provide teachers with sub release days for planning in ELA instruction, observing peers, deeper learning on the Science of Reading, and data chats for progress monitoring. To address the reds on the CA Dashboard for HI and SED in ELA, Heaton will provide teacher supplemental contracts for K-6 grade level planning and materials and supplies to support instruction. They will fund year 3 Personalized Learning Initiative to support project-based and blended learning model to increase student engagement in lessons. They will fund an additional 3-hour Instructional Aide to provide small group instruction for ELA in Kindergarten. All, AA, SED, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Heaton Elementary School "all-student group" in Suspension, Heaton will provide materials and supplies		

		to support family engagement in school events and activities such as family workshops. Heaton will increase positive relationships with families and the school community to build a positive and safe environment. This will decrease negative behaviors and suspension. To address the reds on the CA Dashboard for AA, SED, WH in Suspension, Heaton plans on contracting for three Hand-in-Hand Mentors to support with Check-in/check-out and small skills group instruction for social-emotional support. HIDALGO ELEMENTARY SCHOOL AA, HI, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, HI, SWD in Suspension, with Title I funds, Hidalgo plans to support African American, Hispanic and Students with Disabilities student populations by funding 1.0 FTE SEL TSA to deliver social-emotional learning intervention groups to mitigate stress and anxiety. HOLLAND ELEMENTARY SCHOOL EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, SED, SWD in ELA, Holland will provide reading intervention by funding California Teaching Fellows, technology to support instruction, and materials and supplies to support instruction.		

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

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

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

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

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

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

		To address the "red" on the dashboard for Lane Elementary School "all-student group" in ELA, Lane will provide a paraprofessional to support intervention and English Language Development. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, Lane will provide Professional Learning and supports for teachers around ELA and Literacy based on grade level standards for all the identified student groups and will focus on ELD and Designated ELD. Leveled books and literacy materials for kindergarten through sixth grade to support instruction. SWD- Math To address the reds on the CA Dashboard for Math for SWD, Lane will provide additional support for struggling SWD through lunch and after school language groups. Use of manipulatives and tools to support student learning. SWD- Suspension To address the reds on the CA Dashboard for Suspension (SWD), Lane will provide monthly SEL-themed activities will be implemented to promote attendance, positive behavior, and school connectedness, schoolwide engagement activities, and incentive program will be implemented, Tier 2 Intervention Specialist will continue to work to identify SWD and provide appropriate SEL support and intervention, School Psychologist will provide additional SEL support to students needing Tier III intervention. LEAVENWORTH ELEMENTARY SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, Leavenworth will provide funding 3 Teaching Fellows to support SWD within in the general education setting. The Teaching Fellows will be trained and monitored by the site-funded TSA. Tutors will focus on literacy and math foundational skills. Providing a supplemental contract for babysitting to		

		provide opportunities for parent engagement through Family Engagement Meetings, and other learning opportunities for parents of SWD. The engagement with families will increase positive relationships which is important to building academic support for SWD. Provide supplemental contracts for Special Education teachers to have an added grade-level PLC meeting for alignment in ELA and Math. Purchasing technology that will support teaching strategies in the classroom for SWD. . SWD- Suspension To address the reds on the CA Dashboard for Suspension (SWD_, Leavenworth staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. Leavenworth will analyze data to support focus on SWD to increase positive interactions and decrease suspensions. The mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities. LINCOLN ELEMENTARY SCHOOL All, EL, SED - ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Lincoln Elementary School "all-student group" in ELA, Lincoln will provide technology such as headphones, tablets, and licenses to support proficiency on ELA standards and English Language acquisition. To address the reds on the CA Dashboard for EL and SED in ELA, Lincoln will fund a Certificated Reading Tutor and purchase technology such as headphones, tablets, and licenses to support proficiency on the ELA standards and English Language acquisition and materials and supplies to support proficiency on ELA standards and English Language acquisition.		

		EL, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for EL and SWD in Suspension, Lincoln will implement CWAS data collection, home visits, and attendance conferences with parents and students. Culture Climate Team will analyze data on an ongoing basis and problem solve actions to address student needs. Tier II Intervention Specialist will create a plan that includes incentives to support chronically absent students. School Social Worker will provide supports for attendance, behavior, and emotional issues. LOWELL ELEMENTARY SCHOOL All, EL, HI, SED- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Lowell Elementary School "all-student group" in ELA, Lowell will provide funds for teacher substitutes for SST meetings to support low performing students. To address the reds on the CA Dashboard for EL, HI, SED in ELA, Lowell will provide Family Literacy Nights to promote literacy and relationship building with students and parents outside of the academic learning environment. They will purchase books and reference materials for additional classroom instruction. EL- Math To address the reds on the CA Dashboard for Math for El students, Lowell will provide funds for teacher substitutes for SST meetings to support low performing EL students. Subs will allow teachers to have release time to meet with students on families to discuss different intervention models to		

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

		To address the reds on the CA Dashboard for ELA, Mayfair will fund Teaching Fellows to provide extra support for our ELs during Intervention Tiers 1 & 2. HI- Suspension To address the reds on the CA Dashboard for Suspension for HI students, Mayfair will fund a Social Worker 2.5 days per week to support increasing HI student engagement with student and family activities. MCARDLE ELEMENTARY SCHOOL SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for SED and SWD in ELA, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD- Math To address the reds on the CA Dashboard for Math, with Title I funds McCardle plans to provide teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. SWD will be provided supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program. WH- Suspension To address the reds on the CA Dashboard for Suspension, McCardle will provide supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate.		

		MCLANE HIGH SCHOOL All, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for McLane High School "all-student group" in Math, McLane will Implement small-group instruction and tutoring sessions to address individual student needs. Offering professional development opportunities for teachers focused on effective research-based strategies. To address the reds on the CA Dashboard for EL, HI, SED, SWD in Math, Interact/Teaching Fellows to provide small group instruction and remediation/acceleration services. Support PLC+ with professional development, books, and teacher release time. Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics. SWD- CCI/Graduation Rate To address the reds on the CA Dashboard for CCI, McLane will fund Intervention/Tutorial support through extra pay contracts for CTE teachers to support student needs. Pay for substitute teachers for pull-out planning days for pathway and linked learning PLCs. For SWD, to increase graduation rate, McLane will provide enhanced tutoring and academic support services; Ds/Fs rates data chats and data chats to improve instruction. This will support completion of classes in order for students to graduate on time and to increase the CCI. AA, FY, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.		

		To address the reds on the CA Dashboard for AA, FY, SWD, WH in Suspension, McLane will fund teacher supplemental contracts for tutoring, mentorship and social emotional services. Resource Counseling Assistant. Professional Development for members of COST, Teachers, Classified Staff and Social Emotional Support. Hiring additional support staff Implementing small-group instruction and tutoring sessions to address individual student needs. MUIR ELEMENTARY SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model. Teacher subs and additional planning days to plan ELA and Math instruction. EL- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Muir will fund materials and supplies to support student engagement, along with translating communication into Spanish. All, AA, HI, SED, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Muir Elementary School "all-student group" in Suspension, with Title I funds Muir plans to support increased support during Tier I, Tier II, and Tier III supports, additional support staff to support in the classroom and pull-out model.		

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

		All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker. PHOENIX ELEMENTARY SCHOOL All, HI, SED- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Phoenix Elementary School "all-student group" in Suspension, Phoenix will fund materials and supplies to support social-emotional supports and extra pay contracts to support engagement and after school tutoring. To address the reds on the CA Dashboard for HI and SED in Suspension, Phoenix Elementary will fund sub-release days to allow teachers the opportunity to collaborate/plan/observe the SEL needs of students to support the transition of students to comprehensive sites. PHOENIX SECONDARY SCHOOL All, HI, SED- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the "red" on the dashboard for Phoenix Secondary School "all-student group" in Chronic Absenteeism, with Title I funds Phoenix plans to support with supplemental curriculum and digital literacy platforms. To address the reds on the CA Dashboard for HI and SED in Chronic Absenteeism, low performing students will be referred to the Targeted Support Team. The TST is a multi-disciplinary team that addresses the needs of students from a holistic perspective and includes participation from the student, parent, administration, school social workers, and		

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

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

		To address the "red" on the dashboard for Pyle Elementary School "all-student group" in Suspension, Pyle will fund a full time School Social Worker to support social emotional needs and the development of Behavior Support Plans. To address the reds on the CA Dashboard for AA, HI, MR, SED in Suspension, Pyle will fund materials and supplies to support establishment of an African American affinity group to elicit recommendations and concerns. Additionally, Pyle will work utilize materials to continue cultural proficiency training for staff and class circles for AA, HI, MR, SED students to increase positive behavior. Pyle will purchase books for the library and classrooms that support inclusivity and positive relationships. ROEDING ELEMENTARY SCHOOL All, EL, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Roeding Elementary School "all-student group" in ELA, Roeding will utilize Title I funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. To address the reds on the CA Dashboard for EL, SED, SWD in ELA, Tier 2 and 3 supports will be provided by a TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom. SWD- Math To address the reds on the CA Dashboard for Math, Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our		

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

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

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

		To address the reds on the CA Dashboard for Math, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials and supplies; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring; Saturday Academy for intervention/acceleration/enrichment. With Title 1 funds Scandinavian plans to support English Learners by providing instructional materials, supplies, equipment, and translation services; PLC planning days - supplemental contracts/sub-release days; Professional Learning - conferences, consulting, coaching, and training; supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring. Saturday Academy for EL intervention/acceleration/enrichment. All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Scandinavian Middle School "all-student group" in Suspension, with Title I funds Scandinavian plans to support the low-performing student groups by providing instructional materials, supplies, equipment; PLC planning days - supplemental contracts/sub-release days. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan; students and parents will be notified and given access to resources such as tutoring at the school site; African American students will be mentored using A4 mentors. Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College &Career Readiness; supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring Saturday Academy for intervention/acceleration/enrichment.		

		SEQUOIA MIDDLE SCHOOL All, EL, HI, SED, SWD- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the "red" on the dashboard for Sequoia Middle School "all-student group" in Math, Sequoia will provide materials and supplies for instruction, supplemental contracts for teachers, parent involvement, Education and Leadership Foundation tutors. To address the reds on the CA Dashboard for EL, HI, SED, SWD in Math, Sequoia will provide low-performing student groups with materials and supplies to support instruction, such as agendas, supplemental contracts for teachers, Education and Leadership Foundations (ELF) tutors to provide individualized instruction. EL, HI, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SWD in ELA, Sequoia will provide low-performing student groups with materials and supplies to support instruction, such as agendas, supplemental contracts for teachers, Education and Leadership Foundations (ELF) tutors to provide individualized instruction. SLATER ELEMENTARY SCHOOL AA, EL, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA.		

		To address the reds on the CA Dashboard for AA, EL, SWD in ELA, Slater will provide academic support through the Education Elements (PLI) initiative to support blended learning and materials and supplies to support instruction. SWD- Math To address the reds on the CA Dashboard for Math, Slater will provide academic support through the Education Elements (PLI) initiative to support blended learning and materials and supplies to support instruction. SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for SWD and WH in Suspension, Slater will provide a Resource Counseling Assistant (RCA) to assist students with social skills building, emotion regulation, and structured activities. They will provide support with de-escalation reinforcement. SUNNYSIDE HIGH SCHOOL SWD- ELA/Math To address the reds on the CA Dashboard for ELA and Math, with Title I funds, Sunnyside plans to build teacher's capacity through professional learning in the content areas (ELA/Math) and by working with the Special Education department to learn strategies that best support SWD. They will strive to train teachers in Advancement Via Individual Determination (AVID) strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, they will provide tutors for ELA and Math available during lunchtime and in the after-school program.		

		Students can also access tutors by attending various scheduled Wildcat cafes. AA, FY, MR, SWD, WH- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the reds on the CA Dashboard for AA, FY, MR, SWD, WH in Suspension, with Title I funds, Sunnyside plans to support the White student group, SWD, Foster Youth, and Black/African American, and Mixed Race students through teacher professional learning as a culturally responsive staff. Hiring tutors to provide additional support for students alleviates the feeling of being overwhelmed by students. The students will be provided with a computer to take home, and if they forget to bring it to school, one will be available to borrow in the Math and ELA classes, ensuring learning continues and less time spent roaming the hallways. TATARIAN ELEMENTARY SCHOOL AA- Suspension To address the reds on the CA Dashboard for Suspension, with Title I funds Tatarian plans to support the African American student group by utilizing our Resource Counseling Assistant (RCA) to meet with students focusing on social-emotional skills, leadership skills and build on students' engagement at school; teacher release time (subs) to attend COST/SST meetings; Informational Parent Meetings. TEHIPITE MIDDLE SCHOOL All, EL, HI, SED, SWD- ELA/Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA/Math.		

		To address the "red" on the dashboard for Tehipite Middle School "all-student group" in ELA, with Title I funds Tehipite plan to support all historically marginalized student groups as identified in the California Dashboard (Red) by providing parent conferences, training, and RTI supports for students not progressing. Materials and supplies to meet those gaps through RTI as well as for materials to hold parent teacher conferences and meetings about student progress. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, with Title I funds Tehipite plans to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line. All, AA, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Tehipite Middle School "all-student group" in Suspension, Tehipite will provide substitutes for teacher planning and collaboration around services to students, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days.		

		To address the reds on the CA Dashboard for AA, HI, SED, SWD in Suspension, Tehipite will provide opportunities for parent meetings around plans of actions to meet the assessed needs. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of supports for students to support with Goal setting and attainment. TENAYA MIDDLE SCHOOL All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Tenaya Middle School "all-student group" in ELPI (all students for ELPI are English learner students), an outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Materials and supplies to support instruction will be purchased. AA, EL, MR- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for AA, EL, MR in ELA, Tenaya will contract with an outside vendor to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. Parent workshops will be held each quarter to teach parents best practices in how to best support their student with homework and other		

		academic needs. Materials and supplies to support instruction will be purchased. AA, EL- Math After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase Math. To address the reds on the CA Dashboard for AA and EL in Math, Tenaya will contract with an outside vendor to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. Parent workshops will be held each quarter to teach parents best practices in how to best support their student with homework and other academic needs. Materials and supplies to support instruction will be purchased. AS, EL, MR- Chronic Absenteeism After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease chronic absenteeism. To address the reds on the CA Dashboard for AS, EL, MR in Chronic Absenteeism, Tenaya will provide a schoolwide attendance campaign to promote improvement goals and attendance chats. Materials and supplies to support instruction will be purchased. Parenting resources to support mental health and social-emotional needs of students. On-going mental health supports, case management, and home visits as needed. AA, MR, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension.		

		To address the reds on the CA Dashboard for AA, MR, SED, SWD in Suspension, Tenaya will fund materials and supplies to support instruction. Parenting resources to support mental health and social-emotional needs of students. On-going mental health supports, case management, and home visits as needed. TERRONEZ MIDDLE SCHOOL All, AA, EL, HI, SED, SWD- Suspension After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to decrease suspension. To address the "red" on the dashboard for Terronez Middle School "all-student group" in Suspension, teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices. To address the reds on the CA Dashboard for AA, EL, HI, SED, SWD in Suspension, extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations. EL, HI, SED, SWD- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the reds on the CA Dashboard for EL, HI, SED, SWD in ELA, with Title I funds Terronez plans to support students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work		

		with low-performing student groups. These funds would also be used for student study trips and classroom technology used for student learning. EL- Math To address the reds on the CA Dashboard for Math, with Title I funds Terronez plans to support students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with low-performing student groups. These funds would also be used for student study trips and classroom technology used for student learning. THOMAS ELEMENTARY SCHOOL All, AA, EL, HI, SED, WH- ELA After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELA. To address the "red" on the dashboard for Thomas Elementary School "all-student group" in ELA, with Title I funds Thomas will provide additional professional learning to Professional Learning Communities, providing additional tier 2 interventions, and parent training. To address the reds on the CA Dashboard for AA, EL, HI, SED, WH in ELA, with Title I funds Thomas plans to support students by providing teachers with additional training on supporting EL standards for EL students and Tier 2 supports for AA, EL, HI, SED, and WH students below standard in ELA. Paraprofessionals and support staff will be utilized to support Tiered levels of support. They plan to purchase online subscriptions such as Starfall, A-Z Reading, Near Pod, and Ooka Island for additional support. EL- Math To address the reds on the CA Dashboard for Math, with Title I funds Thomas plans to fund Paraprofessionals and support staff that will be		

		utilized to support Tiered levels of support. With Title I funds Thomas plans to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students. All, EL- ELPI After conducting a needs assessment, in collaboration with educational partners, it was identified that the lowest performing student groups listed above have common needs to increase ELPI. To address the "red" on the dashboard for Thomas Elementary School "all-student group" in ELPI, with Title I funds Thomas plans to support English Learners by providing additional professional learning to Professional Learning Communities, providing additional tier2 interventions, and parent training. To address the reds on the CA Dashboard for ELPI, professional Learning will occur to build teacher capacity integrating ELL standards within the core instructional time. Grade-Level PLCs will monitor ELL student data following CFAs and other benchmark data collection. Teachers will identify ELLs and monitor their progress. WH- Chronic Absenteeism To address the reds on the CA Dashboard for Chronic Absenteeism, Thomas will provide parent professional learning, materials, and supplies to support families with attendance. AA- Suspension To address the reds on the CA Dashboard for Suspension, Thomas will fund Hand in Hand Mentors will support with Tier 2 and 3 behaviors. TIOGA MIDDLE SCHOOL All, HI, SED, SWD- Suspension		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, all students, particularly Addams Elementary (EL) Fort Miller Middle School (All, EL, LI, AA, AS, HI) Fresno High School (EL, SWD, White) Lawless (All, EL, HI, LI) Lowell (All, EL, HI, LI) Muir (SWD) Turner Elementary (All, EL, LI, HI) Wolters Elementary (SWD) will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP (SBAC) test results. (All = All students at identified school, AA = African American, AS = Asian, EL = English learners, HI = Hispanic, LI = Low-income, SWD = Students with Disabilities, WH = White) (Equity Multiplier - SBAC ELA)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Fresno Unified is prioritizing English Language Arts (ELA) for the identified Equity Multiplier Schools with specific student groups identified as the lowest performing (red or orange) as identified on the California School Dashboard for SBAC ELA. This includes:

Addams Elementary (EL)
Fort Miller Middle School (All, EL, LI, AA, AS, HI)
Fresno High School (EL, SWD, WH)
Lawless (All, EL, HI, LI)
Lowell (All, EL, HI, LI)

Muir (SWD)
Turner Elementary (All, EL, LI, HI)
Wolters Elementary (SWD)

Each school listed above completed an individual needs assessment that examined the root causes for low performance in ELA. Low-performing student group data was disaggregated by the student group(s) listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that the low performing student groups listed above need additional support and focus on literacy interventions in order to increase their progress on ELA SBAC. While each equity multiplier school has individual actions that they will put in place to address the needs, they all identified the need for students to be provided additional support to access grade level text and interventions. By putting these actions in place, each school expects to see growth in SBAC ELA for the identified students groups each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, supplemental materials, professional development, additional translation/bilingual supports, class size reduction, engagement activities, and other interventions to increase proficiency in ELA at the schools listed above for the students groups listed above as identified on the CA School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.01	Addams Distance from Standard on CAASPP – English Language Arts (SBAC) (EL = English Learners)	EL: -103.5 Data Year: 2022/23 Data Source: California School Dashboard			EL: -58.5 Data Year: 2025/26 Data Source: California School Dashboard	
7.02	Fort Miller Distance from Standard on CAASPP – English Language Arts (SBAC)	ALL: -111.9 EL: -123.4 LI: -112.7 AA: -134.9 AS: -86.5			ALL: -66.9 EL: -78.4 LI: -67.7 AA: -89.9 AS: -41.5	

	(All = All students at identified school, EL = English Learners, LI = Low-Income, AA = African American, AS = Asian, HI = Hispanic)	HI: -108.3 Data Year: 2022/23 Data Source: California School Dashboard			HI: -63.3 Data Year: 2025/26 Data Source: California School Dashboard	
7.03	Fresno High Distance from Standard on CAASPP – English Language Arts (SBAC) (EL = English Learners, SWD = Students with Disabilities, WH = White)	EL: -176.0 SWD: -218.6 WH: -95.2 Data Year: 2022/23 Data Source: California School Dashboard			EL: -131.0 SWD: -173.6 WH: -50.2 Data Year: 2025/26 Data Source: California School Dashboard	
7.04	Lawless Distance from Standard on CAASPP – English Language Arts (SBAC) (All = All students at identified school, AA = African American, EL = English learners, HI = Hispanic, LI = Low-income)	ALL: -43.8 EL: -23.1 AA: -67.9 HI: -40.3 LI: -48.1 Data Year: 2022/23 Data Source: California School Dashboard			ALL: 1.2 EL: 21.9 AA: -22.9 HI: 4.7 LI: -3.1 Data Year: 2025/26 Data Source: California School Dashboard	
7.05	Lowell Distance from Standard on CAASPP – English Language Arts (SBAC)	ALL: -75.1 EL: -96.4 LI: -76.3 HI: -71.7 Data Year: 2022/23			ALL: -30.1 EL: -51.4 LI: -31.3 HI: -26.7 Data Year: 2025/26	

	(All = All students at identified school, EL = English Learners, LI = Low-Income, HI = Hispanic)	Data Source: California School Dashboard			Data Source: California School Dashboard	
7.06	Muir Distance from Standard on CAASPP – English Language Arts (SBAC) (SWD = Students with Disabilities)	SWD: -90.8 Data Year: 2022/23 Data Source: California School Dashboard			SWD: -45.8 Data Year: 2025/26 Data Source: California School Dashboard	
7.07	Turner Distance from Standard on CAASPP – English Language Arts (SBAC) (All = All students at identified school, EL = English Learners, LI = Low-Income, HI)	ALL: -79.6 EL: -91.2 LI: -80.7 HI: -91.7 Data Year: 2022/23 Data Source: California School Dashboard			ALL: -34.6 EL: -46.2 LI: -35.7 HI: -46.7 Data Year: 2025/26 Data Source: California School Dashboard	
7.08	Wolters Distance from Standard on CAASPP – English Language Arts (SBAC) (SWD = Students with Disabilities)	SWD: -103.5 Data Year: 2022/23 Data Source: California School Dashboard			SWD: -58.5 Data Year: 2025/26 Data Source: California School Dashboard	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

7.01	Addams Elementary-SBAC ELA	To address the ELA needs of EL students: English Learners (EL): 103.5 points below standard/ Declined 3.8 points: Addams Elementary will: 1) 10 Tutors from the Educational Leadership Foundation to target specific needs of EL students during our Response to Intervention time (RTI) 2) Sub-release time for teacher planning days to provide time for teachers to develop high quality ELA lessons that address the ELD standards and our EL students' specific needs.	$273,634.00	No
		3) Supplemental time for tutoring to give teachers and classified employees extra-pay contracts to provide after-school tutoring support focused on ELA standards for EL students. 4) Digital Licenses to provide additional resources for EL students to develop literacy. 5) Professional Development for certificated and classified staff to increase their capacity to address EL student academic needs.		

7.02	Fort Miller - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the literacy needs of each group, which includes targeted support professional development for teachers, and bilingual support for EL students. To address the ELA needs of All, AS, EL, LI, AA, and HI students: Fort Miller will: For EL Students: 1. Bilingual Instructional Aide (BIA) will support our EL student group across their entire school day For all students and all low-performing student groups: 2. Teaching Fellows to place in targeted classrooms where underperforming student groups are placed to support small group instruction 3. Materials and expenses needed for professional development 4. Classroom materials to support teacher communication/engagement 5. Supplemental Teacher on Special Assignment (TSA) to help in developing instructional resources and strategies, monitor program implementation, assist with data analysis, teacher support and professional learning	$152,558.00	No

7.03	Fresno High - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the literacy needs of each group, which includes targeted support professional development for teachers, and materials and supplies needed to promote literacy. EL Students need directed targeted support. To address the ELA needs for EL, SWD, and WH students on the SBAC ELA: Fresno High will support EL students by: 1) ELA TSA -focusing on interventions for EL students 2) TSA to support with EL students in ELA. Provide PL around strategies to support EL. To address the ELA needs of EL, SWD, and White students 3) Inter-Act Fellows Tutors (During the school day and/or after school for targeted students) 4) Teacher and Site Admin PL/Conferences for PLC training (unbound ed, Solution tree, PLC +) 5) Materials and Supplies needed for staff collaboration 6) Materials and supplies needed to support the identified student groups 7) PLC planning days (Additional days for teachers to work with their PLC plan for all of the targeted student groups listed above). 8) Supplemental Contracts (EL & SWD & subject/departments professional learning, lunch/after school tutoring/intervention, extended PLC time) 9) Additional SWD teacher to support with class size reduction, co-teaching	$921,460.00	No
7.04	Lawless - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below, and as identified on the California School Dashboard as orange. Commonalities were found to address the literacy needs of each group, which includes targeted support professional development for teachers, and materials and supplies needed to promote literacy. EL students need additional staffing to support with interventions	$265,243.00	No

		and family engagement. To address the ELA needs ALL, AA, EL, HI, and LI students in SBAC ELA: For all listed student groups Lawless elementary will: For EL students: 1. Certificated Tutor to provide English Language development support to EL newcomers through a push-in and pull-out intervention model. 2. Punjabi speaking HSL to support families and students. For AA, EL, HI, and LI students: 3. Reading Intervention Specialist to target specific student needs and support classroom instruction. 4. Supplemental contracts for the Reading Intervention specialist to work with the ILT and support students through after school tutoring as well as certificated tutors to provide after school tutoring. 5. Supplemental classified contracts for the kindergarten instructional paraprofessionals to provide after school tutoring and interventions. 6. Certificated Teacher on Special Assignment (TSA) to allow teachers to provide a co-teaching intervention model during math instruction to provide more engaging lessons and reduce behaviors and increase attendance for struggling students. 7. Professional Learning conferences and travel for administration and staff through Unbound Ed or West Ed. 8. Substitutes for certificated teachers to attend conferences 9. Administrative substitutes to attend conferences. 10. Classified Substitute supports for literacy training. 11. Materials and Supports needed to provide interventions and SEL to targeted student groups 12. Books & Licenses – Renaissance reading and math programs and DIBELS assessments		
7.05	Lowell - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the literacy needs of each group, which includes targeted support	$80,225.00	No

		professional development for teachers, and materials and supplies needed to promote literacy. To address the ELA needs of All, EL, LI, and HI students in SBAC ELA: Lowell will: 1. Professional Learning –opportunities for staff to attend professional development to strengthen Tier 1 instruction (Visible Learning+ Conference, Teacher Clarity, PLC+, Standards Institute, Safe & Civil National Conference) 2. Sub Release Days –one per semester grade level planning days for K-6 teachers focused on ELA and Math strategies around Teacher Clarity, Deconstruction of Standards, Tier 1 classroom instruction, and analysis of data: –quarterly data chats 3. Supplemental Contracts –2 days of structured planning at the start of school year focused on analysis of latest SBAC data and Goal Setting; –contracts for teachers to provide lunchtime/after school ELA and/or Math tutoring 4. Interact Fellows –four Interact Fellows to target specific language, literacy, and foundational math skills in a pull-out intervention program with support of the site TSA (4 hours daily, 160 days) 5. Instructional Supplies and Materials –Intervention curriculum (Phonics for Reading, Math Stories, resources aligned to SBAC Claims and Targets)		
7.06	Muir - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student group listed below. To address the ELA needs SWD in SBAC ELA: Muir will: 1. Professional Learning for teachers, evidence-based learning. Consulting from Solution Tree Inc. To support student academic achievement 2. Additional materials and supplies to support SWD and interventions	$65,175.00	No

		3. Staff will attend Professional Learning Conferences to support instructional strategies		
7.07	Turner - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the literacy needs of each group, which includes targeted support professional development for teachers, and materials and supplies needed to promote literacy. To address the ELA needs of All, EL, LI, and HI students on the SBAC ELA: Turner elementary will: 1. Teacher on Special Assignment to target specific needs and support classroom instruction, specifically around writing and improving student interest and stamina. 2. TSA will lead professional development of (yet to be determined) writing program 3. TSA and PLC will collaborate on best writing practices four times a year 4. Materials and supplies needed to support the targeted student groups - Visuals, Interactive Learning, and access to technology	$369,133.00	No
7.08	Wolters - SBAC ELA	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Wolters will address the ELA needs of SWD to increase performance on ELA SBAC: Professional Learning for Staff- 1. Opportunities for teachers and paraprofessionals to attend Professional Learning to support small group intervention in early literacy skills instruction Sub Release time for teachers to attend training- Provide materials and supplies to implement early literacy program in the classroom during intervention	$128,000.00	No

		block. 2. Sub Release days- 1 per semester, Grade level literacy walks grade 2-6 focused on ELA strategies (ex. teacher clarity) to strengthen Tier 1, 2 classroom instruction, analyze data, make instructional decisions for in class Tier 1 and 2 small group instruction in ELA and Writing 3. Supplemental contracts for tutorials- Materials and supplies for Lunch and Afterschool Tutorials focused on speaking, listening, reading comprehension and writing strategies. 4. Staff resources for classroom teachers and paraprofessionals focused on strengthening Tier 1 instruction through research-based teaching strategies such as but not limited to- Understanding morphology, orthography and phonology Small group instruction implementation Student goal setting 5. Materials and supplies for the classroom for the implementation of research-based ELA strategies such as but not limited to the following: Class sets of leveled readers, storage bins Phonics instructional supplies: magnetic white boards, magnetic letters, easels, chart papers, markers Goal setting and data binders Color poster machine for displaying objectives/standards, rubrics, anchor charts		

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Within three years, all students, particularly Addams Elementary (EL, SWD) Fort Miller Middle School (All, AA, AS, HI, LI, SWD) Fresno High School (EL, SWD) Lowell (EL) Muir (SWD) Turner Elementary (EL) will demonstrate growth towards meeting or exceeding standards in Math as measured by CAASPP (SBAC) test results. (All = All students at identified school, AA = African American, AS = Asian, EL = English learners, HI = Hispanic, LI = Low-income, SWD = Students with Disabilities) (Equity Multiplier - SBAC Math)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Fresno Unified is prioritizing Math for the identified Equity Multiplier Schools with specific student groups identified as the lowest performing (red or orange) as identified on the California School Dashboard for SBAC Math. This includes:

Addams Elementary (EL, SWD)
Fort Miller Middle School (All, AA, AS, HI, LI, SWD)
Fresno High School (EL, SWD)
Lowell (EL)
Muir (SWD)
Turner Elementary (EL)

Each school listed above completed an individual needs assessment that examined the root causes for low performance in Math. Low-performing student group data was disaggregated by the student group(s) listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that the low performing student groups listed above need additional support and focus on math and foundational skills interventions in order to increase their progress on Math SBAC. While each equity multiplier school has individual actions that they will put in place to address the needs, they all identified the need for students to be provided additional support to access grade level text and interventions. By putting these actions in place, each school expects to see growth in SBAC Math for the identified students groups each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, supplemental materials, foundational development support, professional development, additional translation/bilingual supports, class size reduction, engagement activities, and other interventions to increase proficiency in Math at the schools listed above for the students groups listed above as identified on the CA School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.01	Addams Distance from Standard on CAASPP – Math (SBAC) (EL = English Learners, SWD = Students with Disabilities)	EL: -102.9 SWD: -178.7 Data Year: 2022/23 Data Source: California School Dashboard			EL: -57.9 SWD: -133.7 Data Year: 2025/26 Data Source: California School Dashboard	
8.02	Fort Miller (All = All students at identified school, LI = Low-Income, SWD = Students with Disabilities, AA = African	ALL: -165.5 LI: -167.1 SWD: -224.0 AA: -199.0 AS: -136.1 HI: -161.6			ALL: -120.5 LI: -122.1 SWD: -179.0 AA: -154.0 AS: -91.1 HI: -116.6	

	American, AS = Asian, HI = Hispanic)	Data Year: 2022/23 Data Source: California School Dashboard			Data Year: 2025/26 Data Source: California School Dashboard	
8.03	Fresno High School (EL = English learners, SWD = Students with Disabilities)	EL: -226.8 SWD: -286.6 Data Year: 2022/23 Data Source: California School Dashboard			EL: -181.8 SWD: -241.6 Data Year: 2025/26 Data Source: California School Dashboard	
8.04	Lowell (EL = English learners)	EL: -100.2 Data Year: 2022/23 Data Source: California School Dashboard			EL: -55.2 Data Year: 2025/26 Data Source: California School Dashboard	
8.05	Muri (SWD = Students with Disabilities)	SWD: -123.9 Data Year: 2022/23 Data Source: California School Dashboard			SWD: -78.9 Data Year: 2025/26 Data Source: California School Dashboard	
8.06	Turner (EL = English learners)	EL: -106.1 Data Year: 2022/23 Data Source: California School Dashboard			EL: -61.1 Data Year: 2025/26 Data Source: California School Dashboard	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

8.01	Addams - SBAC Math	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the math intervention needs of each group, which includes targeted support, professional development for teachers, and materials and supplies needed to promote math. To address the math needs of EL and SWD Addams will: 1. 10 ELF (Educational Leadership Foundation) Tutors will allow Addams Elementary to include RTI Math support for EL and SWD during the school day.	$113,247.00	No
		2. Digital licenses such as Reflex Math and Next Gen Math that promotes Mathematical Concept Development and Fluency. These licenses will be available to students during and after school hours. 3. Professional development for certificated and classified staff focused on Visible Learning – Teaching Students to Drive their Learning and Teacher Clarity (Corwin). 4. Supplemental contracts to teachers to participate in professional learning opportunities focused on the development of pedagogical practices geared towards fostering access and equity in math. 5. Provide opportunities for EL and SWD to receive daily after school tutoring focused on Mathematical standards and SBAC preparation. 6. Two .75 FTE Paraprofessional Instructional Assistants to ensure students in all Kindergarten students, including EL and SWD, have enough support to develop the required foundational math skills.		

8.02	Fort Miller - SBAC Math	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the math intervention needs of each group, which includes targeted support professional, development for teachers, and materials and supplies needed to promote math. To support the math needs of All, AA, AS, HI, LI, and SWD Fort Miller will: 1. Teaching Fellows to place in targeted classrooms where underperforming student groups are placed to support small group instruction during the school day. 2. Materials and supplies to supplies to support professional development 3. Teacher on Special Assignment (TSA) to help in developing instructional resources and strategies, monitor program implementation, assist with data analysis, teacher support and professional learning in Math.	$90,448.00	No
8.03	Fresno High - SBAC Math	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the math intervention needs of each group, which includes targeted support, professional development for teachers, and materials and supplies needed to promote math. To support the math needs of EL and SWD Fresno High will: 1. Inter-Act Fellows Tutors support student during the school day and if needed, after school 2. Additional Math teacher for class size reduction and create RTI model 3. Teacher and Site Admin PL/Conferences for PLC training (unbound ed, Solution tree, PLC +) 4. Materials and supplies to support PL 5. Classroom materials and supplies to support EL and SWD 6. PLC planning days - Supplemental contracts or subs for teachers 7. Supplemental Contracts (EL & SPED & subject/departments professional learning, lunch/after school tutoring/intervention, extended PLC time)	$832,451.00	No

8.04	Lowell - SBAC Math	After conducting a needs assessment, it was that EL students need additional support with foundational math in the classroom and interventions with math skills. To address the math needs of EL students Lowell will: 1. Interact Fellows –four Interact Fellows to target specific language, literacy, and foundational math skills in a pull-out intervention program with support of the site TSA (4 hours daily, 160 days) 2. Instructional Supplies and Materials –Intervention curriculum (Math Stories) –chart paper, markers, white boards, notebooks	$80,225.00	No
8.05	Muir - SBAC Math	After conducting a needs assessment, needs were found of the lowest performing student group listed below. It was found to address the math intervention needs of each group, which includes targeted support, professional development for teachers, and materials and supplies needed to promote math. To support the needs of SWD Muri will:	$85,176.00	No
		1. Professional Learning for teachers, evidenced based learning. Consulting from Solution Tree Inc. To support student academic achievement. 2. Additional Tutoring Contracts for staff 3. Purchase of additional Math Supplemental Resources, including SWUN/MLD		

8.06	Turner - SBAC Math	After conducting a needs assessment, needs were found of the lowest performing student group listed below. It was found to address the math intervention needs of each group, which includes targeted support, professional development for teachers, and materials and supplies needed to promote math. To support the needs of EL students Turner will: 1. Teacher on Special Assignment to target specific needs and support classroom instruction, specifically around writing and improving student interest and stamina, with a special focus on improving EL's vocabulary skills, specifically surrounding comprehension in math.	$181,667.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Within three years, English Learner (EL) at: Cambridge (EL) Turner Elementary (EL) will demonstrate growth on the English Learner Progress Indicator (ELPI). (EL = English learners) Equity Multiplier - English Learner Progress Indicator	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Fresno Unified is prioritizing the English Learner Progress Indicator (ELPI) for the identified Equity Multiplier Schools with specific student groups identified as the lowest performing as identified on the California School Dashboard for ELPI. This includes:

Cambridge (EL)
Turner Elementary (EL)

Each school listed above completed an individual needs assessment that examined the root causes for low performance with ELPI. Low-performing student group data was disaggregated by the English Learner student group listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that the low performing student group listed above need additional support and focus on language acquisition, engagement and literacy interventions in order to increase ELPI. While each equity multiplier school has individual actions that they will put in place to address the needs, the sites all identified the need for students to be provided additional support to access supports and interventions. By putting these actions in place, each school expects to see growth with ELPI for English Learner students each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, supplemental materials, foundation in language acquisition, professional development, additional translation/bilingual supports, class size reduction, engagement activities, and other interventions to increase the ELPI at the schools listed above for English Learner students listed above as identified on the CA School Dashboard. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.01	Cambridge Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level - ELPI (EL = English learners)	EL: 22.6% Data Year: 2022/23 Data Source: California Dashboard - English Learner Progress Indicator - ELPI			EL: 28.6% Data Year: 2025/26 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	
9.02	Turner Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level - ELPI (EL = English learners)	EL: 42.9% Data Year: 2022/23 Data Source: California Dashboard - English Learner Progress Indicator - ELPI			EL: 48.9% Data Year: 2025/26 Data Source: California Dashboard - English Learner Progress Indicator - ELPI	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

9.01	Cambridge - ELPI	After conducting a needs assessment, EL students need additional support with foundation literacy skills, including reading, speaking, and listening. To address the language acquisition needs of EL students Cambridge will: 1. Materials & supplies including materials and supplies including technology to support academic literacy 2. Professional Learning for staff to support academic literacy, EL reclassification 3. Supplemental contracts to support night school, Saturday school and other opportunities to support language acquisition goals 4. Translation and Engagement supports for Parents and Families of English learner students	$235,000.00	No
9.02	Turner - ELPI	After conducting a needs assessment, EL students need additional support with foundation literacy skills, including reading, speaking, and listening. To address the language acquisition needs of EL students Turner will: 1. Professional learning via conference trainings 2. EL-specific cycles for small group tutoring in After School Program, where reading, writing and math supports will be taught using ELA and Math GVCs. Training will be provided by TSA.	$65,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Within three years, all students, particularly Lawless (AA, EL, MR, SWD, WH) Muir (EL) Phoenix Secondary (All, LI, HI) will demonstrate decreased percentage rates for Chronic Absenteeism as indicated on the CA Dashboard. (All = All students at identified school, AA = African American, EL = English learners, HI = Hispanic, LI = Low-income, MR = Two or More Races, SWD = Students with Disabilities, WH = White) Equity Multiplier - Chronic Absenteeism	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Fresno Unified is prioritizing Chronic Absenteeism for the identified Equity Multiplier Schools with specific student groups identified as the lowest performing (red or orange) as identified on the California School Dashboard for Chronic Absenteeism. This includes:

Lawless (AA, EL, MR, SWD, WH)
Muir (EL)
Phoenix Secondary (All, LI, HI)

Each school listed above completed an individual needs assessment that examined the root causes for high rates of Chronic Absenteeism. Low-performing student group data was disaggregated by the student group(s) listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that student groups listed above need additional support and focus on interventions, social-emotional support, and engagement activities in order to decrease their chronic absenteeism. While each equity multiplier school has individual actions that they will put in place to address the

needs, they all identified the need for students to be provided additional intervention, supports, and engagement. By putting these actions in place, each school expects to see a decrease in chronic absenteeism for the identified students groups each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, counseling, social-emotional supports, supplemental materials, foundational development support, staff professional development, engagement activities, and other interventions to decrease chronic absenteeism at the schools listed above for the students groups listed above as identified on the CA School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.01	Lawless Student chronic absenteeism rate (AA = African American, EL = English Learners, MR = Two or More Races, SWD = Students with Disabilities, WH = White)	AA: 42.2% EL: 21.0% MR: 34.9% SWD: 39.4% WH: 41.9% Data Year: 2022/23 Data Source: Dataquest			AA: 40.7% EL: 19.5% MR: 33.4% SWD: 37.9% WH: 40.4% Data Year: 2025/26 Data Source: Dataquest	
10.02	Muir Student chronic absenteeism rate (EL = English Learners)	EL: 46.1% Data Year: 2022/23 Data Source: Dataquest			EL: 44.6% Data Year: 2025/26 Data Source: Dataquest	
10.03	Phoenix Secondary Student chronic absenteeism rate	ALL: 80.0% LI: 79.2% HI: 80.4%			ALL: 78.5% LI: 77.7% HI: 78.9%	

	(All = All students at identified school, LI = Low-Income, HI = Hispanic)	Data Year: 2022/23 Data Source: Dataquest			Data Year: 2025/26 Data Source: Dataquest	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

10.01	Lawless - Chronic Absenteeism	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the chronic absenteeism needs of each group, which includes targeted support, increased staffing to make connections with students and families, and SEL interventions needed to decrease absenteeism. To address the needs of AA, EL, MR, SWD, and White Lawless will: 1. RCA – additional RCA to provide Tier I supports to identified students and run small groups to support Tier II Specialist 2. Resiliency Center – Provide character building and social emotional supports to first grade students. 3. Punjabi Speaking HSL – to provide community support to parents through monthly parent engagement hours, make home visits, and provide translation supports to Punjabi speaking families. 4. SEL interventions during the school day	$213,696.00	No
10.02	Muir - Chronic Absenteeism	After conducting a needs assessment, needs were found of the lowest performing student group listed below. To address the chronic absenteeism needs of EL students, includes targeted support, increased mentoring and SEL interventions needed to decrease absenteeism. To support EL students with chronic absenteeism, Muri elementary will: 1. Mentor Support through Hand-in-Hand Mentoring 2. Additional SEL Resources, Signage, Graphics to support students	$119,949.00	No

10.03	Phoenix Secondary - Chronic Absenteeism	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address the chronic absenteeism needs of each group, which includes targeted support, increased staffing to make connections with students and families, SEL interventions needed to decrease absenteeism, and activities and events to promote engagement. To address the chronic absenteeism needs for all, LI, and HI students Phoenix secondary will: 1. Hire a Child Welfare and Attendance Specialist to provide interventions to chronically absent students. 2. Promote student engagement by establishing new, high interest, clubs to create a sense of belonging. 3. Lunchtime tutoring contracts to keep students caught up on assignments and not feel overwhelmed to the point they stop coming to school.	$131,993.00	No
		4. Contracts for the coordinators of monthly Cultural Celebrations to make students of all cultures feel welcome and appreciated to promote engagement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Within three years, all students, particularly Cambridge (All, EL, HI, LI, SWD) DeWolf (All, HI, LI) Fresno High (SWD) JE Young (All, EL, HI, LI SWD) will demonstrate increased percentage rates for Graduation and Career and College Readiness as indicated on the CA Dashboard. (All = All students at identified school, EL = English learners, HI = Hispanic, LI = Low-income, SWD = Students with Disabilities) Equity Multiplier - Graduation Rate/Career and College Readiness	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

Fresno Unified is prioritizing Graduation Rate and the Career and College Indicator for the identified Equity Multiplier Schools with specific student groups identified as the lowest performing as identified on the California School Dashboard for SBAC Math. This includes:

Cambridge (All, EL, HI, LI, SWD)
DeWolf (All, HI, LI)
Fresno High (SWD)
JE Young (All, EL, HI, LI SWD)

Each school listed above completed an individual needs assessment that examined the root causes for low performance in Graduation Rate and the Career and College Indicator. Low-performing student group data was disaggregated by the student groups listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that the low performing student groups listed above need additional support and focus on literacy, math foundational skills interventions, credit recovery opportunities, social emotional supports, and engagement activities. While each equity multiplier school has individual actions that they will put in place to address the needs, they all identified the need for students to be provided additional support to access supplemental supports and interventions. By putting these actions in place, each school expects to see an increased Graduation Rate and College and Career indicator for the identified students groups each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, supplemental materials, foundational development support, professional development, additional credit recovery opportunities, class size reduction, engagement activities, and other interventions to increase Graduation Rate and the College and Career Indicator at the schools listed above for the students groups listed above as identified on the CA School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.01	Cambridge Student graduation rate (All = All students at identified school, EL = English learners, LI = Low-Income, HI = Hispanic)	ALL: 44.9% EL: 50.9% LI: 45.2% HI: 45.0% SWD: 0.0% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator			ALL: 47.9% EL: 53.9% LI: 48.2% HI: 48.0% SWD: 6.0% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	
11.02	Dewolf	ALL: 60.8% LI: 60.2%			ALL: 63.8% LI: 63.2%	

	Student graduation rate (All = All students at identified school, LI = Low-Income, HI = Hispanic)	HI: 65.9% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator			HI: 68.9% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	
11.03	Fresno High Student graduation rate (SWD = Students with Disabilities)	SWD: 63.3% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator			SWD: 66.3% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	
11.04	JE Younge Academic Center Student graduation rate (All = All students at identified school, EL = English learners, LI = Low-Income, SWD = Students with Disabilities, HI = Hispanic)	ALL: 71.4% EL: 54.1% LI: 70.3% SWD: 58.1% HI: 68.7% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator			ALL: 74.4% EL: 57.1% LI: 73.3% SWD: 61.1% HI: 71.7% Data Year: 2025/26 Data Source: California Dashboard – Graduation Rate Indicator	
11.05	Cambridge Percent of Seniors who are "Prepared" on the	ALL: 3.3% EL: 1.0% LI: 3.3% SWD: 0.0%			ALL: 9.3% EL: 7.0% LI: 9.3% SWD: 6.0%	

	College & Career Indicator (All = All students at identified school, EL = English learners, LI = Low-Income, SWD = Students with Disabilities, HI = Hispanic)	HI: 3.8% Data Year: 2022/23 Data Source: CA Dashboard > College Career Indicator			HI: 9.8% Data Year: 2025/26 Data Source: CA Dashboard > College Career Indicator	
11.06	Fresno High Percent of Seniors who are "Prepared" on the College & Career Indicator (SWD = Students with Disabilities)	SWD: 0.0% Data Year: 2022/23 Data Source: CA Dashboard > College Career Indicator			SWD: 6.0% Data Year: 2025/26 Data Source: CA Dashboard > College Career Indicator	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
11.01	Cambridge - Graduation Rate/Career and College Readiness	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address Graduation Rate and Career and College Readiness needs of each group, which includes targeted support, increased the opportunities for students to have access to credit recovery, teacher development, and targeted supports. To address the needs of All, EL, HI, LI, SWD Cambridge will: 1. Contract w/Career Nexus Student Internships to provide job skills for students 2. Career Fair w/Career Speakers to increase access to career and college opportunities 3. Professional Learning (Conferences, Consultants) for teachers to enhance their knowledge to support students, including Substitutes (Admin & Teachers) 4. Night School/Saturday School and Saturday PE to increase credit recovery (Opportunities for acceleration leading to early graduation.) 5. Educational Field Trips, college related trips 6. Extended Summer Sessions (credit recovery) 7. Supplemental Contracts for teachers to conduct this additional work to promote CCR and Graduation	$623,930.00	No
11.02	Dewolf - Graduation Rate/Career and College Readiness	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address Graduation Rate needs of each group, which includes targeted support, increase the opportunities for students to have access to credit recovery, student engagement teacher development, and student	$302,099.00	No

		mentoring. To address the needs of All, HI, and LI DeWolf will: 1. Mentoring Contracts 2. 0.5 FTE Social Worker 3. Academic Counseling 4. Climate/Culture – Enhance School Community (Intermural sports, clubs, and other student engagement activities and materials) • Supplemental Contracts for teachers to be able to support involving students • Materials and supplies to increase student engagement 5. Saturday School to support credit recovery 6. After School Program/ Tutoring		
11.03	Fresno High - Graduation Rate/Career and College Readiness	After conducting a needs assessment, needs were found of the lowest performing student group listed below. To address Graduation Rate and CCR the needs of SWD include targeted support for student and teachers, increase the opportunities for students to have access to credit recovery, student engagement, teacher development, and student mentoring. To address the needs of SWD Fresno High will: 1. TSA – support organizing RTI and PL 2. CWA – Support student and family for attendance and communication 3. CWA – Support student and family for attendance and communication 4. Field trips to increase knowledge and awareness of options with college and career. 5. Supplement Overtime for Classified staff to connect with families and parent outreach 6. Credit recovery class for students to recover credits toward graduation 7. Students recognition/celebrations 9. Supplemental contracts for teachers/advisors to increase connections and contribute to increase school engagement 10. Office position to support the coordination of this additional work at the school site	$139,522.00	No

11.04	J E Young Academic Center - Graduation Rate/Career and College Readiness	After conducting a needs assessment, needs were found of the lowest performing student groups listed below. Commonalities were found to address Graduation Rate of each group, which includes targeted support, increase the opportunities for students to have access to credit recovery, student engagement teacher development, and student mentoring. To address the needs of All, EL, HI, LI, an SWD, JE Young will: 1. Contract w/Career Nexus Student Internships to provide job skills for students 2. Career Fair w/Career Speakers to increase access to career and college opportunities 3. Professional Learning (Conferences, Consultants) for teachers to enhance their knowledge to support students, including Substitutes (Admin & Teachers) 4. Night School/Saturday School and Saturday PE to increase credit recovery (Opportunities for acceleration leading to early graduation.) 5. Educational Field Trips, college related trips 6. Extended Summer Sessions (credit recovery) 7. Supplemental Contracts for teachers to conduct this additional work to promote CCR and Graduation	$2,446,267.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	Within three years, all students, particularly Addams (All, LI, AA, HL, SWD, HI) Fort Miller (All, AA, AS, HI, LI, SWD) Fresno High (All, AA, EL, HI, LI, MR, SWD) Fulton (All) Lawless (All, EL, HI, LI, SWD) Lowell (AA) Muir (All, AA, HI, LI, WH) Phoenix Elementary (All, HI, LI) Phoenix Secondary (All, LI, HI, SWD) Turner (All, AA, EL, HI, LI, SWD) Wolters (All, AA, AS, HI, LI, SWD) will demonstrate decreased rates for Suspension as indicated on the CA Dashboard. (All = All students at identified school, AA = African American, AS = Asian, HL = Homeless, EL = English learners, HI = Hispanic, LI = Low-income, MR = Two or More Races, SWD = Students with Disabilities, WH = White) Equity Multiplier - Suspension	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Fresno Unified is prioritizing Suspension for the identified Equity Multiplier Schools with specific student groups identified (red or orange) as the lowest performing as identified on the California School Dashboard for Suspension. This includes:

Addams (All, LI, AA, HL, SWD, HI)
Fort Miller (All, AA, AS, HI, LI, SWD)

Fresno High (All, AA, EL, HI, LI, MR, SWD)
Fulton (All)
Lawless (All, EL, HI, LI, SWD)
Lowell (AA)
Muir (All, AA, HI, LI, WH)
Phoenix Elementary (All, HI, LI)
Phoenix Secondary (All, LI, HI, SWD)
Turner (All, AA, EL, HI, LI, SWD)
Wolters (All, AA, AS, HI, LI, SWD)

Each school listed above completed an individual needs assessment that examined the root causes for high rates of Suspension. Suspension student group data was disaggregated by the student group(s) listed above for each site to identify specific areas of focus.

After conducting a needs assessment in collaboration with Educational Partners, the schools and educational partners identified that student groups listed above need additional support and focus on interventions, social-emotional support, and engagement activities in order to decrease suspension. While each equity multiplier school has individual actions that they will put in place to address the needs, they all identified the need for students to be provided additional intervention, supports, and engagement. By putting these actions in place, each school expects to see a decrease in suspension for the identified students groups each year, as indicated in the metrics section (see below) for this goal.

With the support of educational partner feedback, each school listed above will provide different, supplemental, interventions and supports, including but not limited to tutoring, counseling, social-emotional supports, supplemental materials, foundational development support, staff professional development, class size reduction, restorative practices and engagement activities, additional noon time assistants, social workers, family connection activities, community liaison, and other interventions to decrease suspension at the schools listed above for the students groups listed above as identified on the CA School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.01	Addams Suspension Rate (All = All students at identified school, LI =	ALL: 6.4% LI: 6.6% AA: 9.3% HL: 12.1% SWD: 12.9% HI: 6.1%			ALL: 5.5% LI: 5.7% AA: 8.4% HL: 11.2% SWD: 12.0% HI: 5.2%	

	Low-Income, AA = African American, HL = Homeless, SWD = Students with Disabilities, HI = Hispanic)	Data Year: 2022/23 Data Source: CA Dashboard - additional reports			Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.02	Fort Miller Suspension Rate (All = All students at identified school, LI = Low-Income, AA = African American, SWD = Students with Disabilities, AS = Asian, HI = Hispanic)	ALL: 23.8% LI: 24.0% AA: 36.5% SWD: 25.4% AS: 16.2% HI: 22.5% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 22.9% LI: 23.1% AA: 35.6% SWD: 24.5% AS: 15.3% HI: 21.6% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.03	Fresno High Suspension Rate (All = All students at identified school, EL = English learners, LI = Low-Income, AA = African American, SWD = Students with Disabilities, MR = Two or More Races, HI = Hispanic)	ALL: 15.0% EL: 12.8% LI: 15.5% AA: 35.2% SWD: 19.8% MR: 17.3% HI: 13.5% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 14.1% EL: 11.9% LI: 14.6% AA: 34.3% SWD: 18.9% MR: 16.4% HI: 12.6% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.04	Fulton Suspension Rate	ALL: 37.0% Data Year: 2022/23			ALL: 36.1% Data Year: 2025/26	

	(All = All students at identified school)	Data Source: CA Dashboard - additional reports			Data Source: CA Dashboard - additional reports	
12.05	Lawless Suspension Rate (All = All students at identified school, LI = Low-Income, SWD = Students with Disabilities, HI = Hispanic)	ALL: 2.0% AA: 3.7% LI: 2.2% SWD: 2.1% HI: 2.7% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 1.1% AA: 2.8% LI: 1.3% SWD: 1.2% HI: 1.8% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.06	Lowell Suspension Rate (AA = African American)	AA: 9.7% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			AA: 8.8% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.07	Muir Suspension Rate (All = All students at identified school, LI = Low-Income, AA = African American, HI = Hispanic, WH = White)	ALL: 5.2% LI: 4.9% AA: 10.6% HI: 4.7% WH: 6.5% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 4.3% LI: 4.0% AA: 9.7% HI: 3.8% WH: 5.6% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.08	Phoenix Elem	ALL: 14.1% LI: 14.7%			ALL: 13.2% LI: 13.8%	

	Suspension Rate (All = All students at identified school, LI = Low-Income, HI = Hispanic)	HI: 14.6% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			HI: 13.7% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.09	Phoenix Secondary Suspension Rate (All = All students at identified school, LI = Low-Income, SWD = Students with Disabilities, HI = Hispanic)	ALL: 59.5% LI: 60.4% SWD: 73.3% HI: 57.1% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 58.6% LI: 59.5% SWD: 72.4% HI: 56.2% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.10	Turner Suspension Rate (All = All students at identified school, EL = English learners, LI = Low-Income, SWD = Students with Disabilities, AA = African American, HI = Hispanic)	ALL: 4.9% EL: 5.4% LI: 4.9% SWD: 10.7% AA: 9.5% HI: 6.2% Data Year: 2022/23 Data Source: CA Dashboard - additional reports			ALL: 4.0% EL: 4.5% LI: 4.0% SWD: 9.8% AA: 8.6% HI: 5.3% Data Year: 2025/26 Data Source: CA Dashboard - additional reports	
12.11	Wolters Suspension Rate (All = All students at identified school, LI =	ALL: 10.9% LI: 11.4% SWD: 22.1% AA: 23.2% AS: 6.3% HI: 8.8%			ALL: 10.0% LI: 10.5% SWD: 21.2% AA: 22.3% AS: 5.4% HI: 7.9%	

	Low-Income, SWD = Students with Disabilities, AA = African American, AS = Asian, HI = Hispanic)	Data Year: 2022/23 Data Source: CA Dashboard - additional reports			Data Year: 2025/26 Data Source: CA Dashboard - additional reports	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

12.01	Addams - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes additional staff and mental health supports. To address the needs of All, HM, LI, SWD, AA, and HI Addams will: 1. Additional staff (NTA), to support supervision before, during, and after school. 2. Mental Health Supports, School Social Worker, Clinical School Social Worker, Restorative Practices Counselor, and Resource Counseling Assistant to provide counseling and mental health supports to students in need. 3. Additional Paraprofessionals to provide the all-day support to kindergarten students.	$603,625.00	No
12.02	Fort Miller - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes additional staffing. Specifically, an additional site administrator to focus on the students groups and work with their families to reduce suspension. Additionally, a needs assessment found that many conflicts stem from or occur in PE. To address this, Fort Miller will reduce class sizes in PE and the administrator will work with staff to support PE, including passing time before and after class. To address the needs of All, LI, SWD, AA, AS, HI Fort Miller will: 1. Additional administrator specifically to work with students and families and coordinate student support services and behavior management 2. Additional PE Teacher will decrease PE class size and support with supervision during PE, where we often have most of our fights and conflicts between students.	$573,820.00	No

12.03	Fresno High - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes additional staffing to work with students, staff, and families to reduce suspension. This includes SEL supports and professional learning. Additionally, a needs assessment	$586,517.00	No
		found that many conflicts stem from or occur in PE. To address this, Fresno High will reduce class sizes in PE and the administrator will work with staff to support PE, including passing time before and after class. To address the needs of All, EL, LI, SWD, AA, MR, and HI Fresno High will: 1) Additional PE teacher will decrease PE class size and support with supervision during PE to decrease incidents. 2) Tier II specialist to support with level II behaviors in and outside of classroom 3) Social Emotional Learning to support the connection with staff and students 4) Restorative Practice (RP) materials (curriculum, posters, signage, furniture) 5) Community Liaison and partnership resource for students and parents 6) TSA/CCS to support with RP/SEL 7) Safe and Civil conferences 8) All staff Professional Learning and planning for school wide agreements 9) TSA to support with increasing clubs, student engagement, lunch time engagements and outreach to Middle and Elementary schools. 10) Supplemental contracts for teachers/advisors to increase connections and contribute to increase school engagement 11) Planning time for the site admin team to calibrate and support staff and students		

12.04	Fulton - Suspension	After conducting a needs assessment, in collaboration with educational partners, it was found that for Fulton to decrease suspensions for all students the school must focus on social-emotional learning, increase student engagement opportunities, support engaging families, and provide professional learning for staff. To decrease suspension for all students, Fulton will: 1. Social Emotional Learning • School Connect • Bullying Prevention • Community Building • Calming Corners • Therapeutic /Sensory Toys	$50,000.00	No

		• Restorative Practice materials to create safe spaces in classrooms and on campus for students. 2. Attendance/Student Engagement • Lunch Activities • Field Trips/Community Outings • Clubs • Recognition System • Meaningful Jobs • Family and Student Education • Service-Learning Projects • Library 3. Family Engagement • Family/Student/Staff events • Parent Education Sessions • Newsletters • Welcoming Procedures/Orientation for new families 4. Professional Learning for Staff • Positive Discipline in the Classroom • Restorative Practices • Responding to Misbehavior • Social Emotional Learning		
12.05	Lawless - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes additional staffing to work with students, staff, and families to reduce suspension. This includes SEL supports and professional learning. Additionally, Lawless will focus on student resiliency to empower students. To address the needs of All, AA, HI, LI, and SWD, Lawless will: 1. RCA (Resource Counseling Assistant) – additional RCA to provide Tier I supports to identified students and run small groups to support Tier II Specialist	$317,887.00	No

		2. Resiliency Center – Provide character building and social emotional supports to first grade students through a R.I.S.E. coach. 3. Professional Learning conferences for administration and staff for SEL and Academics in order to create more engaging lessons to increase positive student behavior and interactions, minimizing behaviors that lead to suspensions 4. Provide social-emotional supports to students, including working with their families		
12.06	Lowell - Suspension	After conducting a needs assessment, in collaboration with educational partners, it was found that for Lowell to decrease suspensions for African American students the school must focus on social-emotional learning, engage families, and provide mental health supports. To decrease suspension for AA students, Lowell will: 1. School Social Worker –support students with social and emotional learning needs –provide individual and small group counseling focused on restorative practice, coping skills, social skills, self-management, and self-awareness strategies –TST coordinator focused on students with academic, behavioral, and/or attendance needs –provide parents with SEL and Mental Health outreach and resources in the Lowell community	$264,805.00	No
12.07	Muir - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes additional staffing to work with students and provide a space to reengage students. This includes SEL and mental health supports and professional learning. To address the needs of All, LI, AA, HI, and WH student, Muir will: 1. Mental Health Supports by a School Social Worker 2. Re-engagement Room, SEL Room	$360,214.00	No

		3. Mentor Support through Hand-in-Hand Mentoring 4. Staff to attend PBIS Learning to address Student Suspension Rates		
12.08	Phoenix Elem Comm Day - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes intense professional development for staff to address the needs of the at risk students at Phoenix. This includes SEL supports for students. Additionally, Phoenix needs to decrease suspensions that occur with guest teachers (substitutes). The school will increase planning to support guest teachers while on campus. To address the needs of All, LI and HI, Phoenix elementary will: 1. Systems Teaching Educational Empowerment with Relationships (STEER). Consulting, and Professional Development provider to assist with the high priority needs of Phoenix Elementary School's systems and operations supporting Social Emotionally challenged students 160 hours of in-person supports 2. Curriculum and Lesson Planning Days Substitute Teachers (3 Days per Teacher), along with increasing administrative support to subs.	$74,735.00	No
12.09	Phoenix Secondary - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes intense professional development that supports teachers and staff to be informed with trauma response, restorative practices, and other SEL strategies. To address the needs of All, LI, SWD and HI, Phoenix Secondary will: 1. Professional learning conferences to learn how to implement best practices for working with trauma affected students. 2. Stipend for after school professional learning on de-escalation strategies, restorative practices, and trauma informed teaching practices. Training on writing and implementing behavior intervention plans.	$50,109.00	No

		3. All Staff Professional Learning and planning retreat to establish school wide agreements for our behavior modification system and learn safe and civil school procedures.		
12.10	Turner - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes intense professional development that supports teachers and staff to be informed with trauma response, restorative practices, and other SEL strategies. Additionally, the needs assessment identified that student need additional SEL interventions. To address the needs of All, EL, HI, LI, SWD, and AA, Turner will: 1. Resource Counseling Assistant will support students with Tier II SEL needs, in tandem with Intervention Specialist (via DPI) 2. Trauma-informed professional learning via the vendor Family Foundations 3. Restorative Practice materials, to create safe spaces in classrooms and on campus for students (curriculum, posters, and furniture) 4. SEL Team (IS, RCA, & CCT members) will attend Safe & Civil National Conference in Portland, OR to build stronger schoolwide positive behavior systems.	$112,606.00	No
12.11	Wolters - Suspension	After conducting a needs assessment, in collaboration with educational partners, needs were found of the lowest performing student groups listed below. Commonalities were found to address needs of each group top decrease suspension, which includes intense professional development that supports teachers and staff to be informed with trauma response, restorative practices, and other SEL strategies. The needs assessment identified that student need additional SEL interventions, opportunities for student engagement. Additionally increased staff for mental health supports and supervision will decrease suspension. To address the needs of All, LI, SWD, AA, AS, and HI, Wolters will:	$404,621.00	No

		1. Additional NTAs to support supervision of students before school, morning recess and lunch recess. 2. School Social Worker to provide mental health services to students on site five days a week, 8 hours a day to provide mental health services to students, family and staff development. 3. Supplemental contracts and materials and supplies for staff members to provide activities such as but not limited to clubs, career fair organization, multicultural fair, student leadership, talent shows, student jobs during to keep students engaged and develop connections to staff. 4. Materials and supplies for student jobs and activities around campus and in classrooms to promote a sense of belonging and connectiveness to school. 5. Restorative Practice materials, to create safe spaces in classrooms and on campus for students (curriculum, posters, and furniture) 6. Student engagement: Motivational speakers and assemblies to increase student self-esteem, confidence, connectedness to school, motivation and attendance. 7. Engagement: Family connection activities to build strengthen family/school relationships and build connectedness to staff. Provide supplemental contracts for staff to facilitate parent workshops focusing on mental health wellness, educational resources to promote and build healthy habits in students 8. Student Engagement: Provide additional equipment for outside structured play and activities to engage students in positive play with each other. 9. Student Engagement: Transportation and fees for Study Field Trips in and/or out of town per grade level to motivate students in career/college experience.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$278,102,043	$35,365,782

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
39.373%	0.000%	$$0.00	39.373%

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 **Need:**	The additional 30 minutes of teaching for EL, LI, FY address the needs of students who need more time with teachers to provide intervention support on grade-level content, scaffolded instruction, and individualized instruction.	For the identified student groups: Increase state (SBAC) ELA and Math and local

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
	English learners, low-income, and foster youth students experience lower rates of assessments scores in state (SBAC) ELA and Math and local (iReady) ELA and Math assessments as compared to the all student group. A local needs assessment indicated, in collaboration with Educational Partners, that EL, LI, and FY students need more time with teachers to provide intervention support on grade-level content, scaffolded instruction, and individualized instruction. EL students need lessons with EL standards and strategies to support language acquisition. Additionally, EL, LI, FY students need engaging grade level lessons with scaffolds with differentiated instruction that meet their specific needs in ELA and Math. LCAP input gathered from families and students ranked the need for improved academics as the number one priority. This includes more tutoring, better classroom instruction, and teacher supports (PL). Teachers have expressed the need to have additional support. **Scope:** LEA-wide	80 additional professional learning hours for teachers address the need of EL, LI, FY students to have individualized instruction based on SBAC and iReady by providing teachers the time to complete needs assessment, analyze data, reflect, and plan specific lessons for the identified student groups. EL students need lessons with EL standards and strategies to support language acquisition. EL, LI, FY students need engaging grade level lessons. The PL allows teachers additional time to create those lessons. A strengthened approach includes the Instructional Services Department and Analysis, Measurement and Accountability (DATA) Department collaborating to provide sites the metrics they need to make data driven instructional decisions to move student growth. The Supervisors of Schools will support site administration with the data review and next steps on implementation of the strategies. The designated Teacher on Special Assignment (TSA) will support the needs of the site, which could be different depending on the specific needs of the students at each school. The work of a TSA could include but is not limited to small group instruction, professional development, lesson design, co-teaching, classroom observations to provide feedback, and instructional coaching to positively impact student learning outcomes for English learners, low-income, and foster youth. The designated schools' model is designed to meet the academic needs most associated with	(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
		English learners, low-income, and foster youth students. However, because we believe this action will benefit all students, this action will be provided on a district-wide basis.	
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-	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
	income, and foster youth students scored lower than the all student group. A local needs assessment involving educational partners indicated EL, LI and FY students would greatly benefit from access to smaller A-G class sizes in order to increase academic achievement and A-G course completion. LCAP input gathered from families and students ranked the need for improved academics as the number one priority. **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 **Need:** Fresno Unified School District's English learners, foster youth and low-income students perform lower on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments as compared to the all student group.	The identified student groups (LI, EL, FY) will receive optimal learning environment that supports effective, standards aligned instructional practice because Instructional coaches support teachers by delivering professional learning, side-by side coaching, co-teaching, and data analysis of student work and results for low-income, English learner, and foster youth students. Each coaching cycle has three high leverage practices used to support this population (LI, EL, FY) of students:	For the identified student groups: Increase state (SBAC) ELA and Math assessments and local (iReady) ELA and Math assessments.

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	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 increase the academic skills of low-income students and decrease suspensions the district offers the Academic Center. Since LI AA students have lower ELA and Math SBAC scores than all students and LI students the center supports LI AA students to complete ELA and math assignments while suspended. This is academic support students would be missing which helps to keep them engaged in the learning. This also supports students to build relationships while learning. The relationships built in the academic center allows staff to address the specific needs of each individual student allowing for a smoother transition back to the school site after being suspending, thus decreasing the likelihood of future suspensions, which will increase attendance (decreasing absenteeism). 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	

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
	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	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 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	

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
		identify missed assignments or set up make up tests with teachers for example), give strategies to curb behavior issues that they may be experiencing, and are an additional accountability measure regarding attendance(they will call to see why the child is out or constantly late). Most advisors work closely with the counselors. The goal of the advisor program is to help develop the full student. Ideally grades and attendance will rise but we also give weekly surveys to measure student satisfaction and the sense of belonging that the student feels with the advisor To decrease absenteeism and suspensions it is important for students to feel engaged and be 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. A program designed for rising 7th and 8th-grade low-income students that strengthen literacy skills through a project-based learning experience that integrates collaboration and design thinking to activate students' voices and solve real-world problems. L.E.A.D. aims to move students from passive recipients of information to problem solvers who understand their role in improving	

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
		society, in order to increase leadership skills to encourage positive behaviors and decrease suspensions. To strengthen this approach a program targeting the identified student groups in grades k-4 will now include a 15-week fall session in addition to what is currently offered. . In collaboration with Springboard Collaborative, the program effectively aligns families and teachers to meet reading goals, incorporates professional development for educators, and offers family workshops to bolster literacy at home. 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.	
1.10	**Action:** Additional Supports for Libraries **Need:** Fresno Unified, English learner students have a performance gap compared to the all student group on state (SBAC) ELA and Math local (iReady) ELA and Math assessments. A local needs assessment shows that English learners need access to reading resources, and increased opportunities to read text they can relate to. EL students need more access to reading to increase and improve their reading and literacy skills and language acquisition.	Additional hours to create full time (8 hour) library staff provide students with a place to go to access books and technology that support reading. Library staff are available to support students with accessing the text. Purchasing additional books (print and digital) will provide EL students with a variety of book offerings and topics that they can relate to. Books will be purchased in a variety of languages and diverse topics based on educational partner input. To strengthen the approach of this action, we will increase the methods of communication when conducting outreach with educational partners to ensure that partners are asked more specific questions on their needs. This will support schools to purchase more specific book titles and authors	For the identified student group: Increase on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher feedback is that students have increased opportunities to read. Students have expressed wanting to be able to read books they like and can relate to.that are also in their primary language. **Scope:** LEA-wide	that students, teachers, and parents are requesting. Additionally, the Department of Instructional Services will analyze and monitor English learner student data, in conjunction with the Department of English Learner Services to support the specific needs of literacy skills that need to be supported. English learner services can provide additional support through professional learning and lesson design to further support EL students. To strengthen the at-home library approach, the district will utilize a feedback method to gather data on the specific books that educational partners want. Student can check books out or access books at home by using the SORA application on their school assigned computer or on their own devices. Additionally, books will be sent home with students during extended breaks from school. Increasing access to reading materials will meet the needs most associated with English learners. However, because Fresno Unified expects that all students, and particularly English learners, will benefit, this action is being provided on a district-wide basis.	
1.12	**Action:** GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) **Need:** District data indicates that English learners, foster youth, and low-income students score	To increase access and exposure of gate instruction to low-income, English learner, and foster youth students, these student groups are identified and targeted to receive gate instruction strategies at the elementary level and identified to be placed in Gate and advanced course work classes at the secondary level. Once enrolled in classes the identified student groups receive grade	For the identified student groups: Increased state (SBAC) ELA and Math and local (iReady) ELA and Math assessments and increase AP exams pass 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
	lower on the state (SBAC) ELA and Math assessments and the local (iReady) ELA and Math assessments than the all student group. Additionally, low-income students have lower AP exam pass rates than the all student group. After completing a needs assessment, in collaboration with educational partners, indicates that LI, EL, and FY students need to be provided with a more rigorous setting. It was determined through a root cause analysis that the low-performing identified student groups need to be provided grade-level content and best first teaching practices to promote academic growth. Additionally, the needs assessment identified that LI, EL, and FY students and their parents are not aware of the benefits of gate or advanced course work, including AP classes in regard to how these course support learning. The needs assessment indicated that low-income students participate less in AP classes or taking the AP exam due to the perceived financial burden of testing cost. Feedback from LI, EL, and FY students indicates that they do not see themselves as Gate students or that Gate or AP classes are for them. This feedback indicates that the district needs to increase the awareness, access, and opportunity of Gate and AP to the identified student groups. **Scope:**	level instruction with strategies and project-based learning that supports literacy skills, math foundations, and critical thinking. To make sure that LI, EL, and FY students are identified and enrolled in Gate and Advanced coursework the staff funded in the action will work with students, schools and families. Students will gain access to the strategies and rigorous lessons of gate and advanced work course due to the work of the k-8 manager, secondary manager, and clerical staff. By increasing the access to these provides the targeted identifies student's groups to receive standards-based, grade level content with a project-based lens with the purpose to enhance their listening, reading, writing, and critical thinking skills to increase ELA and Math skills. This includes providing the students and families why these classes are important, how the classes will benefit them, what to expect, and the additional supports that are provided such as tutoring and other scaffolded materials. Additionally, LI, EL, and FY students will be provided scaffolds, small group instruction, peer support, and differentiated instruction because Gate and Advanced coursework teachers will receive professional learning on how to deliver accelerated instruction to LI, EL, FY students. LI, EL, and FY students who struggle with the accelerated content are provided additional materials and software to support them with organizing and managing the Gate and advanced coursework of these classes. The purpose of these materials is to help the identified students access the accelerated information at their pace	

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	and provide graphic organizers, images, videos, and additional context for the material. To strengthen this approach, professional development and planning documents will be provided to support teachers to serve the identified students groups. Additionally site meetings and PLCs will focus on this data to support students with the strategies listed above. Low-income students in AP classes can take the AP Exam at no cost to them because one of the barriers for enrolling in AP classes or taking the AP exam was a financial burden. This action will address the academic (ELA/Math) needs of English learner, foster youth and low-income students, however, because all students will benefit, this action is provided on a district-wide basis.	
1.13	**Action:** Expand Alternative Education **Need:** According to the data in the metrics section, English learners, foster youth, and low-income students have lower rates of graduation than the all student group. A local needs assessment, in collaboration with educational partners, it was found that the identified student groups struggle in comprehensive settings. Students need small setting with targeted support to be successful	EL, LI, and FY students who are struggling to attend school and obtain the credits in larger comprehensive sites are offered alternative education setting with smaller classes and multiple options to complete high school credits during the regular school day, in the evening, or on weekends. Alternative school staff and counselors work with comprehensive school counselors to identify EL, LI, and FY students who would benefit from alternative settings. Additionally, they work with families to support student transition to these settings. The Alternative Education staff, additional hours for teachers to offer credit recovery, and online	For the identified student groups: Higher graduation 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
	with attending school and obtaining credits needed to graduate high school. **Scope:** LEA-wide	tools for students to access classes and support help EL, LI, and FY students to attend school and graduate high school. These courses occur in evening or over the weekends. Many of the courses utilize an online platform to support teachers with supplemental lesson planning and students to complete credits. EL, LI, and FY student data is tracked and utilized become eligible for credit recovery support with alternative education. Students become eligible when they start showing signs of failing grades and the inability to complete courses needed to graduate. The EL, LI, and FY students are provided the opportunity to enroll in the additional credit recovery classes or into alternative schools with the support of their counselor and teachers. To strengthen this approach, FUSD is rebranding alternative education in the system in order to serve students and families by getting them the best supports and helping student placement in the most successful setting for their diverse needs. This work includes communications with school counselors, administrators, teachers, students and families about the rebranding process to support the strategy. This action is designed to support the identified student groups, however, this action benefits all so it will be provided on a districtwide basis.	
1.14	**Action:** Maintain Additional Services for Phoenix Community Day School **Need:**	The identified at risk low-income students receive additional academic counseling to address their specific need in each class. Focusing on the needs within the classroom consists of identifying academic supports, but it also includes mentoring and SEL supports that identifies the behavioral	For the identified student group: Lower rates of suspension and expulsion.

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
	According to the data in the metrics section, low-income students have higher rates of suspension and expulsion than the all student group. A local needs assessment, in collaboration with educational partners, indicates that low-income students that are identified as high-risk need targeted academic counseling and intense targeted supports. This need assessment identified at risk low-income students experience crisis and trauma that they lead to behaviors increasing suspension and expulsion rates of the identified group. **Scope:** LEA-wide	needs of students to decrease suspensions and expulsions. Additional staff used for crisis intervention work with students on an 'as needed basis' when there is a precipitating event with one or more students who are exhibiting negative behavior. Additional staff support the LI students experiencing crisis. The staff can support identifying triggers and points a trauma to support minimizing and mitigating negative reactions and behaviors to decrease suspensions and expulsions. This could include meeting with the student(s), teacher, other staff involved, and parents/family. The meeting includes determining future supports that can help the student(s) be successful in class and at school. Counselors and support staff utilize SEL supports and other materials to address LI student needs. This includes 1x1 student meetings, group meetings, and counseling/mentoring services such as checking in on students in class or during breaks. The design of this action addresses the need of LI students, however, because all students can benefit from these services it will be implemented districtwide.	
1.15	**Action:** All teachers are teachers of English learner (EL) students **Need:** English learner (EL) students, including Long Term English Learner students (LTELs)	Teachers on Special Assignment for EL and LTEL students will provide additional supplemental supports to every school for EL students by: • Working directly with teachers and admin on their EL plan (plan on how they will directly support EL students including LTEL and newcomer students	For the identified student groups: increase English Learner Progress Indicator and increase state (SBAC) ELA and Math and local (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
	perform lower than the all student groups on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Long Term English Learner (LTEL) students are performing lower in comparison to English Learner students and the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. Additionally, the district will utilize English Learner Progress Indicator (ELPI) to monitor EL and LTEL progress. A local needs assessment indicates that EL and LTEL students need intervention and that teachers need professional learning to support lesson planning and incorporating interventions for EL and LTEL students. EL intervention needs include monitoring and feedback practices, tutoring, language comprehension in the context of Math, parent involvement in academics and progress monitoring, home language support for families LTEL intervention needs include tutoring support, small group or 1x1 instruction support, Language comprehension in the context of Math, parent involvement in academics and progress monitoring, data and progress chats related to ELPAC, individualized student planning, extended summer programs to support academic progress in ELA and Math. EL Teachers indicated that 26% of their EL, including LTEL students need intervention on	• Work directly with teachers, students and families to discuss and understand the standards needed to meet ELPI targets. • Provide professional learning on how to leverage key ELD standards and activities to support the standards, such as but not limited to visual aids, listening strategies, speaking support, and writing scaffolds to support literacy and math. TSA LTEL support: • Develop and implement individualized plans for LTEL students to support teachers, classroom instruction, and site planning for LTEL students to meet ELPI targets • To strengthen the approach the TSA will increase monitoring practices to track and monitor interventions and support. This includes, but is not limited to aligning data, support analysis, and provided best practices for implementation based on the findings • Work with site reps to identify LTEL students who need integrated or after school tutoring The TSA support professional learning provided by the Department of Multi Lingual and Multi Cultural Services. This is provided to teachers and English Learner site representatives, the PL includes: • Staff attend multiple professional learning sessions (roughly 1-2 per quarter) to learn more about how to support EL students including LTEL and newcomer 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
	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	• Meet regularly (schedule based on specific site needs) with their site leadership team to discuss EL plan, EL data, EL monitoring, EL progress, EL lesson design, EL parent support, and other items related to EL services at the site to incorporate best practices learned from PL at each school site • Work with school counselors (as needed) to ensure EL students, including LTEL and newcomer students are getting the classes they need to be successful. This is based on the individual need of each student. Specific focus on LTEL students. • To strengthen this approach, we will cross referencing student literacy performance data with math data and completing quarterly work with Instructional Services math team to incorporate EL strategies into their math PL and EL Rep for LTEL Students: • Works with teachers in Professional Learning Communities (PLC) and the Instructional Leadership Team (ILT) roughly once a month to incorporate LTEL data into the progress monitoring conversation, lesson design, family/parent outreach and other strategies to support the needs LTEL students The district contracts with tutors to work with EL students, including LTEL and newcomer students. 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	

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
		school's day, times vary by school site to support the content specific needs of newcomer English Learner students. Tutors collaborate and work alongside teachers to integrate ELD standards, researched based pedagogy, and other intervention supports to meet the literacy and math needs of EL students. Site licensing - Summit K12 is a computer adaptive supplemental English language development curriculum and ELPAC test readiness program which is aligned to ELPAC. Students complete three (3) benchmark assessments throughout the year on the computer program. After the completion of each benchmark assessment, a Personalized Learning Plan is generated based off of the benchmark results. The students then work through the program 90 minutes or more per week which consists of reading, writing, listening, and speaking work aligned to ELPAC task types. This is for students to use to increase language acquisition based on ELD standards for LTEL students and EL newcomer students at all grade levels. Students use this software at school to develop and advance their reading, listening, and speaking skills. This action is designed to meet the needs of English learner students and Long-Term English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.18	**Action:**	1. M	For the identified student group:

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
	Expansion of Dual Language Immersion Programs **Need:** English learner students, including Long Term English Learner (LTEL) students perform lower than the all student group on state (SBAC) ELA and Math and local (iReady) ELA and Math assessments. A local needs assessment indicates that EL students, include Long Term English Learner (LTEL) students need dual language immersion (DLI) content and supports to improve academic outcomes. Additionally, teachers need staff support and professional development to create lessons and sufficiently plan for dual language programs that incorporate strategies for EL and LTEL students. Parents have requested to continue and expand dual immersion programs. **Scope:** LEA-wide	aintain 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 • 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	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
		• Provide differentiated coaching support to DLI /Heritage (Hmong Studies) teachers on language and literacy development strategies and tasks, student goal setting, and data analysis and through co-planning, co-teaching/modeling, and reflection • Hold regular DLI classroom walks and chats with site leaders to align program across sites, calibrate, provide feedback on instruction, program implementation, expansion, to address needs, concerns, and provide site specific support • Collaborate with cross-district Hmong DLI educators and language to develop a culturally relevant middle school curriculum guide and a common PK-12 Hmong language and literacy assessment 2. Provide supplemental instructional and assessment materials as well as supplemental resources and develop cross-cultural opportunities to actualize all three goals of dual language immersion education. • Provide DLI teachers with culturally responsive texts, lessons, and instructional strategies • Support DLI sites with school-wide cross-cultural experiences • Collaborate with other departments to support the district's goals around cultural proficiency • Expand and enhance Dual Language Immersion Programs	

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
		• Add respective grade levels to current DLI programs at Balderas, Birney, Herrera, Hidalgo, and Winchell as students move up the grade levels • To strengthen the approach, Improve DLI PK-12 Articulation Plan and expand DLI pathways from elementary through high school in additional regions (Wawona in Bullard region and Sequoia in Roosevelt region) Fresno Unified School District expects that the design and implementation methods of this action will continue to demonstrate positive outcomes for English learner students, including LTEL students, however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.23	**Action:** High Quality School Site Health Services **Need:** Based on district metrics outlined in the LCAP, low-income students have a higher rate of chronic absenteeism compared to the all student population. A local needs assessment, in collaboration with educational partners, indicated the need 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.	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. The additional nurses and the family wellness hubs not only support low-income students with their health, but they also support families of students. This includes but is not limited to connected them with the resources they need to maintain their health.	For the identified student group: Lower rates of chronic absenteeism.

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
	Staff feedback on the LCAP survey has shown a desire that Fresno Unified schools be safe places where students and staff feel safe. **Scope:** LEA-wide	Professional learning is established and provided by the district to onboard nurses and provided the supports that staff need to be successful at their jobs in order to support LI students. New staff spend time at an existing school site with a nurse practicing real time student procedures before going to their own site. All nursing staff have the opportunity to observe and learn from each other. To strengthen this support our low-income student population, we plan to add 9 more school nurses in the 2024-25 school year. With additional health staff on sites to support student health and wellness, increased professional learning and onboarding for nurses, and access for low-income students to school-based health clinics, we anticipate further decreases in chronic absenteeism. Fresno Unified expects that all students will benefit from this action so it's being provided district wide.	
1.24	**Action:** Upgrading Access to Technology **Need:** Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math as seen on the SBAC and iReady. In addition, experience has shown that low-income students, students in foster care, and English learners are more likely to lack access to technology at home and at school. To provide higher quality teaching and decrease digital divide teachers need updated	The identified students groups need high-quality, modern learning experiences that can personalize and accelerate learning. District research shows such learning experiences improve students' language arts and math performance while also better preparing graduate-ready students. Such modern learning experiences are critical for the growth of foster youth, English learners, low-income, and students requiring supportive services. This action supports the ongoing laptop refresh program for teachers and the district's ongoing network refresh for schools and classrooms. These technology investments enable modern teaching practices and personalized, adaptive learning that accelerate these students'	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
	technology to support student learning for low-income, foster youth, and English learner students. **Scope:** LEA-wide	growth and graduate-readiness. While this goal will impact all students, it will specifically support the technology needs of low-income, foster youth, and English learner students in order to enhance their learning and differentiated needs. Fresno Unified School District will ensure low-income students, foster youth, and English learners have access to teaching and learning in the digital age. By providing a connected device to teachers' classroom environments will be enhanced for the low income, foster youth, and English learner students, along with all students. The identified student groups will have more opportunities to be engaged in learning through technology. This action will be measured with ELA/math iReady and SBAC growth To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their academics at home.	
1.25	**Action:** Student Technology Access and Annual Refresh **Need:** Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math. This student group also lags the district in A-G completion and passing the Advanced Placement (AP) exams. In addition, experience has shown that low-income students are more likely to lack connected devices for remote or off-campus	Student laptops, hotspots, and additional support technicians are available to all students with an unmet need for a learning device. Student laptops are ruggedized, are touchscreen enabled, and have educational software installed prior to distribution. • Hotspots and internet access for all students with an unmet need for connectivity off-campus. Hotspots work in conjunction with our private LTE network to provide students with no-cost home internet. Hotspots with unlimited data	For the identified student groups: Increase SBAC ELA/Math, A-G course completion and percent passing A/P exams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning and homework. This expands the digital divide and increases the homework gap between students having access to connected devices, and students lacking access **Scope:** Schoolwide	plans are also available to students that are outside the range of our private LTE network. • Staff and tools for six Family Learning and Technology Support (FLATS) Centers. FLATS provides technology support, training, and device repairs/replacements to students and parents. Assistance is provided for walk-up visitors, phone support, and email requests. Centers have staff that are fluent in English, Spanish, and Hmong • Software to help ensure student digital and physical safety and security. Devices are content filtered, to ensure safe internet browsing. Indicators of bullying and potential harmful actions are identified, and student supports are provided • Staff and equipment to manage the fleet of student laptops and hotspots. When laptops and hotspots are received, all devices are catalogued, imaged, recorded when checked out to a student, and refreshed based on age. • Software to remotely manage student devices. Ensuring security patches are pushed out to devices, installing new digital curriculum, and remotely locking stolen devices ensures our students have secure devices for digital instruction.	

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
		• Site-based technology support staff. Additional support technicians are being added to provide troubleshooting support to students and staff on campuses. Fresno Unified School District will ensure students who are low-income have access to teaching and learning in the digital age. By providing a connected device to each student for both on-campus and off-campus learning, we create district-level responsibility for student technology to be available wherever and whenever students participate in learning. This action also ensures low-income students and families have the necessary supports for safe and secure connected devices and apps. Connected devices and their support structures are designed to meet the needs most associated with low-income students. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis. Providing secure connected devices will also support low-income students with improved English language arts and math scores and supports low-income students with A-G completion and higher passing rates on AP exams. To strengthen this approach the Fresno Unified is updating guidance that support proper technology use and professionally learning will be provide more supports on best practices for using technology in the classroom and how to support students to use their devices to support their	

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
		academics at home.	
1.26	**Action:** Regional Instructional Managers **Need:** According to metrics, English learner, low-income, and foster youth students scored lower than the all student group in state (SBAC) ELA and Math and local (iReady) ELA and Math. A local needs assessment, in collaboration with educational partner feedback, indicated that the identified student groups need teachers and site leaders who provide structures and instructional systems to meet the academic needs of the student groups. Teachers and site leaders need better coordination of resources and collaboration to support LI, EL, and FY student. **Scope:** Schoolwide	The presence of RIMs at all school sites is crucial for improving ELA and Math CAASPP performance for low-income, English learner, and foster youth students for several reasons: 1. Targeted Support: RIMs can provide targeted support and resources tailored to meet the specific needs of these student populations, such as language support for English learners or additional academic support for low-income and foster youth students. 2. Data Analysis: RIMs can help schools analyze CAASPP data to identify trends, pinpoint areas for improvement, and develop data-informed strategies to enhance student achievement in ELA and Math. 3. Professional Development: By offering individualized coaching and mentorship opportunities to teachers and staff, RIMs can help improve instructional practices, introduce best practices, and support ongoing professional development. 4. Collaboration: RIMs can facilitate collaboration among educators, schools, and the district to share successful strategies, resources, and ideas for 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	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
		youth students to improve their performance on ELA and Math CAASPP assessments. To strengthen this approach RIMs will increase their collaboration with site administration to target the specific areas that are being called out for the identified students groups. RIMs and Admin will review suspension data in depth to understand causes and develop supports, to decrease time the identified student groups spend out of the classroom. Additionally, RIMs will strengthen their collaborative efforts with both sites and the Department of Prevention and Intervention (DPI) to help schools and families focus on social-emotional needs in order to increase academic achievement. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.27	**Action:** Early Interventions **Need:** As outlined in the LCAP metrics section, English learners, foster youth, and low-income 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	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	For the identified student groups: Increase graduation rates and increased state (SBAC) ELA and Math and local (iReady) assessment scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	solely determined by their senior year performance. The identified student groups need appropriate intervention teachers and curriculum before students reach their senior year to significantly enhance the graduation rates of the identified student groups. This starts with interventions for students in elementary and middle school. Students need instruction from teacher that's that allows them to focus and decode text. Additionally, from the needs assessment it was found that students need setting that's provide grade level content with scaffolding and collaboration on their learning gaps. It was found that the identified students and families are not always aware of their needs, so they need support from the school to help them identify what will help them. **Scope:** LEA-wide	ensuring continuous monitoring and evaluation. • Individualized support involves tailoring interventions to address each student's unique requirements, fostering personalized approaches to tackle academic gaps and challenges In elementary schools, the supplemental curriculum focuses on building essential literacy, and numeracy students can establish a robust foundation for academic success and eventual graduation. To strengthen this approach teachers will receive professional development that will support skill development in the classroom. Additionally, teachers will work within their PLCs to discuss student data and create lesson plans with their teaching team in order support students. Intervention teachers and supplemental curriculum will increase graduation rates and state (SBAC) ELA and Math and local (iReady) assessment scores of the identified student groups, however, because we believe this action will benefit all students, this action will be provided on a district-wide basis.	
1.28	**Action:** Supports for Foster Youth / Project Access - Differentiated Assistance **Need:** Foster youth students are graduating at lower rates than the all student group. Additionally,	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	For the identified student group: Higher rates of graduation and 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
	foster youth students are suspended at higher rates than the all student group. A local needs assessment, in collaboration with educational partners, indicated that foster youth do not feel connected to school or, in some cases, anywhere. This lack of connection affects their engagement level which does not support learning or positive behavior. This leads to increased suspensions for foster youth and a decrease in grad rate. Additionally, the needs assessment indicated the FY have trauma, but do not have the coping skills they need to address their trauma. **Scope:** LEA-wide	homes, being separated from their families and additional emotional stressors that foster youth face. Students are identified through the student information system and assigned according to grade level and regional Clinical School Social Worker assignments. Assigned Clinical School Social Workers carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison between various Departments of Social Services agencies and Fresno Unified. The investment of Academic Counselors will continue to provide targeted academic intervention/support, academic workshops, post-secondary plans, transcript analysis and waiver support according to educational laws outlined for students in foster care. These services will provide more intensive and individualized support for students identified as foster youth. This action is designed to meet the needs of low-income; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
1.29	**Action:** Supports for Homeless Youth **Need:** Homeless students in Fresno Unified have lower graduate rates and higher suspension rates compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that	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	For the identified student group: Increased graduation rates and lower suspension 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
	students experiencing homelessness face greater challenges within the educational system that contribute to the disproportionate rate of completing high school graduation compared to all students. They experience lack of stability and connection to the school or home which can cause trauma induced issues for HM students. The needs assessment also found that students are not getting their basic needs met and do not have the coping skills to manage those needs. **Scope:** LEA-wide	workshops, post-secondary plans, transcript analysis and waiver support Specifically designed to provide supplemental supports to students experiencing homelessness. Community Liaisons will ensure students experiencing homelessness are prioritized during enrollment and assist with internal confidential communication at the site to provide supports, knowledge, and awareness for every adult interacting with the students. Students are identified through the student information system and assigned according to grade level to a regional Clinical School Social Worker (CSSW). Assigned Clinical School Social Workers will carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison services between various community partners and Fresno Unified. These services will provide more intensive and individualized support for students and families identified as experiencing homelessness. These services from the CSSWs, coinciding with the work of the counselors and 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.	

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
		Furthermore, provide additional support to students marginalized within the educational system to improve educational outcomes through linkages to resources and social emotional support. To strengthen this approach, our team will continue to work with the community to build relationships and increase the resources that will be offered to the identified student group. We will schedule more events and opportunities for the community to connect with the district, our schools, and our students. We will 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 low-income; 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	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	For the identified student groups: Increase rate graduation rates and rates of graduates who completed a CTE capstone sequence.

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
	classes. The needs assessment also indicated that LI, EL and FY do not have expansive knowledge or understanding of CTE and how it relates to the career or college readiness outside of school. Also, LI, EL and FY students don't always feel engaged in their core classes and would like classes that they can relate to. In addition, feedback from the LCAP survey revealed the desire to have more secondary classes that are focused on trades and job skills. **Scope:** LEA-wide	students on educational work trips to further LI, EL and FY students understanding of how the CTE coursework applies outside of the classroom. Substitute teachers are needed to support this. Substitute teachers are also used if teachers need to attend CTE professional development to continue to provide engaging lessons to LI, EL and FY students. To increase access and opportunity for CTE courses to LI, EL and FY students CTE admin and CTE office staff spend time recruiting LI, EL, and FY students into CTE classes. Office staff are needed to support the increased services that are provided to LI, EL, and FY students who are enrolled in CTE courses. This includes recruitment material, class placement based on the need of the EL, LI, or FY student, collaboration with the school site, and collaboration with families. With the additional teachers, support and use of recruitment supplies and plan CTE events specifically geared toward recruitment of the identified groups to get more students involved in CTE. LI students would not have the opportunity to 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.	

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
		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 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	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, 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 work in the field in different areas such as, but not	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
	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 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	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 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 **Need:**	The Men's and Women's Alliance Program is an elective course offered at all comprehensive middle and high schools and select specialty schools including Cambridge, Duncan, E-Learn,	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
	According to data available in the district's Local Control and Accountability Plan, Fresno Unified's foster youth and low-income students are chronically absent and suspended at a higher rate than the all student group. A local needs assessment, in collaboration with educational partners, indicated that the identified student groups need support with attendance, behavior, and school engagement. It was determined that students need social emotional learning, leadership skills, and opportunities to feel connected to school. Additionally, the needs assessment indicated if students have more academic support and feel more confident in their core classes, they will be less likely to be absent or suspended. **Scope:** LEA-wide	Fulton JE Young, and Phoenix. This action is designed specifically to meet the needs of low-income and foster youth in these ways: • An additional certificated teacher provides social-emotional learning and leadership development instruction focused on leadership skills such as developing personal responsibility, self-management, social skills, organizational skills, learning strategies, and resiliency. • The Alliance program provides academic support to the identified students during after-school tutoring, community mentors, service-learning opportunities and foster youth and low-income student experiences such as college visits and retreats. • To promote school engagement and connectedness, in high school the identified student groups enrolled in Alliance participate in the Alliance Career Readiness Program which provides specialized job readiness training and paid work experience, supporting in school connectedness and help them develop the essential skills needed to access instruction and improve their academic achievement. A strengthened approach will be to increase the focus of student's school connectedness, by incorporating men's and women's alliance students into more leadership and climate and culture opportunities at the school site. This includes volunteering and providing support at school events and activities.	Lower chronic absenteeism and suspension 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
		This action is designed to meet the needs of low-income and foster youth students; however, we believe this action will benefit English learner and all students, therefore this action will be provided on a district-wide basis.	
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.	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
		There is a heavy academic component to this work of counselors and RCAs that helps with grad rate and A-G completion rate. Such as reviewing grade, test score, and other academic data for the LI, FY, and EL students. Classroom observation, teacher meetings, and other student work reviews are completed to support the student groups (LI, EL, FY). They also work on relationship building with this work. LI, EL, and FY students are working with adults who are showing them that they care and helping to build the confidence of LI, EL, and FY students by conducting individual and small group meetings, providing social emotional 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	Student body participation at athletic events for LI students are funded. Transportation is provided to allow the LI students to participate in athletics to	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: In Fresno Unified School District low-income students have lower rates of participation in at least one arts, activities, or athletics event as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicated that identified student groups need financial support to be involved in extra-curricular activities, like athletics. 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	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 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, 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.	Increased rates of participation in at least one arts, activities, or athletics event.
3.02	**Action:** District-Funded Educational Enrichment Trips **Need:** Low-Income, English Learner and Foster Youth students have lower rates of students who have participated in at least one extracurricular arts, activities, or athletics events as compared to the all student group. A local district needs assessment, in collaboration with educational partners, identified that factors limiting participation, which included the costs associated with transportation, entrance fees, and the lack of	The design of this action focuses on the activties element of the metric. The enrichment trip program for elementary students was developed to provide Low-Income, English Learner and Foster Youth students with equal opportunity to experience new and creative learning by eliminating the financial burden to attend and providing the necessary materials for the experience. Enrichment trips are provided for all identified students in elementary school. Sixth grade students will experience 6th grade overnight camp. To further meet the needs of identified students, the Educational Enrichment Trip Guide was	For the identified student groups: Increase participation rates of students attending at least one activity annually as measured by arts, activities, or athletics student engagement metric.

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
	personal effects appropriate for sixth grade camp. **Scope:** LEA-wide	created for teachers to use to choose and provide grade level enrichment trip options that align with classroom content. The number of destinations available to each grade level are at least three and are updated/reviewed each year to ensure destinations are culturally relevant and provide a wide array of experiences appropriate to each grade level. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
3.03	**Action:** District Arts Collaborative Project **Need:** In Fresno Unified School District, English learner, low-income, and foster youth students have lower rates of students who have participated in at least one arts, activities, or athletics events and lower assessment scores in state (SBAC) ELA and local (iReady) ELA assessments as compared to the all student groups. A local needs assessment, in collaboration with Educational Partners, identified that students need a well-developed program with properly trained teachers to increase the engagement opportunities for the identified student groups in the arts. Additionally, students need the opportunity to be creative and expressive while also working on skills such as writing and speaking (literacy skills).	The District REAL Collaborative is for all schools, grades TK-High School. The collaborative occurs throughout the school year at all levels, Elementary and Secondary. This program is designed to meet the needs of the identified student groups by developing their literacy skills and school participation through an engaging arts program02 in the specific ways described below. The thematic topics are taught utilizing texts and poetry that focus on the learning and application of ELA writing and speaking skills that will support the identified students groups with their literacy needs. To be specific, the differentiating focus for the identified groups include: • Including culturally relevant and multilingual arts projects that each unduplicated student can optimally engage in	For the identified student groups: Increase in percent of students who have participated in at least one arts, activities, or athletics events and increase in state (SBAC) ELA and local (iReady) ELA assessments.

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

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

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 20 minutes during the school day 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, 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: Increased in percent of students who have participated in at least one arts, activities, or athletics events.
3.05	**Action:** Student Peer Mentor Program **Need:** According to available data in the district's Local Control and Accountability Plan, Fresno	To meet these needs, FUSD will continue with the Peer Mentoring Program where high school student mentors are matched with middle school student mentees based on needs and commonalities, including being part of the identified student groups (LI, EL, FY). The mentor	For the identified student groups: Increase on state (SBAC) ELA and Math assessments and local

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		studying skills, managing classes, and skills needed beyond high school. All mentors have training by the District's Mentor Office at the start of the school year and another full day of training in December. Training topics include, Communications skills, strategies to connect to the mentee, social-emotional learning tools, and how to identify student needs. Many of the mentors fall into the identified student groups (LI, EL, FY), so they have a personal understanding of the needs of the mentees who are also part of those groups. This is in addition to the training they receive at the school site. To strengthen the professional learning for mentors approach written above, a third day of training will be provided. To strengthen this approach, this action will continue to enhance its partnership with Fresno Unified English Learner Services, we connect EL students and EL newcomer students with well performing EL students. The same criteria above are followed to match students. Student mentor and mentees can connect on similar experiences. Mentors can support students with academics, with an emphasis on the skills needed to support the language acquisition component of an English learner student. Additionally, to strengthen this approach this work will align with the district's literacy initiative toward meeting the needs of our EL, FY, and LI learners. In collaboration with internal and external partners and former foster youth who have graduated from Fresno Unified, we will increase the number of FY	

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
		participating in peer mentoring. In addition to the support and training described above for mentors and mentees, FY will receive additional support that will focus on essential life skills to help them successfully transition into adulthood. Based on the above-mentioned data, EL, FY, and LI students would benefit from a deliberate support group. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	
3.06	**Action:** Social Emotional Supports **Need:** Fresno Unified's foster youth and low-income students have higher chronic absenteeism rates and higher rates of suspension than the all student group A local needs assessment, in collaboration with Educational Partners, indicates that students need increased mental health services and social-emotional supports to positively affect student behavior. Feedback gathered from the LCAP Community Meetings indicated that students, families and staff ranked an increase in mental health support as the second highest priority for district spending.	This action is designed with the following attributes specifically to address the identified needs for foster and low-income students in the areas of attendance and suspension. Focusing on foster and low-income students: • Clinical School Social Workers (CSSW) identify students in need of counseling/mental health services based on referrals from students, parents or staff, suspensions and attendance data, and Signs of Suicide education student follow ups. • Clinical School Social Workers conduct intake and psychosocial assessments, which screen for mental health concerns, substance abuse, trauma, social/personal history, familial abuse/neglect, and suicidal/homicidal ideation. • A strengthened approach includes CSSW working with the Department of Prevention and Intervention and assigned school site leadership to take deeper dive	For the identified student groups: Decrease chronic absenteeism and suspension 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
	Scope: LEA-wide	into the data of the identified students groups to support developing trends, accessing growth, and pinpointing areas of concern to target. • CSSWs work with families to access local crisis agencies and referrals to community and site-based resources. The Department of Prevention and Intervention has suicide prevention training materials that all CSSWs have access to • Sites can request or based on a high need that Clinical School Social Workers provide Suicide Prevention training to both elementary and secondary students and staff every school year. Clinical School Social Workers provide Suicide Prevention training to both elementary and secondary students and staff every school year. • Child Welfare and Attendance Specialists (CWAS) provide district level tier interventions to students and families facing challenges with Truancy and Chronic Absenteeism using the District Attendance Intervention Referrals. These referrals are completed by individual school-sites seeking additional attendance intervention support and frequent student and parent strategies to increase student attendance. CWAS's providing intervention support to students and families that includes one on one student interventions, facilitate attendance student groups, conduct home visits, provide parenting 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
		support groups, and link families to community resources. • CWAS' support their regionally assigned school-sites with direction and guidance related to the implementation of attendance policies and practices. Students identified as Foster and Homeless (low-income) are more likely to experience chronic absenteeism and/or truancy due to adverse childhood experiences. As a result, CWAS utilize district data to identify specific student groups at risk of Chronic Absenteeism and Truancy to provide support services impacting attendance. • A strengthened approach will be to crosswalk this data with CSSW to align and support the work to further identify areas of need for the identified groups and create plans of action. This action is designed to meet the identified needs of low-income and foster youth however, we believe this action could benefit all students, therefore this action will be provided on a district-wide basis. Additionally, we expect the English learners will continue to maintain their improved rates of attendance and suspension.	
3.07	**Action:** School Climate and Culture Expansion **Need:** As outlined in the metric section, Fresno Unified School District's low-income and foster youth students have higher rates of	To address these identified needs of LI and FY the district will engage in work of reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions designed to decrease behaviors that lead to suspensions. To do this,	For the identified student groups: Decrease suspension and chronic absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	suspension and chronic absenteeism than the all student group. A local needs assessment, in collaboration with educational partners, indicates that low-income students and foster youth students are more likely to experience exclusionary discipline practices which can be detrimental to students learning and their perception of school. The needs assessment identified that low-income students and foster-youth experience more trauma and mental health issues that increase negative behaviors and a disconnection from school. **Scope:** Schoolwide	Climate and Culture Specialists will provide implementation support of: Tier I climate and culture practices at sites with high-student foster youth and low-income student populations by providing classroom supports such as positive structures, creating classroom conditions to support learning, responding to student behavior and attendance needs, community building, and social-emotional learning instruction. At Tier 1 Climate and Culture Specialist will be assigned regionally targeting sites with highest suspension rates and chronic absenteeism rates, as well as those with the highest student populations within our identified subgroups. Tier II Intervention Specialists will provide short-term interventions and support that focus on building social-emotional learning skills and will monitor progress by comparing pre- and post-student discipline, behavior, and attendance data. At Tier II a menu of interventions will be utilized to match student needs to appropriate intervention, and the continued development and revision of the systems and structures. At Tier III will allow a greater focus on the identification of students and appropriate interventions to match their intensive needs. Supports include more intense interventions for students who have been suspended one or more times or who are having heightened behavioral issues that are affecting multiple areas for the student.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To support staff with the needs of LI and FY students, the Guidance Learning Advisor provides professional learning, staff consultation, implementation support, collaboration with community organizations, and work with other Tier II/III staff who provide intensive services for the identified students and families. Prioritizing low-income and foster youth and through the ISET process the Behavior Support Advisor will focus on the supervision and development of the 15 Behavior Intervention Specialists, Tier III systems and structures development, and supporting the most intensive student cases. The Behavior Intervention Specialists combined with the Registered Behavior Technicians, will collaborate with site-based staff and parents to implement the identified intervention, and provide coaching and modeling of strategies and techniques based on student needs. Behavior Intervention Specialists and 3 Behavior Support advisors continue working on the continuum of services to 8th grade and meet the growing needs of our middle school low income and foster youth students. To empower LI and FY students in order to address trauma and mental health issues a district-level multi-disciplinary team known as the Interagency Student Empowerment Team (ISET) will continue to provide an additional layer of support for kindergarten-6th grade, and an additional ISET will be developed to support 7th and 8th grade students. Also, the district will continue to fund a contract with a local agency to obtain a team of Registered Behavior Technicians	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to support students with intensive behavior needs for LI and FY students. To better serve foster youth and low-income student populations, a Tier II menu of social-emotional, behavioral, and academic interventions will be developed. Targeted Support Teams will utilize the menu of interventions to match student needs to the appropriate intervention, utilize progress monitoring tools, behavior rating scales, and the social-emotional universal screener to measure effectiveness and student outcomes. The strengthen approach include professional learning with the use of data to target supports toward the identified student groups, the students with the greatest needs. The climate and culture specialists will provide professional learning, coaching and implementation supports to teachers, leaders, Climate and Culture teams, and classified staff throughout the district to reduce negative outcomes for all students, including foster youth and low-income students. The design of this action will meet the needs of the identified student groups, however, because we believe it will meet the needs of all students this action will be districtwide.	
3.08	**Action:** Restorative Practices / Relationship Centered Schools **Need:** As identified in the LCAP metrics section, low-income and foster youth students have higher rates of chronic absenteeism and higher rates	A team of 25 Restorative Practices School Counselors provide services at 37 sites in either full or part-time capacity, focus on supporting low-income and foster students with needs that contribute to absenteeism and suspension. The unique design of their work includes, but isn't limited to the following design:	For the identified student groups: 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
	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:** LEA-wide	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. The team also has one Restorative Practices Teacher on Special Assignment who provides services district-wide in the training and coordination of peer mediation and peer-based restorative justice programs at Bullard Sunnyside, Edison, and Fresno High. Training is provided throughout the school year during the regular school day. The Teacher on Special Assignment also provides staff coaching, implementation support and professional learning on building, affirming, and repairing relationships and restorative and equitable discipline. To strengthen our restorative practices approach, we will be providing 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	

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
		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. Lastly, we plan to pull additional data reports and provide targeted support to identified admin teams at sites with higher rates of suspension. This action is designed to meet the identified needs of low-income and foster youth however, we believe this action could benefit all students, therefore this action will be provided on a district-wide basis. Additionally, expect the English learners will continue to maintain their improved rates of attendance and suspension.	
3.10	**Action:** Campus Climate and Culture Teachers **Need:** As indicated in the LCAP metrics, low-income, English leaner, and foster youth students have lower rates of students who have participated in at least one arts, activities, or athletic events as compared to the all student group. This signals these students have lower school engagement rates as compared to all students. Also, 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.	The climate and culture teachers will focus their efforts on increasing participation and feelings of connectedness for students identified as Low-Income, Foster Youth, and English learners by implementing a range of activities: • Co-facilitate site climate and culture team while strengthening their approach to encourage participation of Low-Income, Foster Youth, and English Learners. • Campus Climate and Culture Teams meet regularly to review student data, plan events, and organize school activities to promote student engagement and address any current areas of need • Design and implement positive reinforcing systems schoolwide to reinforce academic and social emotional success.	For the identified student groups: Increased in percent of students who have participated in at least one arts, activities, or athletics events and higher rates connectedness based on 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
	A needs assessment, in collaboration with educational partners, indicates there is need to provide systems and events designed to increase student engagement and connectedness to school. Additionally, parents and students provided feedback that indicates that they want welcoming campuses that feel positive with various activities to engage students and help students feel connected. **Scope:** Schoolwide	• Progress monitor site campus and culture data (climate and culture survey) with a focus on disaggregating data to create supports specific to English Learners and foster youth, and students identified as ow-income. • Organize highly engaging and interesting school-wide events related to social emotional and academic achievement to encourage students to become more active in extra and co-curricular activities and increase school connectedness. The design and implementation of this action is designed to strengthen our approach to meeting the specific identified needs of of low-income, English learner, and foster youth students, however because all students will benefit from this action it will be offered on a district-wide basis.	
3.11	**Action:** Home School Liaisons **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	To address the engagement needs of EL, LI, and FY students, Parent University creates engagement opportunities for the identified students by engaging their families in different aspects of what each school and the district has to offer. Parent university provides 10 different engaging topics to each school during districtwide engagement hours, and they work with home school liaisons at each school to engage families and students on topics relevant to their sites for EL, LI, and FY students. During these engagement hours families are encouraged to share barriers for them and their students to be engaged in school. These 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	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
	and clear communication from schools and the district. The needs assessment indicated the EL, LI, and FY students who feel more connected are more inclined to be engaged and that if their families feel connected, so do the students. Student and parent feedback indicate that they want more staff who can communicate in the home language of families. **Scope:** Schoolwide	building the closest relationships with students and families at the school sites. LI, EL, and FY students and their families are able to 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.	
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.	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	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
	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	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. To strengthen this approach, school psychologists will work with directly with the schools site leadership team to review and analyze student data in order to provide the best supports to the identified students groups. Data analysis will support them to target the students with the greatest need and it will support the monitoring progress of students growth, so that shifts can be made to better support the services students are receiving. Although the initiative aims to specifically support these student populations, FUSD anticipates that all students will derive benefits from this program. As a result, it is being implemented district-wide to ensure that all students have access to these vital support services.	
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	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.	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
	many other points of stress in their life, so it is really important for LI students need to have the structure to start the day off on time and ready to learn. Transportation staff received feedback from Site Staff and Parents about students missing valuable instruction time and or not having enough time to eat breakfast when buses run late. Additionally, parents shared frustration about buses not running on time. **Scope:** LEA-wide	To best support low-income Secondary students who do not have a bus route to their school will receive a monthly public transit bus pass. Students are required to check in with school leadership on a monthly basis to discuss their attendance and their experience using the bus. At that time students can check out another bus pass for the following month. Taking Educational Partner feedback from school staff and parents, to strengthen this approach the Transportation Department will implement a tracking software on buses. This will allow the department to track buses to create better bus routes with the purpose of getting more students to school on time. Additionally, parents will be able to track school buses. Parents will be able to see when their students arrive to school on time and what time they will be home. This software will allow parents who do not have the means to provide transportation will have a better idea of their child's location when being transported by the school district. The district will utilize this data to improve their routes to support LI students to decrease the time spent on the bus and make bus transportation a more reliable option. 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:**	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	For the identified student groups: Lower rates of suspension, and higher rates of attendance and higher

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
	According to the data in the metrics section, low-income and foster youth students have higher rates of suspension and lower rates of attendance than the all student group. Additionally, the district wants to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with educational partners, indicated that LI and FY students need more positive adult relationships at school. Additionally, students want to feel safer at school. LI and FY students expressed that they have certain emotions and feelings that some adults might view as a behavior problem. When this occurs LI and FY want to feel safe to express their feelings without being punished or looked at negatively. The needs assessment indicates that the trauma that LI and FY students experience cause heightened aggression and reactions to confrontations, including internal and external conflict. **Scope:** Schoolwide	a caring adult while creating a safe school environment. To support low-income and foster youth students who experience trauma and other external factors that lead them to have heightened sense of aggression, reactive behavior, and feelings of lack of safety, Fresno Unified has added additional campus safety assistants (CSA's) to sites. The CSA's act as additional adults who can supervise students with a focus on ensuring a safe environment, but they spend much of their time engaging with LI and FY students and building relationships with them. They leverage these relationships to positively influence student behavior through increased communication built on trust and mutual respect. CSAs are trained in restorative practices (RP), which empower them to support LI and FY students in need and deal with interactions or potential negative behaviors before they heighten. When negative behaviors do occur for LI or FY students the RP training supports the CSAs to navigate the issues. With added training for CSA around conflict resolution, de-escalation, trauma informed practices, campus safety assistants will be more equipped to support our 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	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
		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. This action is designed to meet the needs of the identified student groups, however, because we believe this will support all students this action is districtwide.	
3.16	**Action:** Diversity, Equity, and Inclusion **Need:** According to the metrics section, low-income students have higher rates of chronic absenteeism and suspension than the all student group. Additionally, the district wants to increase the sense of safety (Safety) of students at school. A local needs assessment, in collaboration with Educational Partners, indicated that students are being suspended at high rates for behaviors related to racial or exclusive issues. Additionally, student to student, student to adult, and adult to adult interactions increase LI students' absenteeism due to similar issues that cause LI students to not feel safe and not come to school.	To meet the needs of LI students, to decrease suspensions and chronic absenteeism by increasing the feeling of safety and decreasing the number of negative interactions that occur on campuses or knowing how to better deal with those negative interactions by providing Cultural Proficiency training across the district for staff and working with staff on how to deliver and introduce this information to LI students. The Department of Diversity, Equity, and Inclusion (DEI) will support knowledge of Cultural Proficiency throughout the district by delivering: • Variations of Cultural Proficiency (CP) training for staff and students. All new staff will receive a CP training. There will be optional trainings for staff and students throughout the school year. Components of CP will be integrated into other staff work and training through principal, co-admin, and staff meetings.	For the identified student groups: Lower rates of chronic absenteeism and suspension, and increased 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
	Students and the community have expressed the unique need for increased Diversity, Equity, and Inclusion (DEI) learning and knowledge for staff at the school and district level to help create inclusive and equitable teaching and learning environments for our students and staff. **Scope:** LEA-wide	CP will also be a component of student advisory and class circle lessons for students. • Presentations at School Sites to encourage healthy behavior. Schools have the option to present this information to students or ask the DEI team to support with the presentation process. These are optional presentations that occur throughout the school year. • Response work to address unhealthy behavior at school sites. When issues and concerns arise at schools, the DEI team will support the school site to provide mandatory trainings and additional interventions to support the need of the school for LI students. This action is designed to support low-income students by creating equitable and culturally proficiency environments for students to feel included in a culturally healthy environment. This action will be delivered directly to LI students at the school site and indirectly to staff to support the creation of Culturally Proficiency classrooms and school sites, that encourage low-income students to want to attend school and feel safe at school. This action is designed to support the identified student group; however, we believe this will support all students so this action will be carried out districtwide.	

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
6.01	**Action:** School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students **Need:** With the release of every Dashboard, each school (and the district) reviews dashboard data to identify all performance gaps that exist between the low-income, foster and/or English learner students and all students at the site. Each school site completes a needs assessment, in collaboration with educational partners to determine which unduplicated group's students need instructional interventions, tutoring, social-emotional, supports, mental health services, and other targeted strategies to address the learning outcomes and well-roundedness of student outcomes. Additionally, schools site-based educational partners identified the need for funding to be allocated to schools to enable sites to make decisions based on the unique needs of their unduplicated students, alongside their educational partners. **Scope:** LEA-wide	To meet the needs of EL, LI, and FY students the district offers the school of menu of options to choose supplemental resources that best fit the needs of their EL, LI, and FY students based on the completed needs assessment. Student academic needs are recorded in the Goal 1 of the SPSA. Academic investments can be found in this section of the SPSA. School clearly identify the services and materials that will be provide to students to address the gap that EL, LI, and FY students have on SBAC and iReady ELA and Math. This includes but is not limited to, push-in, pull-out, or afterschool tutoring and other intervention supports that focus on the specific students' groups (LI, FY, EL). Goal 2 of the SPSA focuses on the needs of students for A-G completions and graduation rate. Students receive additional support with credit recovery during class or after school to support their needs. Goal 3 of the SPSA focuses on chronic absenteeism and suspension by providing staffing, mentoring, or materials that specifically support student social-emotional skills and mental health needs. This includes professional development for staff to help teachers and school staff interact with students on various levels to provide them the SEL supports they need in and outside of class. Link to SPSA's https://www.fresnounified.org/departments/state-and-federal-programs/school-plan-for-student-achievement-spsa	During each Annual Update, the district reviews the effectiveness of the use of these funds and ensures adjustments are made, as needed based on the current dashboard and all compliance requirements. For the identified student groups: Increase state (SBAC) ELA and Math, local (iReady) ELA and Math, A-G Completion, and Graduation, and lower rates of absenteeism and suspensions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To strengthen this approach schools that have been identified for low performance of EL, FY, and/or LI students on the CA School Dashboard in red will have student group data recorded in the Needs Assessment. Schools will analyze the data, complete a detailed needs assessment, which includes community input, and create actions that call out the specific supports that will be provided to one or more of the identified groups. Site leaders work with School Site Councils to inform educational partners of goals and targets and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for low-income, foster youth, and English learner students. Again, to strengthen the approach, specific metrics for each group will be called out in the site plans, in order identify the unique needs at each site. Each School Site Plan (School Plan for Student Achievement- SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for low-income, foster youth, and English learner students. This action is designed to meet the needs of low-income, foster youth, and English learner students; however, we believe this action will benefit all students, therefore this action will be provided on a district-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.01	**Action:** Parent Engagement Investments **Need:** EL students perform lower on state (SBAC ELA/Math) and local (iReady ELA/Math) assessments as compared to the all student group. A local needs assessment, in collaboration with educational partners, indicates language is a barrier for EL students and their families. EL students do not feel as connected with school because of their own language barriers and the language barriers of their parents. This language barrier and lack of connection affects EL student's ability to learn causing low 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:** Limited to Unduplicated Student Group(s)	To ensure that language is not a barrier for English learner students and their families, we offer family learning and family leadership opportunities, services, and materials in multiple languages. This allows families to engage more fully and receive the information they need to support their children's education. Lack of childcare can be a significant issue for EL families, many who are also low-income who want to participate in their student's education. Offering free childcare can help families overcome this barrier. Providing families with information about their children's progress and key milestones can encourage them to seek early interventions when needed. Our family engagement program offers 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, 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, while also fostering positive relationships between families and staff from the school site and Parent University.	SBAC ELA/Math, iReady ELA/Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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. 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	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	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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	families to increase school connectedness. The needs assessment indicates that EL students and families who are more informed and connected to the school do better academically, including language acquisition. EL students and their families need to be better informed to support ELPI progress. In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children's school and to better support language acquisition and learning. In addition, feedback from families in the LCAP survey revealed the desire to have good communication with staff and parents to be aware and involved in their child's school and education. **Scope:** Limited to Unduplicated Student Group(s)	education. The increased access to information through translation services will support the increase of school connectedness by highlighting positive and helpful information. The ability to easily connect with their children's teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare and Finalsite, will also ensure families of English learners feel heard, understood. While these investments were specifically designed to support English learners, the district believes that all students and families will benefit from a more intentional and effective communication strategy. 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.	

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

Not Applicable

Additional Concentration Grant Funding

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

School districts such as Fresno Unified that have a high concentration of students who are English learners, foster youth and/or low-income will receive 15% increase in funding from the Local Control Funding Formula concentration grant. For Fresno Unified, this results in an additional $35,365,782.00 million. These additional funds will be used to hire certificated and/or classified staff at school sites that have an enrollment of students who are low-income, English learners, and/or foster youth greater than 55%. For Fresno Unified, this would be every school site except Baird, Bullard Talent, Tatarian, Malloch, and Starr. To determine which positions to add, the district engaged with parents, students, staff, school sites, as well as community-based organizations. The engagement was a two-step process. The first objective was to gather general ideas, thoughts, and themes. The second objective was to do a deeper dive with the same groups and school sites on the feedback provided considering each individual school sites academic performance and student needs. The positions listed are outlined in actions throughout the LCAP (Actions 1.05, 1.07, 1.25, 1.26, 2.04, 3.07, 3.10, 3.11, 3.12, and 3.15).

1. Social Emotional

School Psychologist (Total FTE Added: 27.0)
Elementary: 1 per site
Middle: 1 per site
High: 1 per site

Behavioral Intervention Specialist (Total FTE Added: 1.0)
Specialty Schools: 1

Resource Counseling Assistant (Total FTE Added: 10.0)
High: 1 per site
Specialty Schools: 3

2. Special Education

Regional Instructional Manager (Total FTE Added: 15.0)
Middle: 0.5 per site
High: 1 per site
Specialty Schools: 1

3. Academic Support & School Climate

Instructional Coach (Total FTE Added: 65.0)

Elementary: 1 per site
Specialty Schools: 1

Counselor (Total FTE Added: 15.0)
Middle: 1 per site

Teacher, Campus Climate and Culture (Total FTE Added: 9.6)
Middle: 1 per site

Vice Principal or GLA (Total FTE Added: 11.0)
High: 1 per site
Specialty Schools: 4

4. Attendance Support & Family Engagement

Child Welfare Attendance Officer (Total FTE Added: 47.0)
Elementary: 0.5 to 1 per site
Middle: 1 per site
Specialty Schools: 2

Home School Liaison (Total FTE Added: 77.0)
Elementary: 1 per site
Middle: 1 per site

5. Safety

Campus Safety Assistant (Total FTE Added: 23.0)
Middle: 1 per site
High: 1 per site

Grand Total FTE Added: 300.6 FTE

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	• Elementary = 1:28.5 • Middle = 1:53.1 • High = N/A	• Elementary = 1:26.4 • Middle = 1:29.0 • High = 1:18.7
Staff-to-student ratio of certificated staff providing direct services to students	• Elementary = 1:19.2 • Middle = 1:16.6 • High = N/A	• Elementary = 1:15.9 • Middle = 1:13.7 • High = 1:9.3

Local Control and Accountability Plan (LCAP) Action Tables Template

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	706,326,780	278,102,043	39.373%	0.000%	39.373%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,260,420,815.00	$239,646,525.00	$46,056,804.00	$121,910,009.00	$1,668,034,153.00	$1,029,717,630.00	$638,316,523.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.01	Designated School Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$26,909,160.00	$633,548.00	$27,542,708.00				$27,542,708.00	
1	1.02	Additional Teacher Supply Funds	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$2,048,497.00	$2,048,497.00				$2,048,497.00	
1	1.03	Middle & High School Redesign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,515,046.00	$101,452.00	$20,616,498.00				$20,616,498.00	
1	1.04	Eliminate Elementary Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,707,221.00	$0.00	$11,707,221.00				$11,707,221.00	
1	1.05	Instructional Supports and Instructional Coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an	Ongoing	$33,279,058.00	$0.00	$19,182,248.00			$14,096,810.00	$33,279,058.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
1	1.06	Additional Teachers Above Base Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,369,048.00	$0.00	$29,369,048.00				$29,369,048.00	
1	1.07	Additional School Site Administration above Base	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$10,121,748.00	$373,658.00	$6,627,354.00	$3,868,052.00			$10,495,406.00	
1	1.08	African American Academic Acceleration	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,576,432.00	$2,509,201.00	$6,075,633.00		$10,000.00		$6,085,633.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.09	Early Childhood Education Developmental and Educational Supports	All	No			All Schools	Ongoing	$17,978,160.00	$1,000,000.00	$18,978,160.00				$18,978,160.00	
1	1.10	Additional Supports for Libraries	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1,276,250.00	$1,276,250.00				$1,276,250.00	
1	1.11	BASE: Analysis, Measurement, and Accountability	All	No			All Schools	Ongoing	$4,368,878.00	$1,118,282.00	$4,368,878.00	$100,000.00		$1,018,282.00	$5,487,160.00	
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,425,224.00	$1,462,780.00	$5,888,004.00				$5,888,004.00	
1	1.13	Expand Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,541,656.00	$49,746.00	$2,591,402.00				$2,591,402.00	
1	1.14	Maintain Additional Services for Phoenix Community Day School	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,666,715.00	$74,737.00	$5,741,452.00				$5,741,452.00	
1	1.15	All teachers are teachers of English learner (EL) students	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$15,496,071.00	$5,938,968.00	$15,335,268.00	$466,733.00		$5,633,038.00	$21,435,039.00	
1	1.16	Base: After School Tutoring	All	No			All Schools	Ongoing	$3,491,284.00	$67,623,423.00	$3,491,284.00	$64,036,317.00		$3,587,106.00	$71,114,707.00	
1	1.17	Base: Extended Summer Learning	All	No			All Schools	Ongoing	$28,000,507.00	$14,021,351.00	$3,539,305.00	$38,482,553.00			$42,021,858.00	
1	1.18	Expansion of Dual Language Immersion Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,649,277.00	$303,787.00	$2,953,064.00				$2,953,064.00	
1	1.19	BASE: Instruction	All	No			All Schools	Ongoing	$267,010,517.00	$178,007,013.00	$414,446,742.00	$16,222,572.00	$3,127,497.00	$11,220,719.00	$445,017,530.00	
1	1.20	BASE: Professional Learning	All	No			All Schools	Ongoing	$28,672,424.00	$19,114,950.00	$16,656,549.00	$185,000.00	$2,405,751.00	$28,540,074.00	$47,787,374.00	
1	1.21	BASE: Technology Access and Support	All	No			All Schools	Ongoing	$14,049,291.00	$9,366,194.00	$20,686,356.00		$2,729,129.00		$23,415,485.00	
1	1.22	BASE: Early Learning	All	No			All Schools	Ongoing	$0.00	$1,435,304.00			$1,435,304.00		$1,435,304.00	
1	1.23	High Quality School Site Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$16,789,984.00	$956,808.00	$11,872,467.00		$5,874,325.00		$17,746,792.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.24	Upgrading Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$3,175,111.00	$3,175,111.00				$3,175,111.00	
1	1.25	Student Technology Access and Annual Refresh	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$4,282,806.00	$12,313,845.00	$16,596,651.00				$16,596,651.00	
1	1.26	Regional Instructional Managers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students	Ongoing	$2,918,313.00	$0.00	$2,918,313.00				$2,918,313.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							who are low-income, English learners, and/or foster youth less than 55%.									
1	1.27	Early Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,041,900.00	$0.00	$4,041,900.00				$4,041,900.00	
1	1.28	Supports for Foster Youth / Project Access - Differentiated Assistance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$2,146,631.00	$79,472.00	$46,000.00			$2,180,103.00	$2,226,103.00	
1	1.29	Supports for Homeless Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$2,323,622.00	$135,019.00	$2,350,922.00			$107,719.00	$2,458,641.00	
1	1.30	BASE: Special Education	All	No			All Schools	Ongoing	$138,687,454.00	$92,458,304.00	$127,527,279.00	$74,847,038.00	$8,780,247.00	$19,991,194.00	$231,145,758.00	
2	2.01	Linked Learning, ROP, and CTE Pathway Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,889,374.00	$11,926,249.00	$13,092,962.00	$14,458,508.00	$803,000.00	$1,461,153.00	$29,815,623.00	
2	2.02	CTE STEM PK-6 Kids Invent!	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,372,047.00	$1,372,047.00				$1,372,047.00	
2	2.03	Men's and Women's Alliance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$1,317,336.00	$452,457.00	$1,314,866.00			$454,927.00	$1,769,793.00	
2	2.04	School Counselors & Resource Counseling Assistants	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified secondary schools except Baird, and Bullard Talent, which are schools that have an	Ongoing	$11,914,804.00	$7,943,202.00	$19,608,006.00	$250,000.00			$19,858,006.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
3	3.01	Increase School Allocations for Athletics	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$9,592,715.00	$6,395,143.00	$15,778,522.00		$209,336.00		$15,987,858.00	
3	3.02	District-Funded Educational Enrichment Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,114,152.00	$3,420,313.00	$4,534,465.00				$4,534,465.00	
3	3.03	District Arts Collaborative Project	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$32,759.00	$33,630.00	$66,389.00				$66,389.00	
3	3.04	Increased Funding for Music	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$15,386,849.00	$10,257,899.00	$12,753,843.00	$12,890,905.00			$25,644,748.00	
3	3.05	Student Peer Mentor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$395,732.00	$285,258.00	$680,990.00				$680,990.00	
3	3.06	Social Emotional Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$699,222.00	$202,541.00	$901,763.00				$901,763.00	
3	3.07	School Climate and Culture Expansion	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have	Ongoing	$7,942,421.00	$522,221.00	$8,464,642.00				$8,464,642.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.									
3	**3.08**	Restorative Practices / Relationship Centered Schools	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$3,710,452.00	$84,416.00	$360,223.00			$3,434,645.00	$3,794,868.00	
3	**3.09**	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	All	No			All Schools	Ongoing	$11,052,693.00	$7,368,462.00	$6,252,041.00	$629,665.00	$64,957.00	$11,474,492.00	$18,421,155.00	
3	**3.10**	Campus Climate and Culture Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified middle schools except Baird, and Bullard Talent, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$1,340,985.00	$0.00	$1,340,985.00				$1,340,985.00	
3	**3.11**	Home School Liaisons	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: All	Ongoing	$5,914,761.00	$0.00	$5,914,761.00				$5,914,761.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.										
3	**3.12**	Mental Health Supports	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster	Ongoing	$11,279,752.00	$7,784.00	$8,820,437.00			$2,467,099.00	$11,287,536.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							youth less than 55%.									
3	3.13	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$334,889.00	$2,173,550.00	$808,439.00			$1,700,000.00	$2,508,439.00	
3	3.14	Decrease Suspension Rate to Increase Attendance and Academic Success	All	No			All Schools	Ongoing								
3	3.15	Campus Safety Assistants	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	Ongoing	$7,570,024.00	$0.00	$7,570,024.00				$7,570,024.00	
3	3.16	Diversity, Equity, and Inclusion	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,067,510.00	$998,900.00	$3,066,410.00				$3,066,410.00	
4	4.01	BASE: Recruitment, Selection, and Retention of Human Capital	All	No			All Schools	Ongoing	$12,681,265.00	$1,157,165.00	$13,305,587.00	$50,000.00		$482,843.00	$13,838,430.00	
5	5.01	Parent Engagement Investments	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$2,990,763.00	$1,297,915.00	$2,034,550.00			$2,254,128.00	$4,288,678.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
5	**5.02**	Expanded Student, Parent and Community Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,116,426.00	$664,703.00	$1,781,129.00				$1,781,129.00	
6	**6.01**	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,487,866.00	$12,577,770.00	$22,335,835.00			$2,729,801.00	$25,065,636.00	
6	**6.02**	BASE: Central Office Administration	All	No			All Schools	Ongoing	$5,132,679.00	$3,421,786.00	$7,146,211.00	$1,318,254.00	$90,000.00		$8,554,465.00	
6	**6.03**	BASE: Business and Financial Services	All	No			All Schools	Ongoing	$11,867,242.00	$7,911,494.00		$575,891.00	$17,900,000.00	$1,302,845.00	$19,778,736.00	
6	**6.04**	BASE: Operational Services	All	No			All Schools	Ongoing	$122,432,341.00	$81,621,561.00	$201,476,644.00		$2,577,258.00		$204,053,902.00	
6	**6.05**	BASE: Other Expenses	All	No			All Schools	Ongoing	$27,764,095.00	$0.00	$27,764,095.00				$27,764,095.00	
6	**6.06**	One-time Recovery Resources	All	No			All Schools	Ongoing	$13,589,203.00	$50,635,182.00	$64,224,385.00				$64,224,385.00	
6	**6.07**	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the CA Dashboard.	All, African American, Asian, English learner, Foster youth, Hispanic, Homeless, Mixed-race, Socio-economically disadvantages, Students with Disabilities, White	No			Specific Schools: Addams, Ahwahnee, Anthony, Ayer, Aynesworth, Baird, Bakman, Balderas, Birney, Bullard, Bullard Talent, Burroughs, Calwa, Cambridge, Centennial, Columbia,	Ongoing	$3,751,079.00	$4,021,952.00				$7,773,031.00	$7,773,031.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Computech, Cooper, Del Mar, Dewolf, Duncan, Easterby, Eaton, Edison, Ericson, Figarden, Fort Miller, Fremont, Fresno High, Gaston, Gibson, Greenburg, Hamilton, Heaton, Hidalgo, Hoover, Holland, Homan, JE Young, Jefferson, King, Kings Canyon, Kratt, Lane, Leavenworth, Lincoln, Lowell, Malloch, Mayfair, McCardle, McLane, Muir, Norseman, Phoenix Elementary, Phoenix Secondary, Power-Ginsburg, Pyle, Roeding, Roosevelt, Rowell,								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Scandinavian, Sequoia, Slater, Sunnyside, Tatarian, Tehipite, Tenaya, Terronez, Thomas, Tioga, Turner, Vang Pao, Viking, Vinland, Wawona, Webster, Williams, Wilson, Wishon, Wolters, Yokomi, and Yosemite. For more information, see the appendix. TK-12										
7	**7.01**	Addams Elementary-SBAC ELA	English learners	No			Specific Schools: Addams Elementary TK-6	Ongoing	$133,388.00	$140,246.00		$273,634.00			$273,634.00	
7	**7.02**	Fort Miller - SBAC ELA	ALL Students, English learners, Low-income, African American, Asian, Hispanic	No			Specific Schools: Fort Miller 7-8	Ongoing	$62,110.00	$90,448.00		$152,558.00			$152,558.00	
7	**7.03**	Fresno High - SBAC ELA	English learner, Students with Disabilities, White	No			Specific Schools: Fresno High	Ongoing	$444,587.00	$476,873.00		$921,460.00			$921,460.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
7	7.04	Lawless - SBAC ELA	All Students, African American, English learner, Hispanic, Low-income	No			Specific Schools: Lawless TK-6	Ongoing	$185,243.00	$80,000.00		$265,243.00			$265,243.00	
7	7.05	Lowell - SBAC ELA	All students, English learner, Low-income, Hispanic	No			Specific Schools: Lowell TK-6	Ongoing	$40,795.00	$39,430.00		$80,225.00			$80,225.00	
7	7.06	Muir - SBAC ELA	Students with Disabilities	No			Specific Schools: Muir TK-6	Ongoing	$0.00	$65,175.00		$65,175.00			$65,175.00	
7	7.07	Turner - SBAC ELA	All students, English learner, Low-income, Hispanic	No			Specific Schools: Turner TK-6	Ongoing	$149,466.00	$219,667.00		$369,133.00			$369,133.00	
7	7.08	Wolters - SBAC ELA	Students with Disabilities	No			Specific Schools: Wolters TK-6	Ongoing	$35,000.00	$93,000.00		$128,000.00			$128,000.00	
8	8.01	Addams - SBAC Math	English learners, Students with Disabilities	No			Specific Schools: Addams	Ongoing	$0.00	$113,247.00		$113,247.00			$113,247.00	
8	8.02	Fort Miller - SBAC Math	All students, Low-income Students with Disabilities, African American, Asian, Hispanic	No			Specific Schools: Fort Miller	Ongoing	$0.00	$90,448.00		$90,448.00			$90,448.00	
8	8.03	Fresno High - SBAC Math	English learners, Students with	No			Specific Schools:	Ongoing	$355,577.00	$476,874.00		$832,451.00			$832,451.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				Fresno High									
8	**8.04**	Lowell - SBAC Math	English learner	No			Specific Schools: Lowell	Ongoing	$40,795.00	$39,430.00		$80,225.00			$80,225.00	
8	**8.05**	Muir - SBAC Math	Students with Disabilities	No			Specific Schools: Muir	Ongoing	$0.00	$85,176.00		$85,176.00			$85,176.00	
8	**8.06**	Turner - SBAC Math	English learner	No			Specific Schools: Turner	Ongoing	$0.00	$181,667.00		$181,667.00			$181,667.00	
9	**9.01**	Cambridge - ELPI	English learner	No			Specific Schools: Cambridge	Ongoing	$65,000.00	$170,000.00		$235,000.00			$235,000.00	
9	**9.02**	Turner - ELPI	English learner	No			Specific Schools: Turner	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	
10	**10.01**	Lawless - Chronic Absenteeism	African American, English learner, Mixed Race, Students with Disabilities, White	No			Specific Schools: Lawless	Ongoing	$148,429.00	$65,267.00		$213,696.00			$213,696.00	
10	**10.02**	Muir - Chronic Absenteeism	English learner	No			Specific Schools: Muir	Ongoing	$0.00	$119,949.00		$119,949.00			$119,949.00	
10	**10.03**	Phoenix Secondary - Chronic Absenteeism	All students, Low-income, Hispanic	No			Specific Schools: Phoenix Secondary	Ongoing	$97,634.00	$34,359.00		$131,993.00			$131,993.00	
11	**11.01**	Cambridge - Graduation Rate/Career and College Readiness	All students, English learners, Low-income, Hispanic, Students with Disabilities	No			Specific Schools: Cambridge	Ongoing	$193,930.00	$430,000.00		$623,930.00			$623,930.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
11	**11.02**	Dewolf - Graduation Rate/Career and College Readiness	All students, Low-income, Hispanic	No			Specific Schools: Dewolf	Ongoing	$0.00	$302,099.00		$302,099.00			$302,099.00	
11	**11.03**	Fresno High - Graduation Rate/Career and College Readiness	Students with Disabilities	No			Specific Schools: Fresno High	Ongoing	$77,022.00	$62,500.00		$139,522.00			$139,522.00	
11	**11.04**	J E Young Academic Center - Graduation Rate/Career and College Readiness	All students, Low-income, English learners, Students with Disabilities, Hispanic	No			Specific Schools: J E Young Academic Center	Ongoing	$801,267.00	$1,645,000.00		$2,446,267.00			$2,446,267.00	
12	**12.01**	Addams - Suspension	All students, Homeless, Low-income, Students with Disabilities, African American, Hispanic	No			Specific Schools: Addams	Ongoing	$498,112.00	$105,513.00		$603,625.00			$603,625.00	
12	**12.02**	Fort Miller - Suspension	All students, Low-income, Students with Disabilities, African American, Asian, Hispanic	No			Specific Schools: Fort Miller	Ongoing	$517,095.00	$56,725.00		$573,820.00			$573,820.00	
12	**12.03**	Fresno High - Suspension	All students, English learners, Low-income, Students with Disabilities, African American, Hispanic, Mixed Race	No			Specific Schools: Fresno High	Ongoing	$433,264.00	$153,253.00		$586,517.00			$586,517.00	
12	**12.04**	Fulton - Suspension	All	No			Specific Schools:	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Fulton									
12	**12.05**	Lawless - Suspension	All students, African American, Hispanic, Low-income, Students with Disabilities	No			Specific Schools: Lawless	Ongoing	$292,133.00	$25,754.00		$317,887.00			$317,887.00	
12	**12.06**	Lowell - Suspension	African American	No			Specific Schools: Lowell	Ongoing	$169,217.00	$95,588.00		$264,805.00			$264,805.00	
12	**12.07**	Muir - Suspension	All students, Low-income, African American, Hispanic, White	No			Specific Schools: Muir	Ongoing	$171,551.00	$188,663.00		$360,214.00			$360,214.00	
12	**12.08**	Phoenix Elem Comm Day - Suspension	All students, Low-income, Hispanic	No			Specific Schools: Phoenix Elem Comm Day	Ongoing	$16,000.00	$58,735.00		$74,735.00			$74,735.00	
12	**12.09**	Phoenix Secondary - Suspension	All students, Low-income, Students with Disabilities, Hispanic	No			Specific Schools: Phoenix Secondary	Ongoing	$15,504.00	$34,605.00		$50,109.00			$50,109.00	
12	**12.10**	Turner - Suspension	All students, English learners, Low-income, Students with Disabilities, African American, Hispanic	No			Specific Schools: Turner	Ongoing	$89,064.00	$23,542.00		$112,606.00			$112,606.00	
12	**12.11**	Wolters - Suspension	All students, Low-income, Students with Disabilities, African American, Asian, Hispanic	No			Specific Schools: Wolters	Ongoing	$232,631.00	$171,990.00		$404,621.00			$404,621.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
706,326,780	278,102,043	39.373%	0.000%	39.373%	$330,557,299.00	0.000%	46.799 %	**Total:**	$330,557,299.00
								LEA-wide Total:	$229,698,199.00
								Limited Total:	$3,815,679.00
								Schoolwide Total:	$97,043,421.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	**1.01**	Designated School Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,542,708.00	
1	**1.02**	Additional Teacher Supply Funds	Yes	LEA-wide	Low Income	All Schools	$2,048,497.00	
1	**1.03**	Middle & High School Redesign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,616,498.00	
1	**1.04**	Eliminate Elementary Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,707,221.00	
1	**1.05**	Instructional Supports and Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian,	$19,182,248.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.		
1	1.06	Additional Teachers Above Base Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,369,048.00	
1	1.07	Additional School Site Administration above Base	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$6,627,354.00	
1	1.08	African American Academic Acceleration	Yes	LEA-wide	Low Income	All Schools	$6,075,633.00	
1	1.10	Additional Supports for Libraries	Yes	LEA-wide	English Learners	All Schools	$1,276,250.00	
1	1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,888,004.00	
1	1.13	Expand Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,591,402.00	
1	1.14	Maintain Additional Services for Phoenix Community Day School	Yes	LEA-wide	Low Income	All Schools	$5,741,452.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.15	All teachers are teachers of English learner (EL) students	Yes	LEA-wide	English Learners	All Schools	$15,335,268.00	
1	1.18	Expansion of Dual Language Immersion Programs	Yes	LEA-wide	English Learners	All Schools	$2,953,064.00	
1	1.23	High Quality School Site Health Services	Yes	LEA-wide	Low Income	All Schools	$11,872,467.00	
1	1.24	Upgrading Access to Technology	Yes	LEA-wide	Low Income	All Schools	$3,175,111.00	
1	1.25	Student Technology Access and Annual Refresh	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$16,596,651.00	
1	1.26	Regional Instructional Managers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$2,918,313.00	
1	1.27	Early Interventions	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,041,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.28	Supports for Foster Youth / Project Access - Differentiated Assistance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$46,000.00	
1	1.29	Supports for Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	$2,350,922.00	
2	2.01	Linked Learning, ROP, and CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,092,962.00	
2	2.02	CTE STEM PK-6 Kids Invent!	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,372,047.00	
2	2.03	Men's and Women's Alliance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,314,866.00	
2	2.04	School Counselors & Resource Counseling Assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified secondary schools except Baird, and Bullard Talent, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$19,608,006.00	
3	3.01	Increase School Allocations for Athletics	Yes	LEA-wide	Low Income	All Schools	$15,778,522.00	
3	3.02	District-Funded Educational Enrichment Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,534,465.00	
3	3.03	District Arts Collaborative Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,389.00	
3	3.04	Increased Funding for Music	Yes	LEA-wide	Foster Youth Low Income	All Schools	$12,753,843.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.05	Student Peer Mentor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$680,990.00	
3	3.06	Social Emotional Supports	Yes	LEA-wide	Low Income	All Schools	$901,763.00	
3	3.07	School Climate and Culture Expansion	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$8,464,642.00	
3	3.08	Restorative Practices / Relationship Centered Schools	Yes	LEA-wide	Foster Youth Low Income	All Schools	$360,223.00	
3	3.10	Campus Climate and Culture Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified middle schools except Baird, and Bullard Talent, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$1,340,985.00	
3	3.11	Home School Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian,	$5,914,761.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.		
3	3.12	Mental Health Supports	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$8,820,437.00	
3	3.13	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$808,439.00	
3	3.15	Campus Safety Assistants	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: All Fresno Unified schools except Baird, Bullard Talent, Tatarian, Malloch, and Starr, which are schools that have an enrollment of students who are low-income, English learners, and/or foster youth less than 55%.	$7,570,024.00	
3	3.16	Diversity, Equity, and Inclusion	Yes	LEA-wide	Low Income	All Schools	$3,066,410.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.01	Parent Engagement Investments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,034,550.00	
5	5.02	Expanded Student, Parent and Community Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,781,129.00	
6	6.01	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,335,835.00	

Local Control and Accountability Plan (LCAP) Action Tables Template

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,830,119,404.00	$1,770,242,694.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Designated School Investment (Old Action # 1)	Yes	24,953,251	$25,445,802
1	**1.2**	Additional Teacher Supply Funds (Old Action # 2)	Yes	1,362,282	$1,370,106
1	**1.3**	Middle & High School Redesign	Yes	11,472,976	$11,378,938
1	**1.4**	Eliminate Elementary Combination Classes	Yes	5,475,353	$12,587,903
1	**1.5**	National Board Certification	Yes	77,638	$71,619
1	**1.6**	Instructional Supports and Instructional Coaches	Yes	26,743,256	$27,597,054
1	**1.7**	Additional Teachers Above Base Staffing	Yes	13,902,384	$14,733,409
1	**1.8**	Additional School Site Administration Above Base	Yes	5,816,600	$6,820,784
1	**1.9**	African American Academic Acceleration	Yes	5,991,247	$5,579,554

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Early Childhood Education Developmental and Educational Supports	Yes	22,599,538	$21,855,583
1	1.11	Additional Supports for Libraries	Yes	1,430,884	$1,303,956
1	1.12	Equity & Access	Yes	3,078,110	$3,382,497
1	1.13	GATE (Gifted and Talented Education)/AP (Advanced Placement/IB (International Baccalaureate	Yes	5,810,686	$5,860,727
1	1.14	Expand Alternative Education	Yes	2,255,424	$2,453,906
1	1.15	Maintain Additional Services for Phoenix Community Day School	Yes	5,301,221	$5,497,116
1	1.16	After School Tutoring	No	108,825,914	$66,468,024
1	1.17	Extended Summer Learning	Yes	36,183,698	$34,882,011
1	1.18	All teachers are teachers of English learner (EL) students	Yes	19,453,991	$19,680,881
1	1.19	Expansion of Dual Language Immersion Programs	Yes	2,503,782	$2,398,437
1	1.20	BASE: Instruction	No	436,185,216	$424,921,513
1	1.21	BASE: Professional Learning	No	54,414,601	$44,564,929
1	1.22	BASE: Technology Access and Support	No	22,836,791	$21,242,656

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	BASE: Early Learning	No	1,523,429	$579,854
1	1.24	BASE: Equity and Access	No	2,980,112	$3,237,811
1	1.25	High Quality School Site Health Services	Yes	17,013,220	$16,478,887
1	1.26	Upgrading Access to Technology	Yes	2,525,111	$2,654,424
1	1.27	Student Technology Access and Annual Refresh	Yes	28,419,806	$14,687,202
1	1.28	Instructional Lead Teachers	Yes	321,906	$338,040
1	1.29	Regional Instructional Managers	Yes	2,707,080	$2,554,085
1	1.30	Early Interventions	Yes	5,159,741	$4,746,991
2	2.1	Linked Learning, ROP, and CTE Pathway Development	Yes	27,690,463	$26,402,066
2	2.2	CTE STEM PK-6 Kids Invent!	Yes	1,440,647	$1,453,570
2	2.3	Men's and Women's Alliance	Yes	1,765,459	$1,747,306
2	2.4	School Counselors & Resource Counseling Assistants	Yes	19,643,920	$17,764,274
3	3.1	Increase School Allocations for Athletics	Yes	15,667,547	$17,187,181

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	District-Funded Educational Enrichment Trips	Yes	5,181,692	$4,829,357
3	3.3	District Arts Collaborative Project	Yes	104,916	$95,872
3	3.4	Increased Funding for Music	Yes	13,692,799	$4,078,248
3	3.5	Student Peer Mentor Program	Yes	830,169	$830,204
3	3.6	Social Emotional Supports	Yes	4,557,929	$4,160,314
3	3.7	School Climate and Culture Expansion	Yes	10,363,931	$11,253,899
3	3.8	Restorative Practices / Relationship Centered Schools	Yes	4,024,912	$4,099,545
3	3.9	BASE: Department of Prevention and Intervention	No	9,252,769	$5,492,716
3	3.10	Campus Climate and Culture Teachers	Yes	1,086,557	$1,186,447
3	3.11	Home School Liaisons	Yes	5,650,582	$5,617,602
3	3.12	Mental Health Supports	Yes	10,551,450	$10,222,081
3	3.13	Expanded Transportation Services	Yes	2,964,386	$2,854,947
4	4.1	BASE: Recruitment, Selection and Retention of Human Capital	No	11,766,463	$11,516,849
5	5.1	Parent Engagement Investments	Yes	4,297,930	$3,933,716

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Expanded Student, Parent and Community Communication	Yes	1,112,964	$1,129,648
6	6.1	Supports for Foster Youth / Project Access	Yes	2,955,627	$2,768,930
7	7.1	Supports for Homeless Youth	Yes	2,233,482	$2,370,048
8	8.1	Decrease Suspension Rate to Increase Attendance and Academic Success	No	0	0
8	8.2	BASE: Special Education	No	191,413,971	$215,442,372
9	9.1	School Site Allocations to be Prioritized by each School's Site Council	Yes	32,275,197	$30,120,333
9	9.2	BASE: Central Office Administration	No	8,157,666	$7,972,888
9	9.3	BASE: Business and Financial Services	No	17,767,919	$18,204,402
9	9.4	BASE: Operational Services	No	203,688,970	$217,737,044
9	9.5	BASE: Other Expenses	No	66,764,507	$57,422,194
9	9.6	One-time Recovery Resources	No	270,616,000	$272,208,502
9	9.7	Campus Safety Assistants	Yes	5,273,332	$4,765,440

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
$282,108,501	$311,225,743.00	$312,188,572.00	($962,829.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Designated School Investment (Old Action # 1)	Yes	24,953,251	$25,445,802		
1	1.2	Additional Teacher Supply Funds (Old Action # 2)	Yes	$1,362,282	$1,370,106		
1	1.3	Middle & High School Redesign	Yes	11,472,976	$11,378,938		
1	1.4	Eliminate Elementary Combination Classes	Yes	$5,475,353	$12,587,903		
1	1.5	National Board Certification	Yes	77,638	$71,619		
1	1.6	Instructional Supports and Instructional Coaches	Yes	10,659,645	$14,582,929		
1	1.7	Additional Teachers Above Base Staffing	Yes	13,902,384	$14,733,409		
1	1.8	Additional School Site Administration Above Base	Yes	5,769,710	$5,835,979		
1	1.9	African American Academic Acceleration	Yes	5,991,247	$5,499,554		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Early Childhood Education Developmental and Educational Supports	Yes	16,366,164	$16,320,697		
1	1.11	Additional Supports for Libraries	Yes	1,430,884	$1,303,956		
1	1.12	Equity & Access	Yes	3,078,110	$3,382,497		
1	1.13	GATE (Gifted and Talented Education)/AP (Advanced Placement/IB (International Baccalaureate	Yes	5,810,686	$5,860,727		
1	1.14	Expand Alternative Education	Yes	$2,255,424	$2,453,906		
1	1.15	Maintain Additional Services for Phoenix Community Day School	Yes	5,301,221	$5,497,116		
1	1.17	Extended Summer Learning	Yes	4,773,658	$4,397,725		
1	1.18	All teachers are teachers of English learner (EL) students	Yes	14,087,314	$15,126,484		
1	1.19	Expansion of Dual Language Immersion Programs	Yes	2,503,782	$2,398,437		
1	1.25	High Quality School Site Health Services	Yes	15,100,673	$13,235,159		
1	1.26	Upgrading Access to Technology	Yes	2,525,111	$2,654,424		
1	1.27	Student Technology Access and Annual Refresh	Yes	28,419,806	$14,687,202		
1	1.28	Instructional Lead Teachers	Yes	321,906	$338,040		
1	1.29	Regional Instructional Managers	Yes	2,707,080	$2,554,085		
1	1.30	Early Interventions	Yes	5,159,741	$4,747,604		
2	2.1	Linked Learning, ROP, and CTE Pathway Development	Yes	13,799,982	$18,148,009		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	CTE STEM PK-6 Kids Invent!	Yes	1,440,647	$1,453,570		
2	2.3	Men's and Women's Alliance	Yes	1,331,913	$1,338,422		
2	2.4	School Counselors & Resource Counseling Assistants	Yes	16,265,723	$15,967,657		
3	3.1	Increase School Allocations for Athletics	Yes	15,667,547	$17,187,181		
3	3.2	District-Funded Educational Enrichment Trips	Yes	5,181,692	$4,829,357		
3	3.3	District Arts Collaborative Project	Yes	104,916	$95,872		
3	3.4	Increased Funding for Music	Yes	1,949,899	$1,850,586		
3	3.5	Student Peer Mentor Program	Yes	830,169	$830,204		
3	3.6	Social Emotional Supports	Yes	4,557,929	$4,160,314		
3	3.7	School Climate and Culture Expansion	Yes	10,363,931	$11,253,899		
3	3.8	Restorative Practices / Relationship Centered Schools	Yes	652,911	$543,796		
3	3.10	Campus Climate and Culture Teachers	Yes	1,086,557	$1,186,447		
3	3.11	Home School Liaisons	Yes	5,650,582	$5,617,602		
3	3.12	Mental Health Supports	Yes	8,777,416	$8,409,480		
3	3.13	Expanded Transportation Services	Yes	1,264,386	$1,164,855		
5	5.1	Parent Engagement Investments	Yes	2,208,277	$1,989,996		
5	5.2	Expanded Student, Parent and Community Communication	Yes	1,112,964	$1,129,648		
6	6.1	Supports for Foster Youth / Project Access	Yes	126,000	$50,400		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
7	7.1	Supports for Homeless Youth	Yes	2,091,385	$2,221,379		
9	9.1	School Site Allocations to be Prioritized by each School's Site Council	Yes	21,981,539	$21,530,160		
9	9.7	Campus Safety Assistants	Yes	5,273,332	$4,765,440		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$715,884,234.00	$282,108,501	3.61%	43.017%	$312,188,572.00	0.000%	43.609%	$0.00	0.000%

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Addams Elementary	ELA	EL	English Learner	Red	-103.5	-58.5	Pts.
Addams Elementary	Math	EL	English Learner	Red	-102.9	-57.9	Pts.
Addams Elementary	Math	SWD	Students with Disabilities	Red	-178.7	-133.7	Pts.
Addams Elementary	Suspension	ALL	All Students	Red	6.4	0.4	Pct.
Addams Elementary	Suspension	AA	Black/African American	Red	9.3	3.3	Pct.
Addams Elementary	Suspension	HI	Hispanic	Red	6.1	0.1	Pct.
Addams Elementary	Suspension	HOM	Homeless Youth	Red	12.1	6.1	Pct.
Addams Elementary	Suspension	SED	Low-income	Red	6.6	0.6	Pct.
Addams Elementary	Suspension	SWD	Students with Disabilities	Red	12.9	6.9	Pct.
Ahwahnee Middle	Chronic Absenteeism	AA	Black/African American	Red	49.2	40.2	Pct.
Ahwahnee Middle	Chronic Absenteeism	AS	Asian	Red	31.8	22.8	Pct.
Ahwahnee Middle	Chronic Absenteeism	EL	English Learner	Red	36.9	27.9	Pct.
Ahwahnee Middle	ELA	AA	Black/African American	Red	-85.9	-40.9	Pts.
Ahwahnee Middle	ELA	EL	English Learner	Red	-112.9	-67.9	Pts.
Ahwahnee Middle	ELA	HI	Hispanic	Red	-70.1	-25.1	Pts.
Ahwahnee Middle	ELA	SED	Low-income	Red	-72	-27	Pts.
Ahwahnee Middle	ELPI	EL	English Learner	Red	39.2	69.2	Pct.
Ahwahnee Middle	Math	ALL	All Students	Red	-110.4	-65.4	Pts.
Ahwahnee Middle	Math	AA	Black/African American	Red	-143.5	-98.5	Pts.
Ahwahnee Middle	Math	EL	English Learner	Red	-142.1	-97.1	Pts.
Ahwahnee Middle	Math	HI	Hispanic	Red	-116.9	-71.9	Pts.
Ahwahnee Middle	Math	SED	Low-income	Red	-119	-74	Pts.
Ahwahnee Middle	Suspension	ALL	All Students	Red	14.2	8.2	Pct.
Ahwahnee Middle	Suspension	AA	Black/African American	Red	21.9	15.9	Pct.
Ahwahnee Middle	Suspension	EL	English Learner	Red	15.3	9.3	Pct.
Ahwahnee Middle	Suspension	HI	Hispanic	Red	14.6	8.6	Pct.
Ahwahnee Middle	Suspension	SED	Low-income	Red	15	9	Pct.
Ahwahnee Middle	Suspension	SWD	Students with Disabilities	Red	17	11	Pct.
Anthony Elementary	ELA	EL	English Learner	Red	-90.2	-45.2	Pts.
Anthony Elementary	Math	EL	English Learner	Red	-99.7	-54.7	Pts.
Ayer Elementary	Suspension	AA	Black/African American	Red	15.4	9.4	Pct.
Ayer Elementary	Suspension	SED	Low-income	Red	6.2	0.2	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Aynesworth Elementary	ELA	ALL	All Students	Red	-76.1	-31.1	Pts.
Aynesworth Elementary	ELA	EL	English Learner	Red	-92.3	-47.3	Pts.
Aynesworth Elementary	ELA	HI	Hispanic	Red	-82.1	-37.1	Pts.
Aynesworth Elementary	ELA	SED	Low-income	Red	-78.7	-33.7	Pts.
Aynesworth Elementary	Math	EL	English Learner	Red	-103.3	-58.3	Pts.
Baird Middle	Chronic Absenteeism	SWD	Students with Disabilities	Red	20.9	11.9	Pct.
Baird Middle	Suspension	AA	Black/African American	Red	12.5	6.5	Pct.
Baird Middle	Suspension	SED	Low-income	Red	8.1	2.1	Pct.
Bakman Elementary	ELA	EL	English Learner	Red	-71.6	-26.6	Pts.
Bakman Elementary	ELA	SWD	Students with Disabilities	Red	-122	-77	Pts.
Bakman Elementary	Math	SWD	Students with Disabilities	Red	-115.3	-70.3	Pts.
Bakman Elementary	Suspension	AA	Black/African American	Red	8.7	2.7	Pct.
Bakman Elementary	Suspension	AS	Asian	Red	3.6	-2.4	Pct.
Bakman Elementary	Suspension	SWD	Students with Disabilities	Red	8.2	2.2	Pct.
Balderas Elementary	ELA	EL	English Learner	Red	-83.3	-38.3	Pts.
Birney Elementary	Math	SWD	Students with Disabilities	Red	-170.9	-125.9	Pts.
Birney Elementary	Suspension	AA	Black/African American	Red	10.8	4.8	Pct.
Birney Elementary	Suspension	SWD	Students with Disabilities	Red	7.2	1.2	Pct.
Bullard High	College/Career	EL	English Learner	Very Low	9.1	36.1	Pct.
Bullard High	Math	AA	Black/African American	Red	-151.3	-106.3	Pts.
Bullard High	Suspension	ALL	All Students	Red	11.6	5.6	Pct.
Bullard High	Suspension	AA	Black/African American	Red	20.2	14.2	Pct.
Bullard High	Suspension	EL	English Learner	Red	11.3	5.3	Pct.
Bullard High	Suspension	FOS	Foster Youth	Red	43.5	37.5	Pct.
Bullard High	Suspension	HI	Hispanic	Red	13	7	Pct.
Bullard High	Suspension	SED	Low-income	Red	14.9	8.9	Pct.
Bullard High	Suspension	SWD	Students with Disabilities	Red	19.1	13.1	Pct.
Bullard High	Suspension	WH	White	Red	6.7	0.7	Pct.
Bullard Talent K-8	ELA	SWD	Students with Disabilities	Red	-99.2	-54.2	Pts.
Bullard Talent K-8	Suspension	AA	Black/African American	Red	12.5	6.5	Pct.
Burroughs Elementary	ELA	EL	English Learner	Red	-77.9	-32.9	Pts.
Burroughs Elementary	ELA	SWD	Students with Disabilities	Red	-162.8	-117.8	Pts.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Calwa Elementary	ELA	ALL	All Students	Red	-86.9	-41.9	Pts.
Calwa Elementary	ELA	EL	English Learner	Red	-103.1	-58.1	Pts.
Calwa Elementary	ELA	HI	Hispanic	Red	-89.9	-44.9	Pts.
Calwa Elementary	ELA	SED	Low-income	Red	-86.5	-41.5	Pts.
Calwa Elementary	ELA	SWD	Students with Disabilities	Red	-173	-128	Pts.
Calwa Elementary	Suspension	SWD	Students with Disabilities	Red	10.6	4.6	Pct.
Cambridge High	College/Career	ALL	All Students	Very Low	3.3	30.3	Pct.
Cambridge High	College/Career	EL	English Learner	Very Low	1	28	Pct.
Cambridge High	College/Career	HI	Hispanic	Very Low	3.8	30.8	Pct.
Cambridge High	College/Career	SED	Low-income	Very Low	3.3	30.3	Pct.
Cambridge High	College/Career	SWD	Students with Disabilities	Very Low	0	27	Pct.
Cambridge High	ELPI	EL	English Learner	Red	22.6	52.6	Pct.
Cambridge High	Graduation Rate	ALL	All Students	Red	44.9	59.9	Pct.
Cambridge High	Graduation Rate	EL	English Learner	Red	50.9	65.9	Pct.
Cambridge High	Graduation Rate	HI	Hispanic	Red	45	60	Pct.
Cambridge High	Graduation Rate	SED	Low-income	Red	45.2	60.2	Pct.
Centennial Elementary	ELA	EL	English Learner	Red	-70.6	-25.6	Pts.
Centennial Elementary	Suspension	ALL	All Students	Red	5.5	-0.5	Pct.
Centennial Elementary	Suspension	AA	Black/African American	Red	18.4	12.4	Pct.
Centennial Elementary	Suspension	MR	Multiple Races/Two or More	Red	8.6	2.6	Pct.
Centennial Elementary	Suspension	SWD	Students with Disabilities	Red	14.9	8.9	Pct.
Centennial Elementary	Suspension	WH	White	Red	11.3	5.3	Pct.
Columbia Elementary	ELA	ALL	All Students	Red	-84.7	-39.7	Pts.
Columbia Elementary	ELA	EL	English Learner	Red	-95	-50	Pts.
Columbia Elementary	ELA	HI	Hispanic	Red	-78.4	-33.4	Pts.
Columbia Elementary	ELA	SED	Low-income	Red	-86.3	-41.3	Pts.
Columbia Elementary	ELPI	EL	English Learner	Red	35.5	65.5	Pct.
Columbia Elementary	Suspension	ALL	All Students	Red	7	1	Pct.
Columbia Elementary	Suspension	AA	Black/African American	Red	10	4	Pct.
Columbia Elementary	Suspension	EL	English Learner	Red	5.8	-0.2	Pct.
Columbia Elementary	Suspension	HI	Hispanic	Red	7	1	Pct.
Columbia Elementary	Suspension	SED	Low-income	Red	7.1	1.1	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Computech Middle	Suspension	AA	Black/African American	Red	22.2	16.2	Pct.
Cooper Middle	Chronic Absenteeism	WH	White	Red	34.1	25.1	Pct.
Cooper Middle	ELA	EL	English Learner	Red	-85.1	-40.1	Pts.
Cooper Middle	Math	EL	English Learner	Red	-132.9	-87.9	Pts.
Cooper Middle	Suspension	AA	Black/African American	Red	22	16	Pct.
Del Mar Elementary	ELA	EL	English Learner	Red	-80.8	-35.8	Pts.
Del Mar Elementary	ELA	HI	Hispanic	Red	-70.2	-25.2	Pts.
Del Mar Elementary	ELA	SED	Low-income	Red	-70.6	-25.6	Pts.
Del Mar Elementary	ELA	SWD	Students with Disabilities	Red	-131.6	-86.6	Pts.
Del Mar Elementary	Math	SWD	Students with Disabilities	Red	-170.8	-125.8	Pts.
Dewolf High	Graduation Rate	ALL	All Students	Red	60.8	75.8	Pct.
Dewolf High	Graduation Rate	HI	Hispanic	Red	65.9	80.9	Pct.
Dewolf High	Graduation Rate	SED	Low-income	Red	60.2	75.2	Pct.
Duncan Polytech High	ELA	EL	English Learner	Red	-92.4	-47.4	Pts.
Duncan Polytech High	Math	ALL	All Students	Red	-116	-71	Pts.
Duncan Polytech High	Math	EL	English Learner	Red	-187.4	-142.4	Pts.
Duncan Polytech High	Math	HI	Hispanic	Red	-125	-80	Pts.
Duncan Polytech High	Suspension	AA	Black/African American	Red	18.9	12.9	Pct.
Duncan Polytech High	Suspension	SWD	Students with Disabilities	Red	12.3	6.3	Pct.
Easterby Elementary	ELA	EL	English Learner	Red	-74.2	-29.2	Pts.
Easterby Elementary	ELA	SWD	Students with Disabilities	Red	-131.3	-86.3	Pts.
Easterby Elementary	Suspension	MR	Multiple Races/Two or More	Red	12.5	6.5	Pct.
Easterby Elementary	Suspension	SWD	Students with Disabilities	Red	9.2	3.2	Pct.
Eaton Elementary	ELA	SWD	Students with Disabilities	Red	-98.3	-53.3	Pts.
Edison High	College/Career	SWD	Students with Disabilities	Very Low	8	35	Pct.
Edison High	ELA	AA	Black/African American	Red	-63.3	-18.3	Pts.
Edison High	ELA	EL	English Learner	Red	-133.3	-88.3	Pts.
Edison High	ELA	SWD	Students with Disabilities	Red	-147.2	-102.2	Pts.
Edison High	Math	AA	Black/African American	Red	-153	-108	Pts.
Edison High	Math	EL	English Learner	Red	-200.1	-155.1	Pts.
Edison High	Suspension	AA	Black/African American	Red	19.7	13.7	Pct.
Edison High	Suspension	EL	English Learner	Red	11.4	5.4	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Edison High	Suspension	SED	Low-income	Red	9.2	3.2	Pct.
Edison High	Suspension	SWD	Students with Disabilities	Red	20.4	14.4	Pct.
Ericson Elementary	Suspension	ALL	All Students	Red	5.5	-0.5	Pct.
Ericson Elementary	Suspension	AA	Black/African American	Red	15	9	Pct.
Ericson Elementary	Suspension	EL	English Learner	Red	5.3	-0.7	Pct.
Ericson Elementary	Suspension	HI	Hispanic	Red	5.9	-0.1	Pct.
Ericson Elementary	Suspension	SED	Low-income	Red	5.5	-0.5	Pct.
Ericson Elementary	Suspension	SWD	Students with Disabilities	Red	10.9	4.9	Pct.
Figarden Elementary	ELA	AA	Black/African American	Red	-109.9	-64.9	Pts.
Figarden Elementary	ELA	SWD	Students with Disabilities	Red	-141.9	-96.9	Pts.
Figarden Elementary	Math	AA	Black/African American	Red	-96.2	-51.2	Pts.
Figarden Elementary	Math	SWD	Students with Disabilities	Red	-162.9	-117.9	Pts.
Figarden Elementary	Suspension	AA	Black/African American	Red	13.8	7.8	Pct.
Figarden Elementary	Suspension	MR	Multiple Races/Two or More	Red	13.6	7.6	Pct.
Figarden Elementary	Suspension	SWD	Students with Disabilities	Red	7.7	1.7	Pct.
Fort Miller Middle	ELA	ALL	All Students	Red	-111.9	-66.9	Pts.
Fort Miller Middle	ELA	AA	Black/African American	Red	-134.9	-89.9	Pts.
Fort Miller Middle	ELA	AS	Asian	Red	-86.5	-41.5	Pts.
Fort Miller Middle	ELA	EL	English Learner	Red	-123.4	-78.4	Pts.
Fort Miller Middle	ELA	HI	Hispanic	Red	-108.3	-63.3	Pts.
Fort Miller Middle	ELA	SED	Low-income	Red	-112.7	-67.7	Pts.
Fort Miller Middle	Math	ALL	All Students	Red	-165.5	-120.5	Pts.
Fort Miller Middle	Math	AA	Black/African American	Red	-199	-154	Pts.
Fort Miller Middle	Math	AS	Asian	Red	-136.1	-91.1	Pts.
Fort Miller Middle	Math	HI	Hispanic	Red	-161.6	-116.6	Pts.
Fort Miller Middle	Math	SED	Low-income	Red	-167.1	-122.1	Pts.
Fort Miller Middle	Math	SWD	Students with Disabilities	Red	-224	-179	Pts.
Fort Miller Middle	Suspension	ALL	All Students	Red	23.8	17.8	Pct.
Fort Miller Middle	Suspension	AA	Black/African American	Red	36.5	30.5	Pct.
Fort Miller Middle	Suspension	AS	Asian	Red	16.2	10.2	Pct.
Fort Miller Middle	Suspension	HI	Hispanic	Red	22.5	16.5	Pct.
Fort Miller Middle	Suspension	SED	Low-income	Red	24	18	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Fort Miller Middle	Suspension	SWD	Students with Disabilities	Red	25.4	19.4	Pct.
Fremont Elementary	ELA	ALL	All Students	Red	-76.8	-31.8	Pts.
Fremont Elementary	ELA	EL	English Learner	Red	-80.5	-35.5	Pts.
Fremont Elementary	ELA	HI	Hispanic	Red	-80.5	-35.5	Pts.
Fremont Elementary	ELA	SED	Low-income	Red	-77.3	-32.3	Pts.
Fremont Elementary	ELPI	EL	English Learner	Red	41.8	71.8	Pct.
Fremont Elementary	Suspension	ALL	All Students	Red	4.2	-1.8	Pct.
Fremont Elementary	Suspension	AA	Black/African American	Red	8.3	2.3	Pct.
Fremont Elementary	Suspension	HI	Hispanic	Red	4.1	-1.9	Pct.
Fremont Elementary	Suspension	SED	Low-income	Red	4.2	-1.8	Pct.
Fresno High	College/Career	SWD	Students with Disabilities	Very Low	0	27	Pct.
Fresno High	ELA	EL	English Learner	Red	-176	-131	Pts.
Fresno High	ELA	SWD	Students with Disabilities	Red	-218.6	-173.6	Pts.
Fresno High	ELA	WH	White	Red	-95.2	-50.2	Pts.
Fresno High	Graduation Rate	SWD	Students with Disabilities	Red	63.3	78.3	Pct.
Fresno High	Math	EL	English Learner	Red	-226.8	-181.8	Pts.
Fresno High	Math	SWD	Students with Disabilities	Red	-286.6	-241.6	Pts.
Fresno High	Suspension	ALL	All Students	Red	15	9	Pct.
Fresno High	Suspension	AA	Black/African American	Red	35.2	29.2	Pct.
Fresno High	Suspension	EL	English Learner	Red	12.8	6.8	Pct.
Fresno High	Suspension	HI	Hispanic	Red	13.5	7.5	Pct.
Fresno High	Suspension	MR	Multiple Races/Two or More	Red	17.3	11.3	Pct.
Fresno High	Suspension	SED	Low-income	Red	15.5	9.5	Pct.
Fresno High	Suspension	SWD	Students with Disabilities	Red	19.8	13.8	Pct.
Fresno Unified	College/Career	SWD	Students with Disabilities	Very Low	8.5	35.5	Pct.
Fresno Unified	ELA	AA	Black/African American	Red	-83.6	-38.6	Pts.
Fresno Unified	ELA	EL	English Learner	Red	-86.6	-41.6	Pts.
Fresno Unified	ELA	FOS	Foster Youth	Red	-93	-48	Pts.
Fresno Unified	ELA	HOM	Homeless Youth	Red	-126.3	-81.3	Pts.
Fresno Unified	Graduation Rate	FOS	Foster Youth	Red	61.2	76.2	Pct.
Fresno Unified	Graduation Rate	SWD	Students with Disabilities	Red	67.3	82.3	Pct.
Fresno Unified	Math	EL	English Learner	Red	-105.6	-60.6	Pts.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Fresno Unified	Math	HOM	Homeless Youth	Red	-158.2	-113.2	Pts.
Fresno Unified	Suspension	AA	Black/African American	Red	16.4	10.4	Pct.
Fresno Unified	Suspension	AI	American Indian or Alaska Native	Red	9.5	3.5	Pct.
Fresno Unified	Suspension	FOS	Foster Youth	Red	21.5	15.5	Pct.
Fresno Unified	Suspension	HOM	Homeless Youth	Red	15.8	9.8	Pct.
Fresno Unified	Suspension	MR	Multiple Races/Two or More	Red	8.9	2.9	Pct.
Fresno Unified	Suspension	SWD	Students with Disabilities	Red	10.6	4.6	Pct.
Gaston Middle	Chronic Absenteeism	AS	Asian	Red	27.7	18.7	Pct.
Gaston Middle	Chronic Absenteeism	SWD	Students with Disabilities	Red	46	37	Pct.
Gaston Middle	ELA	ALL	All Students	Red	-99.6	-54.6	Pts.
Gaston Middle	ELA	AA	Black/African American	Red	-134.1	-89.1	Pts.
Gaston Middle	ELA	AS	Asian	Red	-76	-31	Pts.
Gaston Middle	ELA	EL	English Learner	Red	-127.6	-82.6	Pts.
Gaston Middle	ELA	HI	Hispanic	Red	-98.7	-53.7	Pts.
Gaston Middle	ELA	SED	Low-income	Red	-100.3	-55.3	Pts.
Gaston Middle	ELA	SWD	Students with Disabilities	Red	-166.2	-121.2	Pts.
Gaston Middle	Math	ALL	All Students	Red	-146.8	-101.8	Pts.
Gaston Middle	Math	AS	Asian	Red	-142	-97	Pts.
Gaston Middle	Math	EL	English Learner	Red	-177.4	-132.4	Pts.
Gaston Middle	Math	HI	Hispanic	Red	-141	-96	Pts.
Gaston Middle	Math	SED	Low-income	Red	-148.6	-103.6	Pts.
Gaston Middle	Math	SWD	Students with Disabilities	Red	-217.7	-172.7	Pts.
Gibson Elementary	Chronic Absenteeism	AA	Black/African American	Red	23.9	14.9	Pct.
Gibson Elementary	Suspension	AA	Black/African American	Red	6.4	0.4	Pct.
Greenberg Elementary	Suspension	AA	Black/African American	Red	12.7	6.7	Pct.
Hamilton K-8	ELPI	EL	English Learner	Red	25.4	55.4	Pct.
Hamilton K-8	Suspension	ALL	All Students	Red	13.9	7.9	Pct.
Hamilton K-8	Suspension	AA	Black/African American	Red	27.7	21.7	Pct.
Hamilton K-8	Suspension	EL	English Learner	Red	16.2	10.2	Pct.
Hamilton K-8	Suspension	HI	Hispanic	Red	14	8	Pct.
Hamilton K-8	Suspension	SED	Low-income	Red	15	9	Pct.
Hamilton K-8	Suspension	SWD	Students with Disabilities	Red	17.9	11.9	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Heaton Elementary	ELA	ALL	All Students	Red	-108	-63	Pts.
Heaton Elementary	ELA	HI	Hispanic	Red	-114.3	-69.3	Pts.
Heaton Elementary	ELA	SED	Low-income	Red	-110.7	-65.7	Pts.
Heaton Elementary	Suspension	ALL	All Students	Red	7.6	1.6	Pct.
Heaton Elementary	Suspension	AA	Black/African American	Red	21	15	Pct.
Heaton Elementary	Suspension	SED	Low-income	Red	7.7	1.7	Pct.
Heaton Elementary	Suspension	WH	White	Red	6.1	0.1	Pct.
Hidalgo Elementary	Suspension	AA	Black/African American	Red	15.4	9.4	Pct.
Hidalgo Elementary	Suspension	HI	Hispanic	Red	4.4	-1.6	Pct.
Hidalgo Elementary	Suspension	SWD	Students with Disabilities	Red	8.8	2.8	Pct.
Holland Elementary	ELA	EL	English Learner	Red	-83.2	-38.2	Pts.
Holland Elementary	ELA	SED	Low-income	Red	-71	-26	Pts.
Holland Elementary	ELA	SWD	Students with Disabilities	Red	-82.3	-37.3	Pts.
Homan Elementary	ELA	EL	English Learner	Red	-106.5	-61.5	Pts.
Homan Elementary	ELA	SWD	Students with Disabilities	Red	-132.2	-87.2	Pts.
Homan Elementary	Math	EL	English Learner	Red	-100.7	-55.7	Pts.
Homan Elementary	Suspension	AA	Black/African American	Red	8.1	2.1	Pct.
Hoover High	College/Career	SWD	Students with Disabilities	Very Low	5.5	32.5	Pct.
Hoover High	ELA	EL	English Learner	Red	-106.7	-61.7	Pts.
Hoover High	ELA	SWD	Students with Disabilities	Red	-167.6	-122.6	Pts.
Hoover High	Math	ALL	All Students	Red	-138.7	-93.7	Pts.
Hoover High	Math	EL	English Learner	Red	-204.8	-159.8	Pts.
Hoover High	Math	HI	Hispanic	Red	-146.2	-101.2	Pts.
Hoover High	Math	SWD	Students with Disabilities	Red	-234.7	-189.7	Pts.
Hoover High	Math	WH	White	Red	-142.4	-97.4	Pts.
Hoover High	Suspension	FOS	Foster Youth	Red	27.9	21.9	Pct.
JE Young Academic High	Graduation Rate	ALL	All Students	Red	71.4	86.4	Pct.
JE Young Academic High	Graduation Rate	EL	English Learner	Red	54.1	69.1	Pct.
JE Young Academic High	Graduation Rate	HI	Hispanic	Red	68.7	83.7	Pct.
JE Young Academic High	Graduation Rate	SED	Low-income	Red	70.3	85.3	Pct.
JE Young Academic High	Graduation Rate	SWD	Students with Disabilities	Red	58.1	73.1	Pct.
Jefferson Elementary	Suspension	HI	Hispanic	Red	4.5	-1.5	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Jefferson Elementary	Suspension	SWD	Students with Disabilities	Red	6.6	0.6	Pct.
King Elementary	ELA	AS	Asian	Red	-75.6	-30.6	Pts.
King Elementary	ELA	EL	English Learner	Red	-94.3	-49.3	Pts.
Kings Canyon Middle	Chronic Absenteeism	AA	Black/African American	Red	61.4	52.4	Pct.
Kings Canyon Middle	ELA	AA	Black/African American	Red	-89.9	-44.9	Pts.
Kings Canyon Middle	ELA	EL	English Learner	Red	-88.1	-43.1	Pts.
Kings Canyon Middle	Math	ALL	All Students	Red	-106.9	-61.9	Pts.
Kings Canyon Middle	Math	AA	Black/African American	Red	-160.4	-115.4	Pts.
Kings Canyon Middle	Math	EL	English Learner	Red	-139.9	-94.9	Pts.
Kings Canyon Middle	Math	HI	Hispanic	Red	-116.5	-71.5	Pts.
Kings Canyon Middle	Math	SED	Low-income	Red	-108.4	-63.4	Pts.
Kings Canyon Middle	Suspension	ALL	All Students	Red	12.3	6.3	Pct.
Kings Canyon Middle	Suspension	AA	Black/African American	Red	31.7	25.7	Pct.
Kings Canyon Middle	Suspension	SED	Low-income	Red	12.3	6.3	Pct.
Kings Canyon Middle	Suspension	SWD	Students with Disabilities	Red	12.3	6.3	Pct.
Kratt Elementary	Suspension	ALL	All Students	Red	7	1	Pct.
Kratt Elementary	Suspension	AA	Black/African American	Red	22.7	16.7	Pct.
Kratt Elementary	Suspension	HI	Hispanic	Red	5.7	-0.3	Pct.
Kratt Elementary	Suspension	SED	Low-income	Red	7.3	1.3	Pct.
Kratt Elementary	Suspension	SWD	Students with Disabilities	Red	10.9	4.9	Pct.
Kratt Elementary	Suspension	WH	White	Red	9.4	3.4	Pct.
Lane Elementary	ELA	ALL	All Students	Red	-72.5	-27.5	Pts.
Lane Elementary	ELA	EL	English Learner	Red	-91.3	-46.3	Pts.
Lane Elementary	ELA	HI	Hispanic	Red	-74.6	-29.6	Pts.
Lane Elementary	ELA	SED	Low-income	Red	-75.1	-30.1	Pts.
Lane Elementary	ELA	SWD	Students with Disabilities	Red	-120.7	-75.7	Pts.
Lane Elementary	Math	SWD	Students with Disabilities	Red	-125.1	-80.1	Pts.
Lane Elementary	Suspension	SWD	Students with Disabilities	Red	9.3	3.3	Pct.
Leavenworth Elementary	ELA	SWD	Students with Disabilities	Red	-158.4	-113.4	Pts.
Leavenworth Elementary	Math	SWD	Students with Disabilities	Red	-151.9	-106.9	Pts.
Leavenworth Elementary	Suspension	SWD	Students with Disabilities	Red	6.9	0.9	Pct.
Lincoln Elementary	ELA	ALL	All Students	Red	-70.5	-25.5	Pts.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Lincoln Elementary	ELA	EL	English Learner	Red	-76	-31	Pts.
Lincoln Elementary	ELA	SED	Low-income	Red	-70.9	-25.9	Pts.
Lincoln Elementary	Suspension	EL	English Learner	Red	4.2	-1.8	Pct.
Lincoln Elementary	Suspension	SWD	Students with Disabilities	Red	18.1	12.1	Pct.
Lowell Elementary	ELA	ALL	All Students	Red	-75.1	-30.1	Pts.
Lowell Elementary	ELA	EL	English Learner	Red	-96.4	-51.4	Pts.
Lowell Elementary	ELA	HI	Hispanic	Red	-71.7	-26.7	Pts.
Lowell Elementary	ELA	SED	Low-income	Red	-76.3	-31.3	Pts.
Lowell Elementary	Math	EL	English Learner	Red	-100.2	-55.2	Pts.
Lowell Elementary	Suspension	AA	Black/African American	Red	9.7	3.7	Pct.
Malloch Elementary	Suspension	ALL	All Students	Red	4.4	-1.6	Pct.
Malloch Elementary	Suspension	AA	Black/African American	Red	9.4	3.4	Pct.
Malloch Elementary	Suspension	HI	Hispanic	Red	6.3	0.3	Pct.
Malloch Elementary	Suspension	SED	Low-income	Red	6.9	0.9	Pct.
Malloch Elementary	Suspension	SWD	Students with Disabilities	Red	6.3	0.3	Pct.
Mayfair Elementary	ELA	EL	English Learner	Red	-70.4	-25.4	Pts.
Mayfair Elementary	Suspension	HI	Hispanic	Red	3.6	-2.4	Pct.
McCardle Elementary	ELA	SED	Low-income	Red	-71.9	-26.9	Pts.
McCardle Elementary	ELA	SWD	Students with Disabilities	Red	-131.2	-86.2	Pts.
McCardle Elementary	Math	SWD	Students with Disabilities	Red	-143	-98	Pts.
McCardle Elementary	Suspension	WH	White	Red	6.6	0.6	Pct.
McLane High	College/Career	SWD	Students with Disabilities	Very Low	6.3	33.3	Pct.
McLane High	Graduation Rate	SWD	Students with Disabilities	Red	63.5	78.5	Pct.
McLane High	Math	ALL	All Students	Red	-172.6	-127.6	Pts.
McLane High	Math	EL	English Learner	Red	-224.6	-179.6	Pts.
McLane High	Math	HI	Hispanic	Red	-174.1	-129.1	Pts.
McLane High	Math	SED	Low-income	Red	-175.4	-130.4	Pts.
McLane High	Math	SWD	Students with Disabilities	Red	-234.8	-189.8	Pts.
McLane High	Suspension	AA	Black/African American	Red	22	16	Pct.
McLane High	Suspension	FOS	Foster Youth	Red	25	19	Pct.
McLane High	Suspension	SWD	Students with Disabilities	Red	13.6	7.6	Pct.
McLane High	Suspension	WH	White	Red	14.3	8.3	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Muir Elementary	Chronic Absenteeism	EL	English Learner	Red	46.1	37.1	Pct.
Muir Elementary	ELA	SWD	Students with Disabilities	Red	-90.8	-45.8	Pts.
Muir Elementary	Math	SWD	Students with Disabilities	Red	-123.9	-78.9	Pts.
Muir Elementary	Suspension	ALL	All Students	Red	5.2	-0.8	Pct.
Muir Elementary	Suspension	AA	Black/African American	Red	10.6	4.6	Pct.
Muir Elementary	Suspension	HI	Hispanic	Red	4.7	-1.3	Pct.
Muir Elementary	Suspension	SED	Low-income	Red	4.9	-1.1	Pct.
Muir Elementary	Suspension	WH	White	Red	6.5	0.5	Pct.
Norseman Elementary	ELA	AS	Asian	Red	-71.4	-26.4	Pts.
Norseman Elementary	ELA	EL	English Learner	Red	-83.6	-38.6	Pts.
Norseman Elementary	ELA	SED	Low-income	Red	-71.2	-26.2	Pts.
Norseman Elementary	ELA	SWD	Students with Disabilities	Red	-133.9	-88.9	Pts.
Norseman Elementary	Math	SWD	Students with Disabilities	Red	-136.3	-91.3	Pts.
Norseman Elementary	Suspension	AA	Black/African American	Red	9.1	3.1	Pct.
Norseman Elementary	Suspension	EL	English Learner	Red	3.6	-2.4	Pct.
Norseman Elementary	Suspension	HI	Hispanic	Red	4.7	-1.3	Pct.
Norseman Elementary	Suspension	SWD	Students with Disabilities	Red	9.1	3.1	Pct.
Phoenix Elementary	Suspension	ALL	All Students	Red	14.1	8.1	Pct.
Phoenix Elementary	Suspension	HI	Hispanic	Red	14.6	8.6	Pct.
Phoenix Elementary	Suspension	SED	Low-income	Red	14.7	8.7	Pct.
Phoenix Secondary	Chronic Absenteeism	ALL	All Students	Red	80	71	Pct.
Phoenix Secondary	Chronic Absenteeism	HI	Hispanic	Red	80.4	71.4	Pct.
Phoenix Secondary	Chronic Absenteeism	SED	Low-income	Red	79.2	70.2	Pct.
Phoenix Secondary	Suspension	ALL	All Students	Red	59.5	53.5	Pct.
Phoenix Secondary	Suspension	HI	Hispanic	Red	57.1	51.1	Pct.
Phoenix Secondary	Suspension	SED	Low-income	Red	60.4	54.4	Pct.
Phoenix Secondary	Suspension	SWD	Students with Disabilities	Red	73.3	67.3	Pct.
Powers-Ginsburg Elementary	Chronic Absenteeism	WH	White	Red	36.8	27.8	Pct.
Powers-Ginsburg Elementary	ELA	EL	English Learner	Red	-72	-27	Pts.
Powers-Ginsburg Elementary	Suspension	WH	White	Red	8.1	2.1	Pct.
Pyle Elementary	ELA	ALL	All Students	Red	-94	-49	Pts.
Pyle Elementary	ELA	EL	English Learner	Red	-113.5	-68.5	Pts.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Pyle Elementary	ELA	HI	Hispanic	Red	-97.1	-52.1	Pts.
Pyle Elementary	ELA	SED	Low-income	Red	-94.2	-49.2	Pts.
Pyle Elementary	Math	ALL	All Students	Red	-102.6	-57.6	Pts.
Pyle Elementary	Math	EL	English Learner	Red	-115.6	-70.6	Pts.
Pyle Elementary	Math	HI	Hispanic	Red	-108.2	-63.2	Pts.
Pyle Elementary	Math	SWD	Students with Disabilities	Red	-168.8	-123.8	Pts.
Pyle Elementary	Suspension	ALL	All Students	Red	8.1	2.1	Pct.
Pyle Elementary	Suspension	AA	Black/African American	Red	16.4	10.4	Pct.
Pyle Elementary	Suspension	HI	Hispanic	Red	7.4	1.4	Pct.
Pyle Elementary	Suspension	MR	Multiple Races/Two or More	Red	13.6	7.6	Pct.
Pyle Elementary	Suspension	SED	Low-income	Red	8.2	2.2	Pct.
Roeding Elementary	ELA	ALL	All Students	Red	-74	-29	Pts.
Roeding Elementary	ELA	EL	English Learner	Red	-98	-53	Pts.
Roeding Elementary	ELA	SED	Low-income	Red	-77	-32	Pts.
Roeding Elementary	ELA	SWD	Students with Disabilities	Red	-129.4	-84.4	Pts.
Roeding Elementary	Math	SWD	Students with Disabilities	Red	-148.6	-103.6	Pts.
Roeding Elementary	Suspension	AA	Black/African American	Red	11.9	5.9	Pct.
Roeding Elementary	Suspension	WH	White	Red	9.1	3.1	Pct.
Roosevelt High	College/Career	SWD	Students with Disabilities	Very Low	9.7	36.7	Pct.
Roosevelt High	ELA	SWD	Students with Disabilities	Red	-151.6	-106.6	Pts.
Roosevelt High	ELPI	EL	English Learner	Red	28.1	58.1	Pct.
Roosevelt High	Graduation Rate	SWD	Students with Disabilities	Red	65.3	80.3	Pct.
Roosevelt High	Suspension	AA	Black/African American	Red	17.6	11.6	Pct.
Roosevelt High	Suspension	FOS	Foster Youth	Red	25	19	Pct.
Rowell Elementary	Math	SWD	Students with Disabilities	Red	-127.7	-82.7	Pts.
Scandinavian Middle	ELA	ALL	All Students	Red	-70.1	-25.1	Pts.
Scandinavian Middle	ELA	AA	Black/African American	Red	-103.5	-58.5	Pts.
Scandinavian Middle	ELA	EL	English Learner	Red	-108.1	-63.1	Pts.
Scandinavian Middle	ELA	HI	Hispanic	Red	-73.6	-28.6	Pts.
Scandinavian Middle	ELA	SED	Low-income	Red	-71.6	-26.6	Pts.
Scandinavian Middle	Math	EL	English Learner	Red	-151.2	-106.2	Pts.
Scandinavian Middle	Suspension	ALL	All Students	Red	18.5	12.5	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Scandinavian Middle	Suspension	AA	Black/African American	Red	36.7	30.7	Pct.
Scandinavian Middle	Suspension	EL	English Learner	Red	14	8	Pct.
Scandinavian Middle	Suspension	HI	Hispanic	Red	21.2	15.2	Pct.
Scandinavian Middle	Suspension	SED	Low-income	Red	18.7	12.7	Pct.
Scandinavian Middle	Suspension	SWD	Students with Disabilities	Red	27.3	21.3	Pct.
Sequoia Middle	ELA	EL	English Learner	Red	-101.3	-56.3	Pts.
Sequoia Middle	ELA	HI	Hispanic	Red	-77	-32	Pts.
Sequoia Middle	ELA	SWD	Students with Disabilities	Red	-155.2	-110.2	Pts.
Sequoia Middle	Math	ALL	All Students	Red	-99.2	-54.2	Pts.
Sequoia Middle	Math	EL	English Learner	Red	-132	-87	Pts.
Sequoia Middle	Math	HI	Hispanic	Red	-107.6	-62.6	Pts.
Sequoia Middle	Math	SED	Low-income	Red	-99.2	-54.2	Pts.
Sequoia Middle	Math	SWD	Students with Disabilities	Red	-182.1	-137.1	Pts.
Slater Elementary	ELA	AA	Black/African American	Red	-89.1	-44.1	Pts.
Slater Elementary	ELA	EL	English Learner	Red	-70.4	-25.4	Pts.
Slater Elementary	ELA	SWD	Students with Disabilities	Red	-135.8	-90.8	Pts.
Slater Elementary	Math	SWD	Students with Disabilities	Red	-150.8	-105.8	Pts.
Slater Elementary	Suspension	SWD	Students with Disabilities	Red	9.4	3.4	Pct.
Slater Elementary	Suspension	WH	White	Red	10.4	4.4	Pct.
Sunnyside High	ELA	SWD	Students with Disabilities	Red	-160.7	-115.7	Pts.
Sunnyside High	Math	SWD	Students with Disabilities	Red	-212.8	-167.8	Pts.
Sunnyside High	Suspension	AA	Black/African American	Red	19.9	13.9	Pct.
Sunnyside High	Suspension	FOS	Foster Youth	Red	34.3	28.3	Pct.
Sunnyside High	Suspension	MR	Multiple Races/Two or More	Red	18.2	12.2	Pct.
Sunnyside High	Suspension	SWD	Students with Disabilities	Red	15.5	9.5	Pct.
Sunnyside High	Suspension	WH	White	Red	13.4	7.4	Pct.
Tatarian Elementary	Suspension	AA	Black/African American	Red	11.1	5.1	Pct.
Tehipite Middle	ELA	ALL	All Students	Red	-88.9	-43.9	Pts.
Tehipite Middle	ELA	EL	English Learner	Red	-124.1	-79.1	Pts.
Tehipite Middle	ELA	HI	Hispanic	Red	-89.3	-44.3	Pts.
Tehipite Middle	ELA	SED	Low-income	Red	-91.3	-46.3	Pts.
Tehipite Middle	ELA	SWD	Students with Disabilities	Red	-178.6	-133.6	Pts.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Tehipite Middle	Math	ALL	All Students	Red	-159.2	-114.2	Pts.
Tehipite Middle	Math	EL	English Learner	Red	-176.6	-131.6	Pts.
Tehipite Middle	Math	HI	Hispanic	Red	-162.4	-117.4	Pts.
Tehipite Middle	Math	SED	Low-income	Red	-161.3	-116.3	Pts.
Tehipite Middle	Math	SWD	Students with Disabilities	Red	-220.9	-175.9	Pts.
Tehipite Middle	Suspension	ALL	All Students	Red	14.1	8.1	Pct.
Tehipite Middle	Suspension	AA	Black/African American	Red	28.6	22.6	Pct.
Tehipite Middle	Suspension	HI	Hispanic	Red	13.6	7.6	Pct.
Tehipite Middle	Suspension	SED	Low-income	Red	14.4	8.4	Pct.
Tehipite Middle	Suspension	SWD	Students with Disabilities	Red	20	14	Pct.
Tenaya Middle	Chronic Absenteeism	AS	Asian	Red	33.9	24.9	Pct.
Tenaya Middle	Chronic Absenteeism	EL	English Learner	Red	48.1	39.1	Pct.
Tenaya Middle	Chronic Absenteeism	MR	Multiple Races/Two or More	Red	41.2	32.2	Pct.
Tenaya Middle	ELA	AA	Black/African American	Red	-104.2	-59.2	Pts.
Tenaya Middle	ELA	EL	English Learner	Red	-105.9	-60.9	Pts.
Tenaya Middle	ELA	MR	Multiple Races/Two or More	Red	-71.2	-26.2	Pts.
Tenaya Middle	ELPI	EL	English Learner	Red	28.1	58.1	Pct.
Tenaya Middle	Math	AA	Black/African American	Red	-133.3	-88.3	Pts.
Tenaya Middle	Math	EL	English Learner	Red	-139	-94	Pts.
Tenaya Middle	Suspension	AA	Black/African American	Red	22.7	16.7	Pct.
Tenaya Middle	Suspension	MR	Multiple Races/Two or More	Red	17.3	11.3	Pct.
Tenaya Middle	Suspension	SED	Low-income	Red	16.1	10.1	Pct.
Tenaya Middle	Suspension	SWD	Students with Disabilities	Red	15	9	Pct.
Terronez Middle	ELA	EL	English Learner	Red	-107.4	-62.4	Pts.
Terronez Middle	ELA	HI	Hispanic	Red	-79.8	-34.8	Pts.
Terronez Middle	ELA	SED	Low-income	Red	-71.5	-26.5	Pts.
Terronez Middle	ELA	SWD	Students with Disabilities	Red	-143.3	-98.3	Pts.
Terronez Middle	Math	EL	English Learner	Red	-164.2	-119.2	Pts.
Terronez Middle	Suspension	ALL	All Students	Red	15.6	9.6	Pct.
Terronez Middle	Suspension	AA	Black/African American	Red	23.7	17.7	Pct.
Terronez Middle	Suspension	EL	English Learner	Red	14.5	8.5	Pct.
Terronez Middle	Suspension	HI	Hispanic	Red	18.2	12.2	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Terronez Middle	Suspension	SED	Low-income	Red	16.3	10.3	Pct.
Terronez Middle	Suspension	SWD	Students with Disabilities	Red	13.4	7.4	Pct.
Thomas Elementary	Chronic Absenteeism	WH	White	Red	35.6	26.6	Pct.
Thomas Elementary	ELA	ALL	All Students	Red	-82.4	-37.4	Pts.
Thomas Elementary	ELA	AA	Black/African American	Red	-106.6	-61.6	Pts.
Thomas Elementary	ELA	EL	English Learner	Red	-111.9	-66.9	Pts.
Thomas Elementary	ELA	HI	Hispanic	Red	-86.3	-41.3	Pts.
Thomas Elementary	ELA	SED	Low-income	Red	-86.9	-41.9	Pts.
Thomas Elementary	ELA	WH	White	Red	-82.7	-37.7	Pts.
Thomas Elementary	ELPI	EL	English Learner	Red	26.9	56.9	Pct.
Thomas Elementary	Math	EL	English Learner	Red	-99	-54	Pts.
Thomas Elementary	Suspension	AA	Black/African American	Red	8.3	2.3	Pct.
Tioga Middle	ELA	EL	English Learner	Red	-94.6	-49.6	Pts.
Tioga Middle	Suspension	ALL	All Students	Red	12.1	6.1	Pct.
Tioga Middle	Suspension	HI	Hispanic	Red	12.1	6.1	Pct.
Tioga Middle	Suspension	SED	Low-income	Red	12.9	6.9	Pct.
Tioga Middle	Suspension	SWD	Students with Disabilities	Red	16.3	10.3	Pct.
Turner Elementary	ELA	ALL	All Students	Red	-79.6	-34.6	Pts.
Turner Elementary	ELA	EL	English Learner	Red	-91.2	-46.2	Pts.
Turner Elementary	ELA	HI	Hispanic	Red	-91.7	-46.7	Pts.
Turner Elementary	ELA	SED	Low-income	Red	-80.7	-35.7	Pts.
Turner Elementary	ELPI	EL	English Learner	Red	42.9	72.9	Pct.
Turner Elementary	Math	EL	English Learner	Red	-106.1	-61.1	Pts.
Turner Elementary	Suspension	ALL	All Students	Red	4.9	-1.1	Pct.
Turner Elementary	Suspension	AA	Black/African American	Red	9.5	3.5	Pct.
Turner Elementary	Suspension	EL	English Learner	Red	5.4	-0.6	Pct.
Turner Elementary	Suspension	HI	Hispanic	Red	6.2	0.2	Pct.
Turner Elementary	Suspension	SED	Low-income	Red	4.9	-1.1	Pct.
Turner Elementary	Suspension	SWD	Students with Disabilities	Red	10.7	4.7	Pct.
Vang Pao Elementary	Chronic Absenteeism	AA	Black/African American	Red	64.1	55.1	Pct.
Vang Pao Elementary	ELA	SWD	Students with Disabilities	Red	-121.2	-76.2	Pts.
Vang Pao Elementary	Suspension	AA	Black/African American	Red	25.6	19.6	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Vang Pao Elementary	Suspension	SWD	Students with Disabilities	Red	14.1	8.1	Pct.
Viking Elementary	Chronic Absenteeism	EL	English Learner	Red	35.4	26.4	Pct.
Viking Elementary	ELA	SWD	Students with Disabilities	Red	-104.1	-59.1	Pts.
Viking Elementary	Math	SWD	Students with Disabilities	Red	-125.8	-80.8	Pts.
Vinland Elementary	ELA	HI	Hispanic	Red	-75.5	-30.5	Pts.
Vinland Elementary	ELA	SED	Low-income	Red	-70.4	-25.4	Pts.
Vinland Elementary	ELA	SWD	Students with Disabilities	Red	-153.2	-108.2	Pts.
Vinland Elementary	Suspension	AA	Black/African American	Red	22.9	16.9	Pct.
Vinland Elementary	Suspension	SWD	Students with Disabilities	Red	9.8	3.8	Pct.
Wawona Middle	Chronic Absenteeism	AA	Black/African American	Red	46.7	37.7	Pct.
Wawona Middle	ELA	ALL	All Students	Red	-72.1	-27.1	Pts.
Wawona Middle	ELA	EL	English Learner	Red	-90.5	-45.5	Pts.
Wawona Middle	ELA	HI	Hispanic	Red	-74.2	-29.2	Pts.
Wawona Middle	ELA	SED	Low-income	Red	-77.7	-32.7	Pts.
Wawona Middle	ELA	WH	White	Red	-70.4	-25.4	Pts.
Wawona Middle	Math	ALL	All Students	Red	-108.7	-63.7	Pts.
Wawona Middle	Math	EL	English Learner	Red	-125.6	-80.6	Pts.
Wawona Middle	Math	HI	Hispanic	Red	-108.7	-63.7	Pts.
Wawona Middle	Math	SED	Low-income	Red	-115.6	-70.6	Pts.
Wawona Middle	Suspension	ALL	All Students	Red	19.8	13.8	Pct.
Wawona Middle	Suspension	AA	Black/African American	Red	38.8	32.8	Pct.
Wawona Middle	Suspension	EL	English Learner	Red	17	11	Pct.
Wawona Middle	Suspension	HI	Hispanic	Red	17	11	Pct.
Wawona Middle	Suspension	SED	Low-income	Red	23.1	17.1	Pct.
Wawona Middle	Suspension	SWD	Students with Disabilities	Red	28.1	22.1	Pct.
Wawona Middle	Suspension	WH	White	Red	28.4	22.4	Pct.
Webster Elementary	ELA	EL	English Learner	Red	-85.1	-40.1	Pts.
Webster Elementary	ELA	HI	Hispanic	Red	-72.2	-27.2	Pts.
Webster Elementary	Suspension	ALL	All Students	Red	6.4	0.4	Pct.
Webster Elementary	Suspension	HI	Hispanic	Red	7.8	1.8	Pct.
Webster Elementary	Suspension	SED	Low-income	Red	6.5	0.5	Pct.
Webster Elementary	Suspension	SWD	Students with Disabilities	Red	6.1	0.1	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Williams Elementary	ELA	ALL	All Students	Red	-90.4	-45.4	Pts.
Williams Elementary	ELA	AA	Black/African American	Red	-118.5	-73.5	Pts.
Williams Elementary	ELA	EL	English Learner	Red	-84.7	-39.7	Pts.
Williams Elementary	ELA	HI	Hispanic	Red	-87	-42	Pts.
Williams Elementary	ELA	SED	Low-income	Red	-90.7	-45.7	Pts.
Williams Elementary	ELA	SWD	Students with Disabilities	Red	-146.4	-101.4	Pts.
Williams Elementary	Math	SWD	Students with Disabilities	Red	-171.1	-126.1	Pts.
Williams Elementary	Suspension	ALL	All Students	Red	8.7	2.7	Pct.
Williams Elementary	Suspension	AA	Black/African American	Red	19.2	13.2	Pct.
Williams Elementary	Suspension	HI	Hispanic	Red	6.1	0.1	Pct.
Williams Elementary	Suspension	SED	Low-income	Red	8.8	2.8	Pct.
Williams Elementary	Suspension	SWD	Students with Disabilities	Red	16.3	10.3	Pct.
Williams Elementary	Suspension	WH	White	Red	7	1	Pct.
Wilson Elementary	ELA	ALL	All Students	Red	-76.6	-31.6	Pts.
Wilson Elementary	ELA	AA	Black/African American	Red	-107.5	-62.5	Pts.
Wilson Elementary	ELA	EL	English Learner	Red	-75.6	-30.6	Pts.
Wilson Elementary	ELA	SED	Low-income	Red	-77.9	-32.9	Pts.
Wilson Elementary	Math	ALL	All Students	Red	-99.7	-54.7	Pts.
Wilson Elementary	Math	AA	Black/African American	Red	-132.4	-87.4	Pts.
Wilson Elementary	Math	SED	Low-income	Red	-100.2	-55.2	Pts.
Wilson Elementary	Suspension	ALL	All Students	Red	7.2	1.2	Pct.
Wilson Elementary	Suspension	AA	Black/African American	Red	15.7	9.7	Pct.
Wilson Elementary	Suspension	SED	Low-income	Red	7.2	1.2	Pct.
Wilson Elementary	Suspension	SWD	Students with Disabilities	Red	12	6	Pct.
Wilson Elementary	Suspension	WH	White	Red	10.2	4.2	Pct.
Wishon Elementary	Math	SWD	Students with Disabilities	Red	-95.6	-50.6	Pts.
Wolters Elementary	ELA	SWD	Students with Disabilities	Red	-103.5	-58.5	Pts.
Wolters Elementary	Suspension	ALL	All Students	Red	10.9	4.9	Pct.
Wolters Elementary	Suspension	AA	Black/African American	Red	23.2	17.2	Pct.
Wolters Elementary	Suspension	AS	Asian	Red	6.3	0.3	Pct.
Wolters Elementary	Suspension	HI	Hispanic	Red	8.8	2.8	Pct.
Wolters Elementary	Suspension	SED	Low-income	Red	11.4	5.4	Pct.

School Name	Indicator	Student Group	Student Group Name	PerformanceStatus	2023 Dash Board Data	3-Year Desired Outcome	Value Type
Wolters Elementary	Suspension	SWD	Students with Disabilities	Red	22.1	16.1	Pct.
Yokomi Elementary	ELPI	EL	English Learner	Red	42.3	72.3	Pct.
Yokomi Elementary	Suspension	AA	Black/African American	Red	10.4	4.4	Pct.
Yosemite Middle	ELA	ALL	All Students	Red	-80	-35	Pts.
Yosemite Middle	ELA	EL	English Learner	Red	-118	-73	Pts.
Yosemite Middle	ELA	HI	Hispanic	Red	-85.2	-40.2	Pts.
Yosemite Middle	ELA	SED	Low-income	Red	-82.1	-37.1	Pts.
Yosemite Middle	ELA	SWD	Students with Disabilities	Red	-171.8	-126.8	Pts.
Yosemite Middle	ELPI	EL	English Learner	Red	33	63	Pct.
Yosemite Middle	Math	ALL	All Students	Red	-121.8	-76.8	Pts.
Yosemite Middle	Math	EL	English Learner	Red	-157.6	-112.6	Pts.
Yosemite Middle	Math	HI	Hispanic	Red	-127.7	-82.7	Pts.
Yosemite Middle	Math	SED	Low-income	Red	-124.2	-79.2	Pts.
Yosemite Middle	Math	SWD	Students with Disabilities	Red	-209	-164	Pts.
Yosemite Middle	Suspension	ALL	All Students	Red	14.5	8.5	Pct.
Yosemite Middle	Suspension	EL	English Learner	Red	15.3	9.3	Pct.
Yosemite Middle	Suspension	HI	Hispanic	Red	14.9	8.9	Pct.
Yosemite Middle	Suspension	SED	Low-income	Red	14.7	8.7	Pct.
Yosemite Middle	Suspension	SWD	Students with Disabilities	Red	15.3	9.3	Pct.

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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.

- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

- **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).

California Department of Education
November 2023