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Mao Misty Her

BOARD COMMUNICATIONS – SEPTEMBER 20, 2024

TO: Members of the Board of Education
FROM: Interim Superintendent, Mao Misty Her

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for September 12, 2024.
BFS-2 Ashlee Chiarito 2024/25 Local Control and Accountability Plan Final Approval
BFS-3 Ashlee Chiarito September Legislative Committee Meeting
BFS-4 Ashlee Chiarito 2025/26 Local Control and Accountability Plan Engagement

DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer

DEI-1 Zerina Hargrove, Ed. D. Outcomes Based Contracting

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Interim Superintendent
Cabinet Approval:

Date: September 20, 2024

Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Spoke at the Principals' Meeting
- Attended Battelle for Kids Complex System Cohort Virtual Kickoff Session
- Spoke at the Central California Women's Conference
- Held interviews for Executive Officer, Analysis, Measurement and Accountability
- Met with Executive Cabinet
- Recorded PSA, with Interim Police Chief, Mindy Castro, regarding school threats
- Met with SEIU 521
- Held Listening session with Community Partners
- Site visits at Sequioia and Winchell
- Three classroom visits during site visits
- Held virtual meeting with Detroit Public Schools Community District Deputy Superintendent, Alycia Meriweather, to discuss work being done in Detroit and possible collaboration opportunities
- Met with Fresno County Superintendent, Michele Copher
- Attended the Central Valley Community Foundation and Friends Dinner
- Held Labor Management Partnership Meeting
- Held listening session with Dean Gurminder Sangha, Fresno City College West Fresno Center
- Attended Central Valley Community Foundation Board Meeting
- Attended high school football games

Approved by Interim Superintendent
Mao Misty Her _____


Date: 09/20/24


Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive 

Cabinet Approval: 

Date: September 20, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for September 12, 2024

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for September 12, 2024 are attached and include the following articles:

- Governor Signs Design-Build Contracts Bill – September 10, 2024
- California Judge Rules Against School District's 'Forced Outing' Policy of Transgender Students – September 12, 2024
- How Schools Can Go the Extra Mile to Reduce Absenteeism – September 11, 2024

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her 

Date: 09/20/24



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DATE: September 12, 2024

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Bill Signing Update

While Governor Gavin Newsom has signed a handful of bills since the end of the legislative session, he has yet to act on any significant K-12 education measures.

The Governor traveled to Philadelphia this week to watch the presidential debate and campaign on behalf of Vice President Kamala Harris and did not return to Sacramento until Wednesday afternoon. On Thursday, he signed a public safety bill by Assembly Speaker Robert Rivas (D-Salinas) that reinstates sentencing enhancements for large-scale felony property theft crimes.

We will continue to monitor the Governor's actions and will let you know which education bills he signs and vetoes in subsequent updates.

Government Shutdown Looming

With the 2025 federal fiscal year scheduled to begin on October 1, 2024, Congress will be unable to approve the 12 annual appropriations bills that comprise the federal budget before Monday, September 30, 2024.

House Speaker Mike Johnson (R-LA) postponed a vote on Wednesday on a continuing resolution (CR) that would keep the federal government funded at fiscal year (FY) 2024 levels for six months. The bill faces political challenges as Speaker Johnson has included language to his proposed CR requiring that people registering to vote must provide proof of citizenship. Senate Majority Leader Chuck Schumer (D-NY) said that he will reject the CR if it includes the language requiring proof of citizenship for registering to vote.

Additionally, congressional Democrats and the Biden Administration are pushing for a CR through mid-December, which is three months shorter than Johnson's proposal. The Johnson proposal will punt the FY 2025 budget negotiations to a new Congress and a new Administration, while the Democratic proposal would put the onus on passing a budget with a lame duck Congress and Administration.

It is important to note that previous shutdowns have not led to significant fiscal impacts for K-12 education since most funding for local educational agencies (LEAs) are from state and local dollars and most schools receive the bulk of their federal aid by July 1. This means that the current school year's Title I and Individuals with Disabilities Act funding has already been disbursed to LEAs.

However, if the shutdown drags on, it could have an impact on federal school meal reimbursement and federally funded childcare services like the Head Start Program.

We will provide more information on the negotiations between Congress and the White House in next week's *Sacramento Update*.

Leilani Aguinaldo

Governor Signs Design-Build Contracts Bill

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
September 10, 2024

Last month, Governor Gavin Newsom signed [Senate Bill \(SB\) 956](#) (Cortese, D-San Jose) into law, which removes the sunset date for a school district to utilize design-build contracts for specified public works projects, awarding the contract to either the lowest bid or the best value.

Current law authorizes school districts to procure design-build contracts for projects exceeding \$1 million, with the flexibility to award contracts based on either the lowest bid or the best value. However, this design-build authority was set to expire on January 1, 2025.

SB 956 allows school districts to utilize the above authority in perpetuity. The bill's author, Senator Dave Cortese, says that "districts use this valuable tool to expedite project construction, generate creative solutions to unique issues, and encourage collaboration between architects, engineers, and contractors." However, he said that school districts hesitate to use this delivery method near legislative sunsets. For this reason, and given the success of this delivery method, Senator Cortese said it is time to make this authority permanent.

SB 956 received bipartisan support and sailed through the legislative process with no registered opposition. The bill was sponsored by California's Coalition for Adequate School Housing and supported by several districts and education associations including the Association of California School Administrators and the California Association of School Business Officials.

With the sunset date removed, districts should feel confident in using this authority if it best suits their needs for school construction projects.

Note: Judge Michael Sachs ruled that Chino Valley Unified School District's policy of notifying parents that their children are going by different pronouns at school or accessing gender-segregated school facilities for a sex other than what appears on their birth certificate be permanently halted.

California Judge Rules Against School District's 'Forced Outing' Policy of Transgender Students

Chino Valley Unified Loses Lawsuit Over Parental Notification Policy

By Andrew Sheeler
The Sacramento Bee
September 12, 2024

Just over a year after California Attorney General Rob Bonta took the Chino Valley Unified School District to court over its parental notification policy, a San Bernardino Superior Court judge handed Bonta a victory in the case.

Judge Michael Sachs ruled that the district's policy of notifying parents that their children are going by different pronouns or names at school, or accessing gender-segregated school facilities or activities for a sex

other than what appears on their birth certificate, was permanently halted. The policy previously was subject to a preliminary injunction while the case worked its way through the legal system.

“There is no forced secrecy in this case; parents are still free to have conversations with their child about gender identity; and parents have the right to observe a classroom, talk to a teacher, and review educational records. In other words, a parent asserting their rights will likely be informed,” the judge wrote in his ruling.

Bonta took a victory lap Wednesday morning, saying, “The decision from the court to grant a permanent injunction and declaratory relief against Chino Valley Unified’s initial forced outing policy is a win for all students in Chino Valley and across the state.”

The judge left a third provision of the policy, which require staff to inform parents about changes to their children’s official or unofficial records, intact.

It’s worth noting that the district in March voted to change its parental notification policy to remove the requirement about notification over pronouns, names and facility usage.

Still, the Liberty Justice Center, a libertarian-leaning legal nonprofit that is representing the district in court, has vowed to appeal the court ruling.

“We look forward to the next steps in this lawsuit and will continue to fight for California families at no cost to taxpayers,” said Emily Rae, senior counsel for the center.

Any appeal would have to be filed with the California Court of Appeal.

Note: The below article provides some actionable recommendations for schools to reduce chronic absenteeism.

How Schools Can Go the Extra Mile to Reduce Absenteeism

By Maria Paredes, via *EdSource*
September 11, 2024

In today’s world, families have numerous school choices for their children and often rely on the experiences of neighbors, family and friends for advice. Families’ perceptions of the school — how they feel when they walk into the front office, their ability to provide feedback and feel heard and valued, and their access to school staff — are all crucial to improving student attendance, engagement and performance.

This might sound a lot like customer service, and that’s precisely what it is.

Just as in the business world, positive interactions between schools and their families directly influence satisfaction, loyalty and trust. According to the [K12 Insight report](#) on customer service in schools, these interactions can enhance student outcomes, enrollment, attendance and behavior.

Children in poverty, children of color and children with disabilities are three times more likely to be chronically absent. A welcoming school that goes the extra mile to create a sense of belonging and build bonds with families can take proactive measures to address attendance challenges.

This school year, schools should aim to create and nurture a sense of belonging and common purpose with families and the community. Here are some actionable suggestions:

Create a family-friendly environment

Families should feel comfortable touring and visiting the school. A welcoming environment includes convenient parking, clear signage, cleanliness, a friendly and helpful front office staff, a comfortable and inviting waiting area, translated materials, posted family engagement activities and events, and flyers informing families of enrichment opportunities available after school and in the community. When interacting with the school, families should find the staff knowledgeable, helpful and responsive to their concerns. To go the extra mile, schools can:

- Advertise principal office hours when parents and students can stop by.
- Promote networking among families during an open house by organizing grade-level meet-and-greet events and team-building activities.
- Use student pickup and drop-off times as golden opportunities to make quick and friendly connections with families.
- Post empowering messages for families on the school outdoor sign.
- Actively recruit families to support decision-making and help identify the school's vision and goals.

Enhance family engagement with clear and honest communication

Effective communication with families is clear, relevant and personalized. Go beyond good intentions and engage in meaningful conversations that can lead to improved student learning.

Teachers can make a great first impression before school starts or at the beginning of the year by making a welcome phone call, sending a postcard, email, letter or any other form of communication that helps families get to know their child's teachers.

Encourage teachers to be relatable by sharing tidbits of their own lives; being a real person goes a long way in building relationships. Let families know the best way to contact their teacher for questions, guidance or updates on student learning progress.

Transparent and honest communication builds trust. Prioritize communication linked to learning. Share student progress data promptly, inform families when and how students will be tested, and show parents specific activities and strategies for home support. Report cards and parent-teacher conferences are not enough; families need concrete and personalized information and guidance to support learning. To go the extra mile:

- Implement quarterly listening circles with diverse groups of families to value parents' perspectives and ideas and support school improvement.
- Anticipate communication barriers by understanding each family's preferred language and communication method.

- Create school policies to allow teachers to regularly connect with families and build time into the schedule to make it possible.

Expand engagement access for all families

Traditionally, schools collect family engagement data based on family attendance at school events and activities. Often, this means counting the regulars — the ones who come time after time. This school year, challenge your team to count the families who were unable to attend the event, especially if the event is focused on student learning.

Divide the number of absent families by grade level and ask teachers to reach out to their families to share the information they missed and build trust. Take this opportunity to learn more about the family, build trust, and open new lines of communication. Create space for teachers to share what they learn with their grade-level team. To go the extra mile:

- Adjust engagement opportunities using family feedback and suggestions from prior years.
- Leverage nonclassroom staff to facilitate mini-make-up sessions for families who were unable to attend the learning-focused events.

Genuine family engagement happens away from school — it happens at the dinner table, in car rides and during everyday parent-child interactions and family dynamics. Strengthening relationships with families can enrich the way families support learning and provide valuable insights into the children you teach.

There's something incredibly heartwarming about reading parents' social media posts expressing their appreciation for their child's school. These parents highlight their favorite and trusted teachers, describe a sense of community and belonging, and invite new families to join in on school activities, volunteer opportunities, and decision-making committees. Their loyalty to the school is unmistakable.

Efforts like those listed above can enable schools to build stronger, more supportive communities that foster student success and create a welcoming environment for everyone involved.

Let's make this school year the best one yet by going the extra mile for our families.

...

***Maria Paredes** is a senior engagement manager on WestEd's [Family and Community Engagement team](#). A version of this post first appeared in the WestEd Bulletin in August and is reposted here with permission.*

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education

Prepared by: Ashlee Chiarito, Ed.D. 

Cabinet Approval: 

Date: September 20, 2024

Phone Number: 457-3934

Regarding: 2024/25 Local Control and Accountability Plan Final Approval

The purpose of this communication is to provide the Board with an update on the review process and approval of the Fresno Unified School District Local Control and Accountability Plan (LCAP).

The Fresno County Superintendent of Schools (FCSS) has completed their review, resulting in approval of the Fresno Unified School District LCAP. The process includes reviews by FCSS staff in both Educational Services and Financial Services; the FCSS teams have confirmed their approval of the Fresno Unified LCAP, which resulted in no substantive changes to the document. Throughout the review process, district staff worked to provide additional clarification and made technical adjustments to address the feedback received. The review was completed within the timeline required for FCSS approval.

The district continues to exceed legal requirements by including 100% of General Fund resources in the plan. Additionally, the review approval affirms the district's demonstration of increasing or improving services for unduplicated students. Meeting this requirement demonstrates the Board's continued commitment to improving educational outcomes for low-income, English learner, and foster youth students.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.



Approved by Interim Superintendent

Mao Misty Her 

Date: 09/20/24

Fresno Unified School District
Board Communication

BC Number BFS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Ed.D. 
Cabinet Approval: 

Date: September 20, 2024

Phone Number: 457-3934

Regarding: September Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the September 12, 2024, Legislative Committee Meeting.

Budget and Economic Update

Ms. Aguinaldo provided an update on the budget and economic outlook, highlighting the following:

- Governor Newsom has signed the 2024-25 State Budget, which includes funding for nutrition programs and related investments.
- SUN Bucks (formerly Summer EBT): A federal program providing \$120 per child (\$40 per month in June, July, and August) to support children who lose access to Free and Reduced-Price Meals (FRPM) during summer school closures.
- Expanded Learning Opportunities Program (ELO-P): Senate Bill 176 requires districts to submit final expenditure reports for their 2021-22 and 2022-23 ELO-P funds to the California Department of Education (CDE) by October 31, 2024. Non-compliance will result in the forfeiture of ELO-P funds for the fiscal year.
- Instructional Continuity Plans: SB 176 extends the deadline for districts to integrate new instructional continuity plans into existing school safety plans by July 01, 2026, to meet the J-13A hold harmless provision.
- The Department of Finance (DOF) reports continued U.S. GDP growth and a nationwide reduction in inflation, which stood at 2.9% in July 2024. General Fund cash receipts exceeded forecasts by \$983 million (10.1%), driven primarily by Personal Income Tax and Corporation Tax revenue.
- According to Attorney General Bonta, recent amendments to the Brown Act allow for remote participation as a reasonable accommodation for individuals with qualifying disabilities under the Americans with Disabilities Act (ADA).

Legislative Update

The following key bills have been sent to the Governor for consideration:

- AB 938 (Muratsuchi) – Starting January 31, 2026, districts must include classified staff (e.g., secretaries, administrative assistants, custodians, bus drivers, food service workers, instructional aides) in the J-90 data collection process

- AB 2088 (McCarty) – Oppose – Mandates that school districts offer part-time and full-time vacant positions to current, regular non-probationary classified employees first
- AB 3216 (Hoover) – Watch – Requires school districts to adopt and update a policy every five years to limit or prohibit smartphone use in schools
- SB 1283 (Stern) – Allows districts to restrict or prohibit student use of social media during school hours or under school supervision
- AB 2999 (Schiavo) – Encourages districts to develop a homework policy for all grades by the start of the 2027-28 school year
- SB 98 (Portantino) – This bill was revised to require the Legislative Analyst Office to submit a report to Legislature by January 01, 2026, on the effects of changing the pupil count methodology from Average Daily Attendance (ADA) to enrollment
- SB 976 (Skinner) – Watch – Prohibits internet-based services or applications from providing addictive content to minors without parental consent

Chaptered Bills:

- AB 2927 (McCarty) – Support – Requires all high schools to offer a standalone, one-semester course in personal finance

Inactive Bills:

- AB 2901 (Aguiar-Curry) – Would have mandated up to 14 weeks of paid pregnancy leave for school employees, but this bill did not pass
- AB 2097 (Berman) – Watch – Would have required districts and charter schools serving grades 9-12 to offer at least one computer science course by January 01, 2026, but the bill remains inactive
- AB 2595 (Rivas, Luz) – Support – Proposed establishing a state pilot program for federal summer meal program operators to receive state reimbursement, but it is currently inactive

The School Services Legislative Committee September 2024 report is attached. The next Legislative Committee meeting is scheduled for October 03, 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Ashlee Chiarito, 457-3934.

Approved by Interim Superintendent

Mao Misty Her 

Date: 09/20/24

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
SEPTEMBER 12, 2024

2023-2024 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



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Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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September 11, 2024

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FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Nutrition Investments in 2024-25 State Budget

By: Kyle Hyland

August 15, 2024

Governor Gavin Newsom signed the 2024-25 State Budget package into law last month (see [“Governor Newsom Signs 2024-25 State Budget Package”](#) in the July 2024 *Fiscal Report*). The Enacted Budget includes a number of nutrition investments and programs that we detail below.

Universal Meals Program Investment

Included in the Enacted Budget is \$1.85 billion in Proposition 98 funding and \$2.68 billion in federal funding to support the third year of California’s Universal Meals Program.

As a reminder, almost all local educational agencies (LEAs) are required to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meals (FRPM) eligibility. Nonclassroom-based charter schools are only required to offer a free meal to eligible students who are scheduled for educational activities lasting two or more hours ([Education Code Section 49501.5\(f\)](#)).

In order for an LEA to receive state reimbursement for the two meals, it must participate in both the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). California law also requires LEAs with high poverty schools to adopt a federal universal meal service provision. A school is considered high poverty if its identified student percentage (ISP) is at least 40% (see more on the ISP provisions in California statute below).

You can find the School Nutrition Program reimbursement rates for the 2024-25 fiscal year [here](#).

SUN Bucks Investment

SUN Bucks, formerly known as Summer EBT, provides \$120 per child (\$40 per month for June, July, and August) in federally funded food benefits to children who lose access to FRPM during the summer school closure period. SUN Bucks helps families with children that qualify for FRPM or receive CalFresh, CalWORKs, and/or Medi-Cal (certified at or under 185% of the federal poverty level) benefits.

To assist with outreach, automation, and administration of the California SUN Bucks program, the State Budget includes a \$146.8 million (non-Proposition 98) investment. The goal of this funding is to allow California to provide an estimated \$1 billion in federal food assistance to children over the summer.

You can find more information about the SUN Bucks Program [here](#).

ISP Language

Back in October 2023, the U.S. Department of Agriculture (USDA) made changes to the minimum ISP rate for an LEA to qualify its low-income schools for a federal universal meal service provision.

Under federal law, identified students included in the ISP calculation are those automatically eligible for free meals based on their participation in CalFresh, CalWORKs, or Medi-Cal. To determine your ISP, divide the number of identified students by the number of enrolled students at a school.

The October 2023 [final rule](#) from the USDA amended Community Eligibility Provision (CEP) regulations by lowering the minimum ISP for high-poverty schools from 40% to 25%. This means that federal regulations now define high-poverty schools with an ISP of at least 25%. In other words, LEAs can now qualify schools within their jurisdiction under CEP if their ISP is 25% or higher.

However, the Enacted State Budget package included language that requires participation in a federal universal meal service provision if a school's ISP is 40% or more. This means that for the purposes of the California Universal School Meals Program, an LEA is not required to operate a federal universal meal service provision if it has a school under 40% ISP even though the federal government now defines a school as high poverty if it has an ISP of 25% or more. It is important to note that an LEA with a school with an ISP less than 40% but greater than 25% may operate a federal universal meal service provision, but it is no longer a requirement under California law.

Pupil Benefit Form

Also included in the Enacted Budget is a requirement for the California Department of Education to develop a pupil benefit form in an alternative electronic format by November 1, 2025.

The form must meet Local Control Funding Formula (LCFF) requirements as well as federal requirements to determine eligibility for the NSLP, the SBP, and the Summer Electronic Benefit Transfer Program. The form can also be used to determine eligibility for other pupil benefit programs that use the NSLP's FRPM eligibility criteria, such as the Expanded Learning Opportunities Program.

One of the goals of this form will be to assist LEAs in collecting the most accurate information for their low-income students in order to maximize their LCFF entitlement. While the Universal School Meals Program has been met with mostly positive reviews, one pitfall is that it has made it more difficult for LEAs to collect FRPM eligibility information as there is now less of an incentive for families to complete federal meal forms. The state hopes this form will assist LEAs in collecting all necessary information to maximize their LCFF funding.

Budget Cleanup Legislation Introduced

By: Leilani Aguinaldo, Kyle Hyland, and Wendi McCaskill

August 21, 2024

On Tuesday, August 13, 2024, the Legislature published the anticipated cleanup language for the 2024-25 Enacted State Budget. The key details impacting local educational agencies (LEAs) are included in [Senate Bill \(SB\) 176](#). While SB 176 mostly makes technical, cleanup changes to the education provisions of the Enacted Budget, the bill does make several significant amendments to programmatic areas, including the following:

- **Expanded Learning Opportunities Program (ELO-P):** SB 176 requires LEAs to report final expenditures for their 2021-22 and 2022-23 ELO-P funds to the California Department of Education (CDE) by October 31, 2024. If an LEA fails to report final expenditures to the CDE, then the LEA shall forfeit all of its 2021-22 and 2022-23 ELO-P funds. For 2023-24 ELO-P funds, and each fiscal year thereafter, the bill requires reporting of final expenditures to the CDE by September 30 of the second fiscal year following the fiscal year in which the appropriation is made (remember that starting in 2023-24, LEAs have two fiscal years to spend ELO-P funds). Failure to report will lead to the forfeiture of that fiscal year's ELO-P funds.
- **Instructional Continuity Plan:** SB 176 extends the sunrise dates for when new instructional continuity plans shall be added to existing LEA school safety plans for funding J-13A hold harmless provisions to July 1, 2026. The bill also clarifies “temporarily reassigned” for pupils in emergency situations to mean temporarily reassigned to another LEA outside of the school district, but within the county or an immediately adjacent county, in which the pupil’s parent or guardian resides.
- **Independent Study:** The bill clarifies the documentation standard for independent study pupil work product and asynchronous activities that do not produce a pupil work product. The bill also conforms independent study changes to standards for duration and program agreements.
- **Attendance Recovery:** SB 176 further clarifies that students cannot be credited with more than five days of attendance per school week for school districts and county offices of education and no more than one day of attendance per day of attendance per calendar day on which school is taught for charter schools. It also clarifies that attendance recovery program ratios are 10 pupils to 1 certificated teacher for transitional kindergarten and kindergarten and 20 pupils to 1 certificated teacher for grades 1-12, inclusive.

Look for subsequent *Fiscal Report* articles providing further details of the independent study and attendance recovery changes included in SB 176

Next Steps

SB 176 was heard by the Assembly Budget Committee last Thursday, August 15, 2024, and will be heard by the Senate Budget and Fiscal Review Committee next Monday, August 26, 2024.

SB 176 and other budget trailer bills will need to clear the Legislature by the end of session, which is August 31, 2024. It is important to note that due to the 72-hour rule in the California Constitution, the last day that SB 176 can be amended by the Legislature is Wednesday, August 28, 2024.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

“Big Three” Tax Revenues Impacting Fiscal Outlook

By: Anjanette Pelletier

August 21, 2024

The economic update released for August 2024 by the Department of Finance (DOF) highlights continuing growth for the U.S. gross domestic product and nationwide slowing of headline inflation, which was at 2.9% at the end of July 2024. The eyes of fiscal analysts have been on inflationary indicators, with markets and consumers alike hoping for a gradual decrease to interest rates and cost pressures from food, energy, transportation, and shelter, which all experienced mild decreases in year-over-year comparisons (see “[Inflation Continues to Cool](#)” in the August 2024 Fiscal Report). In the labor market, U.S. unemployment rose slightly to 4.3%, while California still outpaces the nation at 5.2% for the third consecutive month.

For California’s budget, which is largely dependent on the “Big Three” taxes (personal income tax [PIT], corporation tax [CT], and sales and use tax [SUT]), forecasts in the Enacted Budget are monitored closely. For July, which is not typically a large month for tax receipts, the preliminary General Fund cash receipts outpaced forecasts by \$983 million, or 10.1%, over forecasts, mostly in PIT and CT receipts. The DOF Finance Bulletin downplays the impact of this single month of strong PIT and CT payments, citing a variety of factors, including the need to consider tax withholding receipts over the course of multiple months to establish long-term trends, that the overage in CT receipts were likely due to large payments from a few corporations, and highlighting that SUT receipts were \$306 million, or 18.4%, below expectations. Shown below are 2024-25 year-to-date tax receipts for the “Big Three” taxes.

2024-25 Comparison of Actual and Forecast General Fund Revenues (Dollars in Millions)

Revenue Source	Forecast	Actual	Difference	Percent Difference
Personal Income	\$7,164	\$7,582	\$418	5.8%
Corporation	\$521	\$1,365	\$844	161.8%
Sales and Use	\$1,664	\$1,358	-\$306	-13.8%

The Legislative Analyst’s Office (LAO) released an “Updated ‘Big Three’ Revenue Outlook” article reflecting recent revenue and economic data, which results in higher “Big Three” revenue estimates. The updated forecast, which can be viewed on the LAO’s [website](#), shows PIT, CT, and SUT estimates more closely aligned with the revenue projections included in the 2024-25 Budget Act, and estimates a total revenue difference of only \$3.0 billion less through the 2024-25 fiscal year. The LAO notes there is still a broad range of where overall revenues could fall over the course of the entire fiscal year, with possibilities widening into 2025-26.

Instructional Materials Sufficiency Hearing Requirements

By: Linette Hodson and Matt Phillips, CPA

August 8, 2024

Staff and students are beginning the 2024-25 school year excited for the new challenges and adventures ahead. The first day pupils attend school also starts the clock for school districts and county offices of education (COEs) to meet the instructional materials sufficiency requirements outlined in Education Code Section (EC §) 60119. For multi-track year-round local educational agencies (LEAs), the clock starts with the first day pupils attend school in any track that begins in August or September. Within eight weeks from the first day of school, local governing boards are required to hold a public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in specified subjects. The instructional materials must be aligned to the academic content standards under EC § 60605 and 60605.8, and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. The adopted resolution shall certify compliance with EC § 60119.

Textbook and instructional materials sufficiency must be determined in the following subjects

- Mathematics
- Science
- History/social science
- English language arts, including the English language development component of an adopted program

The governing board is required to determine if pupils enrolled in a foreign language or a health course have sufficient standards-aligned textbooks or instructional materials, and if laboratory science equipment is available to high school students enrolled in science laboratory courses.

If an insufficiency exists, the school district or COE must disclose in the resolution the percentage of pupils in each school who lack sufficient standards-aligned materials in each subject area to the public and classroom teachers, and the reasons for the insufficiency. Any insufficiency identified at the hearing must be remedied within two months of the beginning of the school year. It is important that all school districts and COEs plan accordingly as the timeline to hold the public hearing and the timeline to correct any insufficiencies are the same.

The hearing notice must be posted in three public places within the LEA, at least 10 calendar days in advance, and state the time, place, and purpose of the hearing. The public hearing may not take place during or immediately following school hours. Governing boards should encourage participation by parents, teachers, members of the community, and bargaining unit leaders at the hearing.

The intent of the hearing is to determine whether “. . . each pupil in each school has sufficient textbooks or instructional materials or both . . .” This is defined as each pupil having a “standards-

aligned textbook or instructional materials, or both, to use in class and to take home.” The language does not require two sets of textbooks or instructional materials for each pupil regardless of whether homework is assigned; however, the use of “class sets” of instructional materials is insufficient. Instructional materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class, and to take home, as all other pupils in the same class or course in the school district, and has the ability to use and access them at home.

Compliance with this requirement is monitored through the annual independent audit process. Any discrepancies will result in a finding in the audit report. Recent legislation and changes to the Education Code requires the State Superintendent of Public Instruction to take additional remedial actions if insufficiencies are not corrected, including assessing a fiscal penalty and the authority to purchase textbooks and instructional materials necessary to comply with the sufficiency requirements.

The California Department of Education (CDE) provides a [sample resolution](#) on their website.

More information can be found within the CDE’s [Instructional Materials FAQ](#).

Attorney General Releases Opinion on Brown Act and the ADA

By: Ella Conolley

August 9, 2024

On July 24, 2024, California Attorney General Ron Bonta released an opinion regarding the Americans with Disabilities Act (ADA) and the Ralph M. Brown Act, also known as the California open meetings law. The Brown Act of 1953, a state law, was enacted to mandate that meetings of legislative bodies be open and accessible to the public to promote transparency in government. The ADA, a federal law enacted in 1990, protects the rights of individuals with disabilities and ensures their full participation in society through reasonable accommodations. The question posed to Attorney General Bonta is whether a member of a local agency's legislative body, who has a disability, can remotely participate in an open, public meeting that prevents their in-person attendance. While the ADA sets a baseline for disability rights that must be followed regardless of state laws, state laws can expand upon how those rights are implemented.

To be considered a "qualified individual" for a reasonable accommodation under the ADA, both Title I and Title II of the ADA play a role. Title I focuses on employment practices, while Title II focuses on ensuring that public services offered by state and local governments are accessible to individuals with disabilities.

In 2001, the Attorney General released an opinion regarding the same question. However, it was concluded that remote participation is not a reasonable accommodation under Title I nor Title II. Moreover, the opinion explained that teleconferencing (the method most used to remotely participate in meetings at the time) is a threat to the democratic processes and decision making, as there was no way of knowing if there were other people present to influence the member. Thus, physical attendance is necessary to remain non-secretive.

However, teleconferencing is now not the only mode of remote meetings, and real-time streaming has expanded modalities of remote participation. The prohibition on remote participation had been suspended during the COVID-19 pandemic for all members (using two-way real time video and audio streaming). Amendments were made to the Brown Act in 2022 to allow a member to participate remotely for either "just cause" or "emergency circumstances." This reveals a legislative belief that remote participation is available for a qualifying individual under the ADA, and in-person attendance is not an essential job function.

The opinion of Attorney General Bonta ultimately concluded that, because of the new amendments, remote participation is allowed as a reasonable accommodation for someone with a qualifying disability under the ADA. However, two requirements under the Brown Act must be met to remotely participate for members of the public agency with a qualifying disability, those being to use two-way video and audio streaming in real time and to disclose the identities of any adults who are present with the member.

For more information, please see the [full opinion of the Attorney General](#).

CalSHAPE Grant Program Future

By: Kyle Hyland

August 12, 2024

Ask SSC . . . Is the California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) suspended as of July 1, 2024?

The California Energy Commission (CEC), which administers the CalSHAPE Ventilation and Plumbing Programs (you can find more about the CalSHAPE grant programs in the June 2021 Fiscal Report article, "[CEC Approves AB 841 Program Guidelines and Opens Online System](#)"), confirmed that there will not be funding for the program for the 2024-25 fiscal year due to state budget constraints.

The applications for fifth round of funding were due on July 1, 2024, and the CEC said that it will honor the grantees for the fifth round but any future funding for the program is on hold until further notice. It is important to note that if you have received a grant award email from the CEC, you will receive your funding.

We will continue to monitor the program and will let you know if and when it resumes. You can find more information at the CalSHAPE webpage [here](#).

Governor Encourages Cell Phone Restrictions in Class

By: Michelle McKay Underwood

August 13, 2024

This morning, Governor Gavin Newsom sent a [letter](#) to all school districts encouraging educators to restrict the student use of cell phones in classrooms. The Governor's letter states, "The evidence is clear: reducing phone use in class leads to improved concentration, better academic outcomes, and enhanced social interactions."

Later in the morning, State Superintendent of Public Instruction Tony Thurmond released his own call for local educational agencies (LEAs) to restrict students' cell phone use in schools. Both Thurmond and Newsom noted the California districts that have already moved in this direction, including Lincoln Unified School District (USD), Roseville City School District, and Santa Barbara USD. While such pronouncements do not have the force of law, they may fuel local momentum to move in this direction.

The Governor's office noted that he is working with the Legislature to further limit student smartphone use on campuses. Two bills on this topic being considered in these final weeks of the legislative session are Assembly Bill (AB) 3216 (Hoover, R-Folsom) and Senate Bill (SB) 1283 (Stern, D-Los Angeles). AB 3216 would *require* (current law *allows*) a governing board of an LEA to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee of that LEA. AB 3216 has received widespread bipartisan support and is awaiting this week's Appropriations Committee deadline to potentially continue on in the legislative process and to the Governor's desk, which seems a likely outcome.

SB 1283 would *allow* a governing board of a LEA to adopt a policy to limit or prohibit the use by its pupils of social media while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee of that LEA. SB 1283 has been more controversial than AB 3216 as it has garnered concerns regarding privacy and who would have the right to give consent (the pupil, the pupil's parent/guardian, or both) to access the electronic information of a device to determine whether a pupil is complying with the LEA's policy. SB 1283 is awaiting a vote of the full Assembly, where its fate is less certain. Stay tuned.



OFFICE OF THE GOVERNOR

August 13, 2024

Dear School Leaders,

As we strive to create the best learning environment for all students this new academic year, I write today to raise an urgent issue that affects their well-being: the pervasive use of smartphones in schools.

Excessive smartphone use among youth is linked to increased anxiety, depression, and other mental health issues. A recent Pew Research Center survey found that 72% of high school and 33% of middle school teachers report cell phone distractions as a major problem. Common Sense Media found that 97% of students use their phones during the school day for a median of 43 minutes. Combined with the U.S. Surgeon General's warning about the risks of social media, it is urgent to provide reasonable guardrails for smartphone use in schools.

As I work with the Legislature to further limit student smartphone use on campus, there is no reason for schools to wait. In 2019, I signed AB 272 (Muratsuchi) into law, which grants school districts the authority to regulate the use of smartphones during school hours. This legislation was a crucial step in our efforts to minimize distractions and foster a more conducive environment for our students to learn. It is imperative that school districts take full advantage of this law to address the growing concerns surrounding student well-being and academic performance.

Leveraging the tools of this law, I urge every school district to act now to restrict smartphone use on campus as we begin the new academic year. The evidence is clear: reducing phone use in class leads to improved concentration, better academic outcomes, and enhanced social interactions. Schools and districts, including Santa Barbara Unified and Bullard High in Fresno, have seen positive impacts of limiting smartphones on campus, with some reporting higher test scores, grades, and student engagement, and less bullying and damage to school facilities. I applaud these districts, and others like LA Unified, for their leadership.

Every classroom should be a place of focus, learning, and growth. Working together, educators, administrators, and parents can create an environment where students are fully engaged in their education, free from the distractions on the phones and pressures of social media. Thank you for your continued dedication to our students and support in making our schools the best they can be.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gavin Newsom', with a long horizontal flourish extending to the right.

Gavin Newsom

Bill Report

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for: Fresno Unified School District Status as of September 10, 2024

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Bills To the Governor

Early Childhood Education

[AB 1947 \(Rivas, Luz\)](#)

Amended: 7/1/2024

Title: California State Preschool Programs: Contracting Agencies: Staff Training Days

Status: To Enrollment

Position: Support

Summary:

Current law allows California State Preschool Programs to schedule up to two days of staff training per contract period, using state reimbursement funding. This bill instead authorizes up to six days of staff training. In addition, if a program's enrollment is at least 25% dual language learner children, and the program schedules at least three days of staff training, then at least one staff training day must be used to provide staff development that is specific to supporting dual language learner children.

Employees

[AB 796 \(Weber\)](#)

Amended: 6/25/2024

Title: Athletic Trainers

Status: To Enrollment

Position: Support

Summary:

As amended, this bill establishes certification and training requirements for athletic trainers and prohibits individuals from calling themselves athletic trainers unless they meet those requirements.

[AB 938 \(Muratsuchi\)](#)

Amended: 8/23/2024

Title: Education Finance: Classified and Certificated Staff Salaries

Status: To Enrollment

Position: No Position

Summary:

As amended August 23, 2024, the bill requires the California Department of Education to update the existing J-90 data collection process to include classified staff, and local educational agencies would be required to submit certificated and classified bargaining unit salary data annually starting on January 31, 2026.

The five classifications for reporting classified employee salary information are as follows:

- Secretaries or administrative assistants
- Custodians
- Bus drivers
- School food service workers
- Instructional aides

AB 2088 (McCarty)**Amended:** 8/23/2024**Title:** K-14 Classified Employees: Part-Time or Full-Time Vacancies: Public Postings**Status:** To Enrollment**Position:** Oppose**Summary:**

This bill establishes a statutory right of first refusal to current, regular nonprobationary classified employees of school and community college districts for part-time and full-time vacant positions. Current classified employees must meet the minimum qualifications for the vacant position and must apply for the position within ten business days of receiving notice for the new classified position. Education employers may only offer a vacant classified position to an external candidate after posting the position for ten days and if no qualified internal candidate applies for the position. Assembly Bill 2088 continues through the legislative process.

AB 2134 (Muratsuchi)**Amended:** 5/16/2024**Title:** School Employees: Transfer of Leave of Absence for Illness or Injury**Status:** To Enrollment**Position:** Support**Summary:**

This bill changes the following related to the transfer of sick leave for teachers and classified staff at school districts and county offices of education:

- Clarifies that there is no time frame during which unused sick leave must be transferred between public school employers
- Requires unused sick leave to be transferred between school employers in days, not hours

Governance and District Operations

AB 3074 (Schiavo)**Amended:** 4/16/2024**Title:** School or Athletic Team Names: California Racial Mascots Act**Status:** To Enrollment**Position:** Support**Summary:**

The bill would prohibit, beginning July 1, 2026, public schools, except for public schools operated by an Indian tribe or tribal organization, from using any “derogatory Native American term,” as defined, as a school or athletic team name, mascot, or nickname.

[AB 3216 \(Hoover\)](#)**Amended:** 8/23/2024**Title:** Pupils: Use of Smartphones**Status:** To Enrollment**Position:** Watch**Summary:**

Assembly Bill 3216 requires, rather than allows, local educational agencies to adopt and update every five years a policy to limit or prohibit student use of smartphones while at school or under the supervision and control of school employees. The policy must be adopted by July 1, 2026.

[SB 1283 \(Stern\)](#)**Amended:** 8/12/2024**Title:** Pupils: Use of Social Media**Status:** To Enrollment**Position:****Summary:**

This bill authorizes local educational agencies to limit or prohibit the student use of social media while at school or under the supervision and control of school employees.

Instruction

[AB 1821 \(Ramos\)](#)**Amended:** 8/23/2024**Title:** Pupil Instruction: Course of Study: Social Sciences: Treatment of Native Americans**Status:** To Enrollment**Position:** Support**Summary:**

This bill requires the adopted course of study for grades 1-6 for social sciences to provide a foundation for understanding the Spanish colonization of California and the Gold Rush era, including the treatment and perspectives of Native Americans during those periods. The bill further requires the adopted course of study for grades 7-12 for social sciences to include content on the treatment and perspectives of Native Americans, to the extent a school provides instruction on the Spanish colonization of California or the Gold Rush era.

[AB 1871 \(Alanis\)](#)**Amended:** 8/22/2024**Title:** Adopted Course of Study for Grades 7 to 12: Social Sciences: Personal Financial Literacy**Status:** To Enrollment**Position:****Summary:**

This bill, with respect to the adopted course of study for grades 7-12, would require the social sciences area of study to also include instruction on personal financial literacy.

AB 2229 (Wilson)**Amended:** 4/8/2024**Title:** California Healthy Youth Act: Menstrual Health Education**Status:** To Enrollment**Position:****Summary:**

This bill adds menstrual health to the instruction in comprehensive sexual health education students are to receive in grades 7-12.

AB 2999 (Schiavo)**Amended:** 8/15/2024**Title:** Pupil Instruction: Homework Policy.**Status:** To Enrollment**Position:****Summary:**

As amended on August 15, 2024, this bill would encourage each local educational agency (LEA) to develop a homework policy for all grades by the start of the 2027-28 school year, formally adopt a final homework policy by the start of the 2028-29 school year, and update the policy at least once every five years. This bill would also encourage LEAs to annually distribute the adopted or updated homework policy at the beginning of the school year to all certificated staff and administrators, to all pupils and parents, and by publication on the LEA's website. The bill would also authorize the California Department of Education (CDE) to develop and post guidelines for LEAs to use in developing the homework policy.

Before being amended in the Senate Appropriations Committee, the bill required LEAs to develop and adopt a homework policy and the CDE to develop guidelines. The amendments changed the bill from a mandate for LEAs and the CDE to an option.

Miscellaneous

AB 1815 (Weber)**Amended:** 8/21/2024**Title:** Discrimination: Race: Hairstyles**Status:** To Enrollment**Position:** Support**Summary:**

This bill would remove the term “historically” from the definitions of race, thus defining race to include traits associated with race, including hair texture and protective hairstyles.

[AB 2137 \(Quirk-Silva\)](#)**Amended:** 8/22/2024**Title:** Homeless and Foster Youth**Status:** To Enrollment**Position:** Support**Summary:**

As amended August 22, 2024, this bill authorizes a foster youth services coordinating program to provide tutoring, mentoring, and counseling services to foster youth students if a foster youth educational services coordinator determines that the foster youth services coordinator is unable to secure those needed services from the student's school district.

[AB 2508 \(McCarty\)](#)**Amended:** 8/23/2024**Title:** Student Financial Aid: California Kids Investment and Development Savings (KIDS) Program: Foster Youth**Status:** To Enrollment**Position:** Support**Summary:**

Requires the Scholarshare Investment Board (SIB), subject to appropriation and until January 1, 2029, to open a California Kids Investment and Development Savings Program (CalKIDS) account for a student in the foster care system in grades 1-12 if an account has not already been established and requires the account of a student in the foster care system to receive a one-time enhanced deposit of \$500. It further authorizes the additional enhanced deposit of \$500 for those foster youth who did not previously receive an enhanced deposit that was previously provided to low-income students.

[SB 1374 \(Becker\)](#)**Amended:** 8/23/2024**Title:** Net Energy Metering**Status:** To Enrollment**Position:****Summary:**

This bill would require, by July 1, 2025, the Public Utilities Commission (PUC) to update its tariffs for renewable electrical generation facilities that serve multiple customers with meters at apartment buildings on a single property or multiple meters of a public school in an equivalent way to how self-consumption is handled for single-family homes, multifamily residential customers, and non-residential customers with a single meter. Recent PUC rule changes disadvantage non-residential utility customers—including apartment buildings, schools, community colleges, universities, water agencies, city facilities, farms, and shopping centers—by taking away any benefit for self-consuming their own on-site (usually solar) generation, if it is metered separately from their other usage.

Nutrition

[AB 2316 \(Gabriel\)](#)

Amended: 8/21/2024

Title: Pupil Nutrition: Substances: Prohibition

Status: To Enrollment

Position: Support

Summary:

This bill would prohibit, beginning December 31, 2027, local educational agencies from offering, selling, or otherwise providing any food or beverages containing food dye additives (Blue 1; Blue 2; Green 3; Red 40; Yellow 5; and Yellow 6). The bill permits a public school to sell food containing the substances specified above as part of a school fundraising event that takes place off of and away from school premises or takes place on school premises at least one-half hour after the end of the school day.

School Safety and Student Discipline

[AB 1919 \(Weber\)](#)

Amended: 8/21/2024

Title: Pupil Discipline: Suspension: Restorative Justice Practices

Status: To Enrollment

Position: Watch

Summary:

This bill would require, beginning July 1, 2026, that local educational agencies adopt at least one of the best practices for restorative justice practice implementation developed and made available by the California Department of Education (CDE). Current law requires the CDE to develop such practices for implementation and post them to the CDE website by June 1, 2024. However, adoption of the restorative justice practice is contingent upon a State Budget appropriation for this purpose.

[AB 2481 \(Lowenthal\)](#)

Amended: 8/23/2024

Title: Social Media-Related Threats: Reporting

Status: To Enrollment

Position: Support

Summary:

Beginning January 1, 2026, requires certain social media platforms to establish a process to designate "verified reporters"—a principal or other school official of similar responsibility or a mental health professional—and to establish a mechanism by which verified reporters may report "social media-related threats"—content posted on a social media platform that promotes, incites, facilitates, or perpetrates certain enumerated harmful outcomes. The platform must establish an internal process to receive and substantively respond as to whether such content violates the platform's terms and conditions within 72 hours, or 24 hours if the report is of a severe risk, in which case, a natural person must review the report. Platforms must annually post on their websites information relating to reports received by verified reporters.

AB 2711 (Ramos)**Amended:** 8/21/2024**Title:** Suspensions and Expulsions: Voluntary Disclosures**Status:** To Enrollment**Position:** Support**Summary:**

This bill originally required schools to document other means of correction before suspending a student on the basis of unlawfully possessing, using, or being under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind, or having possessed or used tobacco products. The bill also previously removed these acts from the list of acts for which a student may be recommended for expulsion. The bill was significantly amended on July 3, 2024, and the new bill instead specifies that a pupil who voluntarily discloses their use of a controlled substance, alcohol, tobacco product or intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

SB 1063 (Grove)**Amended:** 6/27/2024**Title:** Pupil Safety: Identification Cards**Status:** To Enrollment**Position:** Support**Summary:**

As amended, commencing July 1, 2025, this bill requires schools that serve students in grade 7-12 to include on student identification cards the number for the 988 Suicide and Crisis Lifeline.

State Budget, Education Finance, and LCFF

SB 98 (Portantino)**Amended:** 6/17/2024**Title:** Education Finance: Local Control Funding Formula: Enrollment-Based Funding Report**Status:** To Enrollment**Position:** Support**Summary:**

Originally, this bill would have provided local educational agencies (LEAs) with supplemental education funding based on the difference between what the LEA would have received if Local Control Funding Formula (LCFF) funds were apportioned using enrollment numbers and what the LEA did receive under the LCFF using average daily attendance (ADA) information. As completely rewritten, the bill would require the Legislative Analyst's Office to submit a report to the Legislature by January 1, 2026, on the effects of changing the pupil count methodology of the LCFF from ADA to enrollment and the potential impacts of this change on pupil attendance. The report, at a minimum, must analyze evidence-based approaches to improving pupil attendance and the extent to which a state's method of funding affects pupil attendance rates, and the fiscal, programmatic, and administrative impacts of changing the pupil count methodology of the LCFF from ADA to pupil enrollment.

Student Health

[AB 2998 \(McKinnor\)](#)

Amended: 6/20/2024

Title: Opioid Overdose Reversal Medications: Pupil Administration

Status: To Enrollment

Position:

Summary:

As amended, this bill prohibits school districts, county offices of education, and charter schools from preventing a student 12 years old or older from carrying or administering an opioid reversal medication.

[SB 954 \(Menjivar\)](#)

Amended: 8/27/2024

Title: Sexual Health

Status: To Enrollment

Position: Support

Summary:

By the 2025-26 school year, this bill requires public schools to make free internal and external condoms available to all pupils in grades 9-12. The condoms shall be placed in a minimum of two locations on school grounds where the condoms are easily accessible to pupils during school hours without requiring assistance or permission from school staff. Pupils shall be notified through existing school communication channels that free condoms are available and where the condoms can be obtained on school grounds.

This bill also requires public schools serving grades 7-12 to allow condoms to be made available through educational or public health programs, such as organizations providing instruction for purposes of the California Healthy Youth Act, pupil peer health groups, pupil health fairs, and school-based health centers. This bill prohibits a retail establishment from refusing to furnish nonprescription contraception to a person solely on the basis of age by means of any conduct, such as requiring the customer to present identification for purposes of demonstrating their age. As amended, implementation of these provisions is contingent upon a State Budget appropriation for this purpose.

[SB 976 \(Skinner\)](#)

Amended: 8/22/2024

Title: Protecting Our Kids From Social Media Addiction Act

Status: To Enrollment

Position: Watch

Summary:

This bill prohibits an addictive internet-based service or application from providing an addictive feed to a minor without parental consent. It prohibits an addictive internet-based service or application from sending notifications to minors between 12:00 a.m.-6:00 a.m. and 8:00 a.m.-3:00 p.m., from Monday through Friday from September through May, unless the operator has obtained parental consent. Requires an operator to provide a mechanism through which the verified parent of a user who is a minor may change specified settings, including notifications, the amount of time per day the minor user may access the service or application, the ability to view forms of feedback within an addictive feed, and privacy settings. These provisions would only be enforced in a civil action brought by the Attorney General.

SB 997 (Portantino)**Amended:** 8/22/2024**Title:** Pupil Health: Opioid Antagonists and Fentanyl Test Strips**Status:** To Enrollment**Position:** Watch**Summary:**

This bill prohibits local educational agencies from prohibiting students in middle schools, junior high schools, high schools, or adult schools, from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering from an opioid overdose while on a school site or while participating in school activities.

SB 1318 (Wahab)**Amended:** 6/17/2024**Title:** Pupil Health: Suicide Prevention Policies: Pupil Suicide Crisis**Status:** To Enrollment**Position:** Support**Summary:**

This bill would require, on or before July 1, 2026, the California Department of Education to update the model policy to address crisis intervention protocols in the event of a pupil suicide crisis including the process by which staff and external agencies are deployed to address a pupil suicide crisis, limiting the involvement and notification of law enforcement to situations in which a pupil's life is in imminent danger and their needs cannot be addressed by a mental health professional, and the assessment process that law enforcement officers should follow to determine whether the pupil experiencing a suicide crisis is endangered by parental notification. The bill would require, by July 1, 2026, the governing board or body of a local educational agency to update their pupil suicide prevention policy to include these crisis intervention protocols.

Chaptered Bills

Instruction

[AB 2268 \(Muratsuchi\)](#)

Amended: 5/8/2024

Title: English Learners: Initial Identification: English Language Proficiency Assessment

Status: Signed by the Governor, Chapter 15, Statutes of 2024

Position: Support

Summary:

Exempts students in transitional kindergarten (TK) from being assessed for English language development using the English Language Proficiency Assessments for California (ELPAC). The bill further excludes students in TK from being assessed for initial identification as an English learner upon their initial enrollment.

[AB 2429 \(Alvarez\)](#)

Amended: 5/6/2024

Title: Pupil Instruction: Health Education Courses: Fentanyl

Status: Signed by the Governor, Chapter 67, Statutes of 2024

Position: Support

Summary:

Starting with the 2026-27 school year, if a school district or charter school requires a health education course as a graduation requirement, then the course must include instruction in the dangers associated with fentanyl use.

[AB 2927 \(McCarty\)](#)

Amended: 6/24/2024

Title: Pupil Instruction: High School Graduation Requirements: Personal Finance

Status: Signed by the Governor, Chapter 37, Statutes of 2024

Position: Support

Summary:

As amended June 24, 2024, the bill does the following:

- Commencing with the 2027-28 school year, requires local educational agencies to offer a separate, stand-alone one-semester course in personal finance in all of its high schools
- Adds personal finance as a high school graduation requirement commencing with the 2030-31 school year as a separate, stand-alone one-semester course
- Clarifies that any pupil graduating in the 2030-31 school year who completes a separate, stand-alone one-semester course in personal finance may elect to be exempt from the requirement to complete a one-semester course in economics currently required to graduate high school
- Requires the Instructional Quality Commission (IQC) to develop, by May 31, 2026, a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance.

AB 3010 (Bauer-Kahan)**Amended:** 4/29/2024**Title:** Pupil Instruction: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotional Regulation**Status:** Signed by the Governor, Chapter 176, Statutes of 2024**Position:** Watch**Summary:**

As amended April 29, 2024, this bill requires the Instructional Quality Commission to consider including information on evidence-based schoolwide programs to support students in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation, the next time the State Board of Education revises the Health Education Curriculum Framework for public schools.

Student Health

AB 1955 (Ward)**Amended:** 5/22/2024**Title:** Support Academic Futures and Educators for Today's Youth Act**Status:** Signed by the Governor, Chapter 95, Statutes of 2024**Position:****Summary:**

This bill establishes the Support Academic Futures and Educators for Today's Youth (SAFETY) Act, which prohibits a local educational agency (LEA) from enacting or enforcing policies that require disclosure of a student's gender identity, sexual orientation, or gender expression without the student's consent. The bill also prohibits an employee or contractor of an LEA from disclosing information about the student's gender identity, sexual orientation, or gender expression without their consent. The bill also requires the California Department of Education to develop supports and community resources for the support of parents, guardians, and families of lesbian, gay, bisexual, transgender, queer, and questioning students.

Inactive Bills

Employees

[AB 2901](#) (Aguiar-Curry)

Amended: 8/23/2024

Title: School and Community College Employees: Paid Disability and Parental Leave

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position:

Summary:

Assembly Bill 2901 would have required a public school employer and community college district to provide up to 14 weeks of paid pregnancy leave for employees who experience pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions the bill continues through the legislative process. However, the bill was amended on August 23, 2024, to delay implementation to January 1, 2028, and it would have taken effect only if an appropriation were to be made for these purposes.

Governance and District Operations

[AB 1917](#) (Muratsuchi)

Amended: 8/23/2024

Title: Local Educational Agencies: Governance Training

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill would require all local educational agency (LEA) governing board members to receive training in K-12 public education governance laws at least once during their tenure. The training would include the following:

- Open meeting laws, including the Ralph M. Brown Act
- Public education school finance laws, including laws related to the creation and approval of an LEA budget
- Laws related to personnel and employees
- Public school accountability laws related to pupil learning and achievement
- The training may be provided by an LEA, an association of LEAs, or a different entity.

Instruction

[AB 2097 \(Berman\)](#)

Amended: 6/3/2024

Title: Pupil Instruction: High Schools: Computer Science Courses: Implementation Guide

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended June 3, 2024, this bill requires school districts and charter schools that serve grades 9-12 to adopt a plan by January 1, 2026, to offer at least one computer science course in each of their high schools according to the following timeline:

- By the 2026-27 school year, in at least one high school per school district
- If a school district has only one high school, then by no later than the 2027-28 school year
- By the 2027-28 school year, all charter schools maintaining any of grades 9-12
- By the 2027-28 school year, at least 50% of the high schools per school district
- By the 2028-29 school year, all high schools in a school district

If a traditional classroom setting is not feasible, then the school district or charter school shall include in its plan to offer a virtual or distance course option for computer science. As amended, the bill no longer adds computer science as a high school graduation requirement.

[AB 2222 \(Rubio, Blanca\)](#)

Amended: 3/18/2024

Title: Science of Reading: Accreditation: Professional Development: Instructional Materials

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

Require all public schools to teach students to read using the “science of reading,” a phonics-based approach to reading. By March 1, 2026, local educational agencies shall ensure participation in the California Department of Education-approved professional development and training, and by June 30, 2027, teachers of students in grades TK-5 must have completed the training.

[SB 1094 \(Limón\)](#)

Amended: 6/17/2024

Title: Pupil Instruction: Course of Study: Social Sciences: Civic Engagement

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires social sciences to include principles of democracy and the state and federal constitutions, as well as civic engagement experiences with governmental institutions. Amendments to the bill remove the previously proposed requirement for pupils to complete one civic engagement with a local, state, or national governmental institution, at least once while in grades 1-6 and at least once while in either grade 7 or 8.

Nutrition

[AB 2595 \(Rivas, Luz\)](#)

Amended: 6/26/2024

Title: School Nutrition: Guardian Meal Reimbursement

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires the California Department of Education (CDE) to establish a pilot process for federal summer meal program operators to receive state reimbursement, adjusted annually for inflation, for meals served to guardians of eligible pupils receiving a meal pursuant to a summer meal program hosted at a public library. It also requires the CDE to develop guidance for summer meal program operators participating in the federal Seamless Summer Option or the Summer Food Service Program on how to serve guardians a meal at public library summer meal program sites. As amended, the bill would limit reimbursement to one guardian per eligible pupil.

School Safety and Student Discipline

[AB 2351 \(Lowenthal\)](#)

Amended: 5/2/2024

Title: Suspensions and Expulsions: Acts Occurring Outside of School Hours

Status: Assembly Appropriations Committee—Bill Did Not Meet Deadline

Position:

Summary:

Until January 1, 2028, this bill would authorize suspension or recommendation for expulsion if certain conduct (such as sexual harassment, hate violence, harassment, threats, or intimidation) occurs during or outside of school hours, is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, or creating an intimidating or hostile educational environment. A pupil may not be suspended or expelled for an act that occurs outside of school hours unless other means of correction fail to bring about proper conduct.

[AB 2441 \(Katra\)](#)

Amended: 8/23/2024

Title: School Safety: Mandatory Notifications

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position:

Summary:

- This bill eliminates criminal penalties for “willful disturbance” of a school or school meeting by students
- Requires the school principal to notify law enforcement if a pupil sells, rather than possesses, or sells as stipulated in statute, a narcotic or controlled substance
- Requires the school principal to notify law enforcement if a pupil possesses a firearm, weapon, or knife, as specified; possesses, sells, or furnishes, a firearm; brandishes a knife at another person; unlawfully sells a controlled substance, as specified; commits or attempts to commit sexual assault; or possesses an explosive

[AB 2583 \(Berman\)](#)**Amended:** 6/27/2024**Title:** School Zones: Speed Limits**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

As amended, this bill would reduce the school zone speed limit from 25 miles per hour to 20 miles per hour commencing January 2028.

[AB 3038 \(Essayli\)](#)**Amended:** 4/1/2024**Title:** School Safety: Armed School Resource Officers.**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Oppose**Summary:**

This bill would require a school district or a charter school to hire or contract with at least one armed school resource officer authorized to carry a loaded firearm to be present at each school during regular school hours and any other time when pupils are present on campus.

[SB 1011 \(Jones\)](#)**Title:** Encampments: Penalties**Status:** Senate Public Safety Committee—Bill Did Not Meet Deadline**Position:****Summary:**

Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street or sidewalk if a homeless shelter is available to the person. Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street, sidewalk, or other public property within 500 feet of a public or private school, an open space, or a major transit stop.

Note: Fresno USD opposed a similar bill—SB 31 (Jones)—in 2023 that would have prohibited a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon any street, sidewalk, or other public right-of-way within 1000 feet of a school, daycare center, park, or library. SB 31 failed passage in the Senate Public Safety Committee.

SB 1026 (Smallwood-Cuevas)

Amended: 3/11/2024

Title: School Safety: School Security Departments: Contracted Private Licensed Security Agencies

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended, this bill requires local educational agencies that have a security department or that contract with a private licensed security agency to specify both of the following:

- The parameters on the use of weapons, including handcuffs, pepper spray, batons, and firearms, on the school campus
- The roles and responsibilities of school administrators, school security personnel, and contracted school security officers, for the purpose of ensuring the safety of personnel and pupils, consistent with assigning school administrators primary responsibility for de-escalation

Student Health

AB 2052 (Jones-Sawyer)

Amended: 4/8/2024

Title: School-Based Health and Education Partnership Program

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires the Department of Public Health to collaborate with the California Department of Education's Office of School-Based Health Programs to award grants for expansion, renovation, and retrofitting of existing school health centers. Preference shall be given to centers that are in medically underserved areas, experiencing health disparities in child and adolescent access to care, and schools with more than 55% unduplicated pupils.

AB 2110 (Arambula)

Title: Medi-Cal: Adverse Childhood Experiences Trauma Screenings: Providers

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

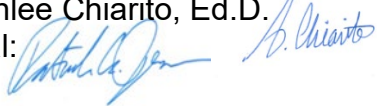
Position: Support

Summary:

Allows community health workers and doulas to receive Medi-Cal reimbursement for providing adverse childhood experiences screenings. Under current law, Medi-Cal providers receive \$29 per trauma screening for children and adults with Medi-Cal coverage, but the list of eligible providers does not include community health workers or doulas.

Fresno Unified School District
Board Communication

BC Number BFS-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Ed.D.
Cabinet Approval: 

Date: September 20, 2024

Phone Number: 457-3934

Regarding: 2025/26 Local Control and Accountability Plan Engagement

The purpose of this board communication is to provide the Board with an update on the district's plan to engage with educational partners and collect input for the 2025/26 Local Control and Accountability Plan (LCAP). This engagement collects input from a diverse group of school and community representatives with the goal of refining district plans to improve student outcomes.

This year, staff planned several strategies to engage with the community:

- The LCAP Parent and Educational Partner Guide is available on our website and is handed out at engagement events. This document provides a quality summary of the district's LCAP.
- In collaboration with Parent University and Home School Liaisons, training and resources were provided to support schools with hosting LCAP 101 parent engagement hours at their sites.
- Partnering with the Communications Team to create a communications plan to increase outreach to district staff and families describing how they can be involved in the LCAP.
- Utilizing Let's Talk with the Customer Service Office to further support the community.
- Staff designed a contest to inspire student participation in the district's ThoughtExchange. Winning schools will receive additional contributions to their ASB or school site discretionary funds.
- School sites benefit by having all their staff participate in the district's ThoughtExchange. For those school sites that participate, additional contributions to their ASB or school site discretionary funds.
- Conduct LCAP engagement in the Fall to gain community feedback prior to budget development

Beginning in October, the district will host seven LCAP Community Meetings where attendees will have an opportunity to receive updates on district spending priorities, student performance data, and provide feedback and input for future planning. To encourage participation and provide a meaningful experience, participants will receive dinner and incentives through the Fresno Chaffee Zoo and Pizza Vouchers.

Included with this communication is our promotional flyer for the LCAP Community Meetings. New this year, we are excited to showcase our incredible middle schools; our LCAP Community Meetings will be held in the cafeterias at our middle schools.

As a reminder, another helpful method in soliciting educational partner feedback is through the online platform, ThoughtExchange. This online platform gathers, ranks, and organizes the feedback received during outreach efforts. Participants in an exchange can share thoughts and ideas in their own words, but they can also rate the thoughts and ideas of others in a safe and confidential environment. As in prior years, and to ensure transparency for our Fresno Unified community, the ThoughtExchange reports will be posted to the LCAP page of the district's website.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.

Approved by Interim Superintendent

Mao Misty Her 

Date: 09/20/24

*Come join us as
we explore ways
to improve
student outcomes*



WE NEED YOUR INPUT!

LCAP COMMUNITY MEETINGS - THE FUN STARTS AT 5 P.M.

OCTOBER 10

Tioga Middle School — Cafeteria

OCTOBER 15

Tenaya Middle School — Cafeteria

OCTOBER 22

Scandinavian Middle School — Cafeteria

OCTOBER 24

Gaston Middle School — Cafeteria

OCTOBER 29

Sequoia Middle School — Cafeteria

NOVEMBER 12

Fort Miller Middle School — Cafeteria

NOVEMBER 14

Kings Canyon Middle School — Cafeteria

Childcare, dinner and translation services provided.

**Each participant
will receive:**

1 Adult admission ticket
1 Child admission ticket
+ Giraffe feeding ticket

*To the
Chaffee Zoo!*

Or 1 voucher for a large, one topping
pizza from Me & Ed's



*What are the most important
things our district needs to think
about in order to
support all students?*

 stafed@fresnounified.org/lcap/  559-457-3939

2024-25



Parent & Educational Partner

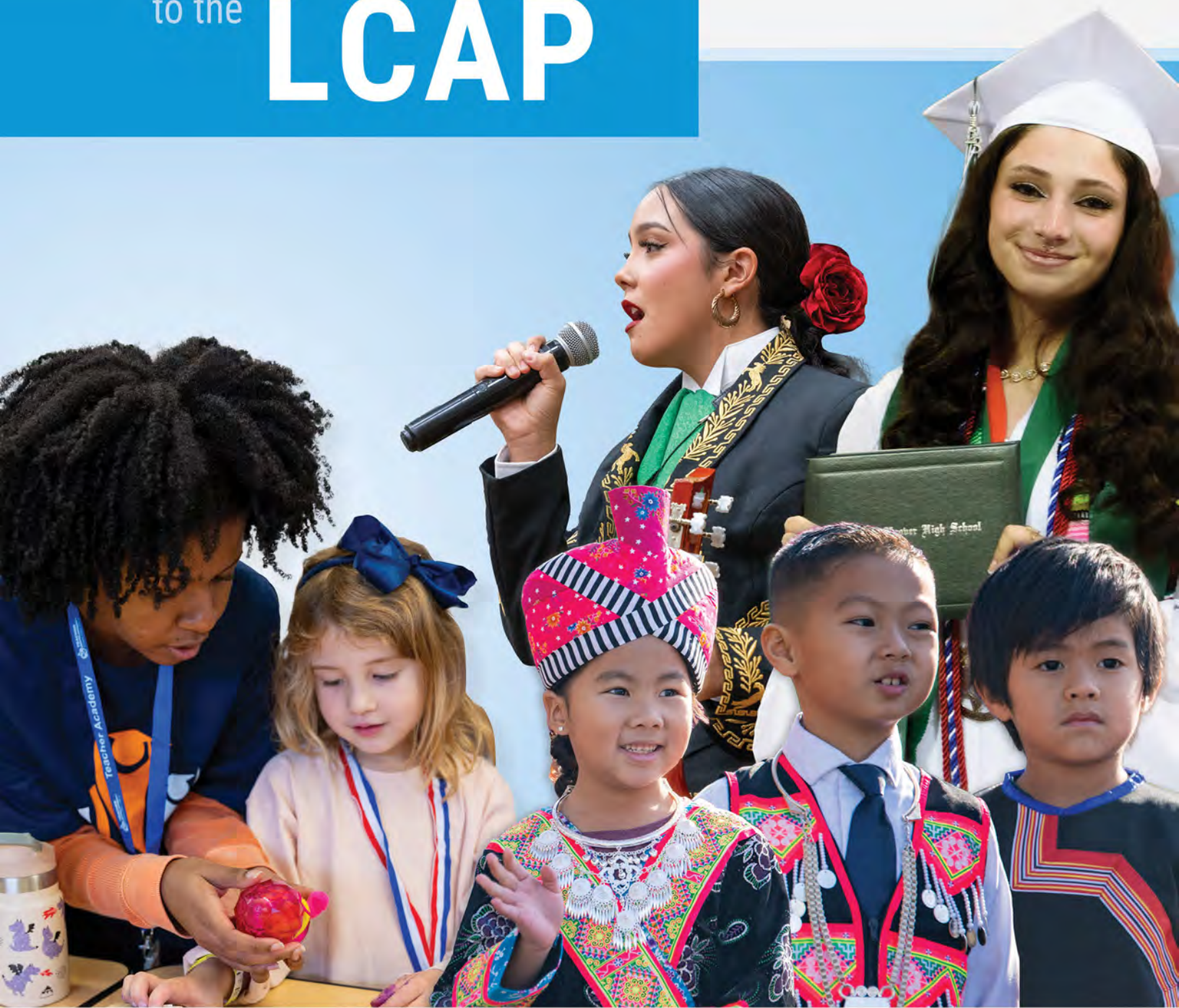
GUIDE

to the

LCAP



Fresno Unified
School District

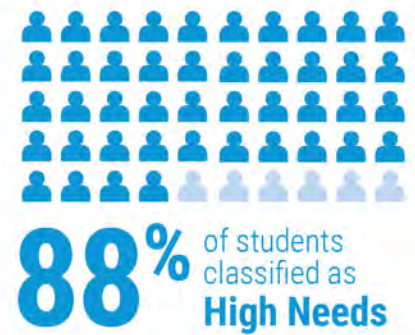
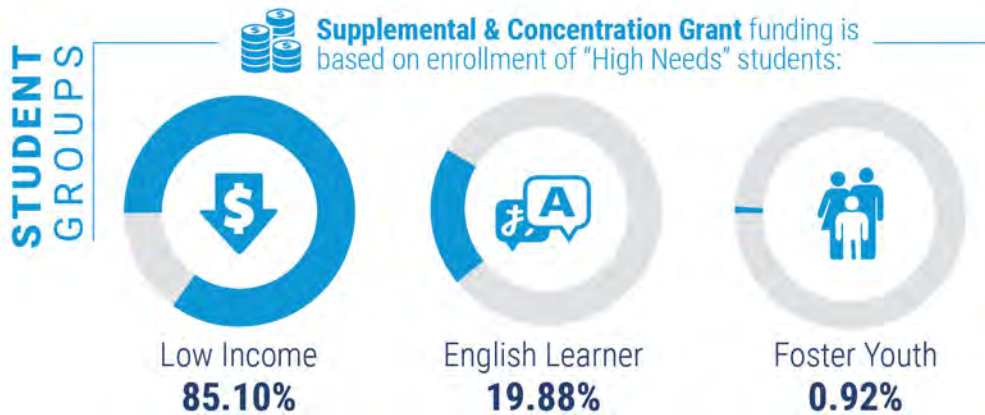
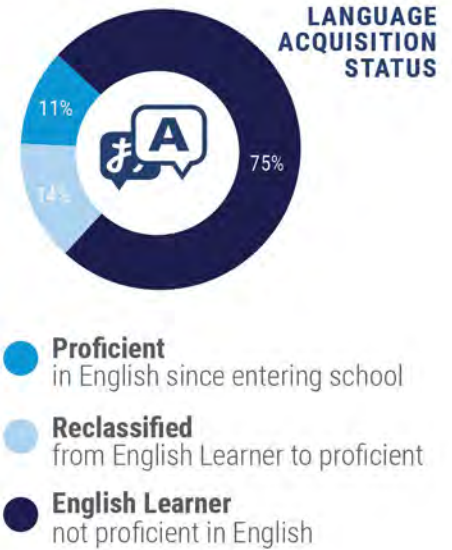
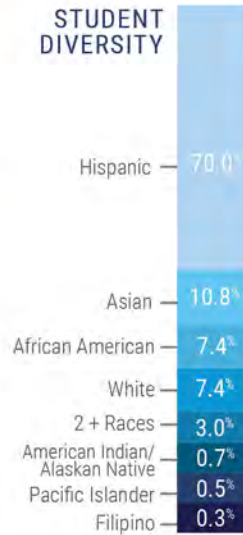
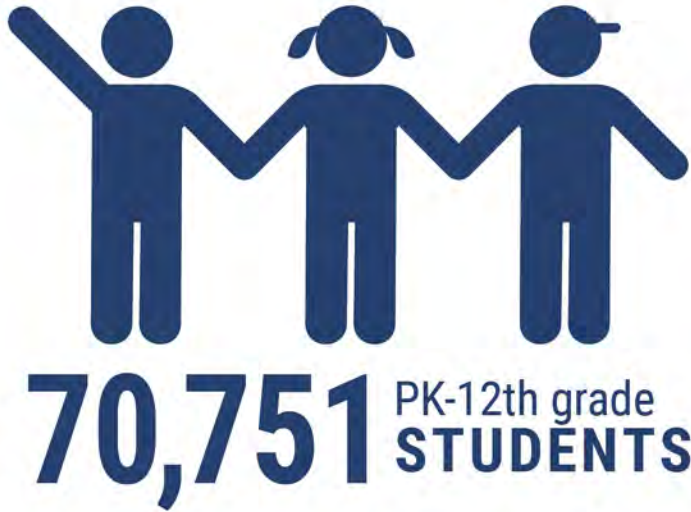


Fresno Unified School District



Fresno Unified School District

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



10,000+
EMPLOYEES

100
SCHOOLS



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

3 INTRODUCTION TO LCAP & LCFF

What is the LCAP?



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



THE 8 STATE EDUCATION PRIORITIES

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

THE LCAP IS USED TO: _____



SET
GOALS



PLAN
ACTIONS



BUDGET
EXPENDITURES



REVIEW
PROGRESS

FUSD'S LCAP AT A GLANCE

12

GOALS

94

ACTIONS

73

METRICS

\$1,668,034,153

BUDGETED EXPENDITURES

Where does FUSD get its funding?

-  **Federal**
\$121,959,969
-  **Local**
\$56,860,419
-  **Non-LCFF State**
\$295,070,917

LCFF

-  **Base Grant**
\$706,326,780
-  **Supplemental Grant**
\$124,850,322
-  **Concentration Grant**
\$153,251,721



LCFF

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



Low
Income



English
Learners



Foster
Youth



How is the LCAP developed?



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



TIMELINE OF LCAP DEVELOPMENT



- **Plan** to engage educational partners



- **Connect** with the community and collect feedback



- **Present** mid-year update to Board of Education
- **Write** the LCAP draft



- **Receive** input on the draft
- **Update** and revise the draft



- **Feedback** from PAC and DELAC
- **LCAP Public Hearing**
- **BOE** approves LCAP/ Budget

Key Point:

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



Listening to our Educational Partners

Key Themes from 2023/24 Feedback:



Academics

Focus on improving academic performance



Engagement/School Climate

Increase engagement opportunities



Staff Support

Provide support and resources for staff



Mental/Physical Health

Support the mental & physical health of students



School Safety

More plans, protocols, resource officers

BY THE NUMBERS



44+

ENGAGEMENT OPPORTUNITIES



8,387

SURVEYS



9,059

PARTICIPANTS



STUDENT GOAL

Improve Academic Performance at Challenging Levels

HIGHLIGHTED PROGRESS INDICATORS



IMPROVE PERFORMANCE
ON ELA SBAC

-49.8* TBD TBD **↑ -4.8***
Baseline Year 1 Year 2 Year 3 Outcome



IMPROVE PERFORMANCE
ON MATH SBAC

-80.6* TBD TBD **↑ -35.6***
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE ENGLISH
LEARNER PROGRESS
INDICATOR (ELPI)

46.8% TBD TBD **↑ 52.8%**
Baseline Year 1 Year 2 Year 3 Outcome



IMPROVE PERFORMANCE
ON CAST

16.0% TBD TBD **↑ 31.0%**
Baseline Year 1 Year 2 Year 3 Outcome



INCREASE ENGLISH LEARNER
RECLASSIFICATION RATE

6.55% TBD TBD **↑ 10.0%**
Baseline Year 1 Year 2 Year 3 Outcome

*Data point represents the distance from standard

GOAL #1

Budgeted Expenditures



Goal #1 Budgeted Expenditures

\$1,116.4M

The budget for Goal #1 is **66.9%** of the total LCAP expenditure of **\$1,668M**.

1.01	Designated School Investment	\$27.5M
1.02	Additional Teacher Supply Funds	\$2.0M
1.03	Middle & High School Redesign	\$20.6M
1.04	Eliminate Elementary Combination Classes	\$11.6M
1.05	Instructional Supports and Instructional Coaches	\$33.3M
1.06	Additional Teachers Above Base Staffing	\$29.3M
1.07	Additional School Site Administration Above Base	\$10.5M
1.08	African American Academic Acceleration	\$6.1M
1.09	Early Childhood Education Developmental and Educational Supports	\$19.0M
1.10	Additional Supports for Libraries	\$1.3M
1.11	BASE: Analysis, Measurement, and Accountability	\$5.5M
1.12	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	\$5.9M
1.13	Expand Alternative Education	\$2.6M
1.14	Maintain Additional Services for Phoenix Community Day School	\$5.7M
1.15	After School Tutoring	\$71.1M
1.16	Extended Summer Learning	\$42.0M
1.17	All Teachers are Teachers of English Learner (EL) Students	\$21.4M
1.18	Expansion of Dual Language Immersion Programs	\$3.0M
1.19	BASE: Instruction	\$445.0M
1.20	BASE: Professional Learning	\$47.8M
1.21	BASE: Technology Access and Support	\$23.4M
1.22	BASE: Early Learning	\$1.4M
1.23	High Quality School Site Health Services	\$17.7M
1.24	Upgrading Access to Technology	\$3.2M
1.25	Student Technology Access and Annual Refresh	\$16.6M
1.26	Regional Instructional Managers	\$2.9M
1.27	Early Interventions	\$4.0M
1.28	Supports for Foster Youth / Project Access - Differentiated Assistance	\$2.2M
1.29	Supports for Homeless Youth	\$2.5M
1.30	BASE: Special Education	\$231.1M



STUDENT GOAL

Student-Centered & Real-World Learning Experiences

Equip every student for future success

Promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career.



4 Actions & Services



9 Progress Indicators

State priorities addressed:



4. Student Achievement

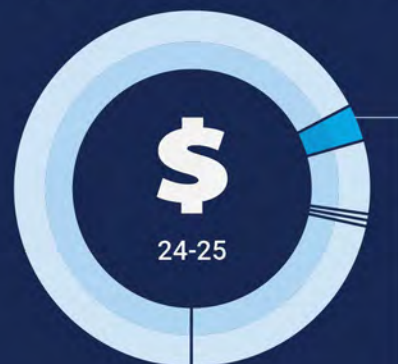


7. Course Access



8. Student Outcomes

GOAL #2 Budgeted Expenditures



Goal #2 Budgeted Expenditures

\$52.8M

The budget for Goal #2 is **3.2%** of the total LCAP expenditure of **\$1,668M**.

PROGRESS INDICATORS

8



INCREASE A-G COMPLETION RATE

51% Baseline TBD Year 1 TBD Year 2 ↑ 57% Year 3 Outcome



INCREASE AP EXAM PASS RATE

37.9% Baseline TBD Year 1 TBD Year 2 ↑ 43.9% Year 3 Outcome



INCREASE SENIORS THAT ARE COLLEGE READY (as measured by CCI)

40.2% Baseline TBD Year 1 TBD Year 2 ↑ 46.2% Year 3 Outcome



INCREASE GRADUATION RATE

85.8% Baseline TBD Year 1 TBD Year 2 ↑ 88.8% Year 3 Outcome

ACTIONS & EXPENDITURES

2.01	Linked Learning, ROP, and CTE Pathway Development	\$29.8M
2.02	CTE STEM PK-6 Kids Invent!	\$1.5M
2.03	Men's and Women's Alliance	\$1.8M
2.04	School Counselors & Resource Counseling Assistants	\$19.9M





STUDENT GOAL

Increase Student Engagement in Their School & Community

Strengthen our school-community bond

Create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values.



16 Actions & Services



7 Progress Indicators

State priorities addressed:



1. Basic Services

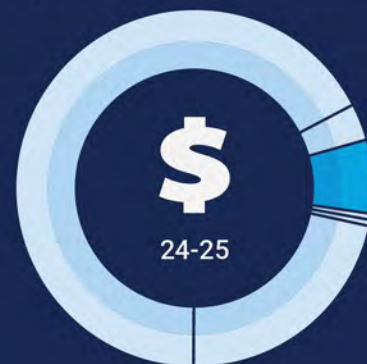


5. Student Engagement



8. Student Outcomes

GOAL #3 Budgeted Expenditures



Goal #3 Budgeted Expenditures

\$110.2M

The budget for Goal #3 is **7%** of the total LCAP expenditure of **\$1,668M**.



REDUCE CHRONIC
ABSENTEEISM

34.7% TBD TBD
Baseline Year 1 Year 2

↓25.7%
Year 3 Outcome



INCREASE STUDENT SENSE
OF SAFETY ON SCHOOL
ENVIRONMENT SURVEY

72.7% TBD TBD
Baseline Year 1 Year 2

↑75%
Year 3 Outcome



INCREASE STUDENT SENSE
OF CONNECTION ON
ENGAGEMENT SURVEY

80.4% TBD TBD
Baseline Year 1 Year 2

↑85%
Year 3 Outcome



REDUCE
SUSPENSION RATE

7.3% TBD TBD
Baseline Year 1 Year 2

↓6.4%
Year 3 Outcome

ACTIONS & EXPENDITURES

3.01	Increase School Allocations for Athletics	\$16.0M
3.02	District-Funded Educational Enrichment Trips	\$4.5M
3.03	District Arts Collaborative Project	\$0.1M
3.04	Increased Funding for Music	\$25.6M
3.05	Student Peer Mentor Program	\$0.7M
3.06	Social Emotional Supports	\$0.9M
3.07	School Climate and Culture Expansion	\$8.5M
3.08	Restorative Practices / Relationship Centered Schools	\$3.8M
3.09	BASE: Diversity, Equity, and Inclusion/Department of Prevention and Intervention	\$18.4M
3.10	Campus Climate and Culture Teachers	\$1.3M
3.11	Home School Liaisons	\$5.7M
3.12	Mental Health Supports	\$11.3M
3.13	Transportation Services	\$2.5M
3.14	Decrease Suspension Rate to Increase Attendance and Academic Success	\$0.0M
3.15	Campus Safety Assistants	\$7.6M
3.16	Diversity, Equity, and Inclusion	\$3.1M



STAFF GOAL

Increase Recruitment & Retention of Staff

Empowering Students Through Staff Diversity

Recruit and retain a diverse and skilled staff to enhance educational outcomes and ensure our workforce reflects the community's diversity, fostering a rich learning environment.



1 Action & Service



3 Progress Indicators

State priorities addressed:

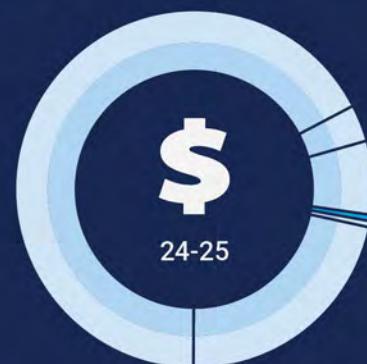


1. Basic Services



7. Course Access

GOAL #4 Budgeted Expenditures



Goal #4 Budgeted Expenditures

\$13.8M

The budget for Goal #4 is **0.4%** of the total LCAP expenditure of **\$1,668M**.



INCREASE APPROPRIATELY
ASSIGNED TEACHERS



REDUCE NUMBER OF
TEACHER VACANCIES



REDUCE TEACHER
MISASSIGNMENTS



ACTIONS & EXPENDITURES

4.01

BASE: Recruitment, Selection and Retention of Human Capital

\$13.8M





FAMILY GOAL

Increase Inclusive Opportunities for Families

Foster an environment that broadens access and participation for all families, ensuring diversity and inclusion are at the heart of community engagement and educational opportunities.



2 Actions & Services



1 Progress Indicator

State priorities addressed:



3. Parent Involvement



5. Student Engagement

GOAL #5 Budgeted Expenditures



Goal #5 Budgeted Expenditures

\$6.1M

PROGRESS INDICATORS



INCREASE
STUDENT SENSE
OF CONNECTION
ON ENGAGEMENT
SURVEY

Year	Metric
Baseline	80.4%
Year 1	TBD
Year 2	TBD
Year 3 Outcome	↑ 85%

ACTIONS & EXPENDITURES

5.01 Parent Engagement Investments

\$4.3M

5.02 Expanded Student, Parent and Community Communication

\$1.8M



Investments Contributing to All Fresno Unified School District Goals

Allocate resources strategically to support and reinforce all district goals, fostering a well-rounded educational experience that prioritizes student achievement, community engagement, and a diverse and inclusive learning environment.



7 Actions & Services



0 Progress Indicators

State priorities addressed:



1. Basic Services



2. Academic Standards



3. Parent Involvement



4. Student Achievement



5. Student Engagement



6. School Climate



7. Course Access



8. Student Outcomes

GOAL #6
Budgeted Expenditures



Goal #6 Budgeted Expenditures

\$357.2M

ACTIONS & EXPENDITURES

6.01	School Site Allocations to be Principally Directed Toward the Needs of Low-income, Foster Youth, and/or English Learner Students.	\$25.1M
6.02	BASE: Central Office Administration	\$8.6M
6.03	BASE: Business and Financial Services	\$19.8M
6.04	BASE: Operational Services	\$204.1M
6.05	BASE: Other Expenses	\$27.8M
6.06	One-time Recovery Resources	\$64.2M
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.	\$7.8M

What is the Equity Multiplier?

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

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



Who receives the funding?



High Socioeconomic Disadvantage

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



Nonstability Rates Over 25%

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



14 Equity Multiplier Schools

- Addams Elementary
- Cambridge Continuation High
- Dewolf Continuation High
- Fort Miller Middle
- Fresno High
- Fulton
- J. E. Young Academic Center
- Lowell Elementary
- Lawless Elementary
- Muir Elementary
- Phoenix Elementary Academy Community Day
- Phoenix Secondary
- Turner Elementary
- Wolters Elementary



Aligning Funds with Needs

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

FUSD's Equity Multiplier Goals

FOCUS
GOAL
#7
INVESTING
\$2.4M



English Language Arts

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Lawless Elementary, Lowell Elementary, Muir Elementary, Turner Elementary, Wolters Elementary

FOCUS
GOAL
#8
INVESTING
\$1.4M



Mathematics

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Lowell Elementary, Muir Elementary, and Turner Elementary

FOCUS
GOAL
#9
INVESTING
\$0.1M



English Learner Progress

Schools: Cambridge Continuation H.S., Turner Elementary

FOCUS
GOAL
#10
INVESTING
\$0.4M



Chronic Absenteeism

Schools: Lawless Elementary, Muir Elementary, and Phoenix Secondary

FOCUS
GOAL
#11
INVESTING
\$3.8M



Graduation Rate / Career & College Readiness

Schools: Cambridge Continuation H.S., DeWolf Continuation H.S., Fresno H.S., J.E. Young Academic Center

FOCUS
GOAL
#12
INVESTING
\$3.2M



Suspension Rate

Schools: Addams Elementary, Fort Miller M.S., Fresno H.S., Fulton, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary

2024-25

Parent & Educational Partner

GUIDE

to the

LCAP



 **ThoughtExchange**

Scan QR code to share feedback







3 Ways to Get Involved:



ATTEND
an LCAP meeting



JOIN
a parent committee



ThoughtExchange

Scan QR code to share feedback



For questions or comments, please contact:

Fresno Unified School District
Office of State and Federal Programs

<https://stafed.fresnounified.org/lcap/>

(559) 457-3934

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2024-25



GUÍA

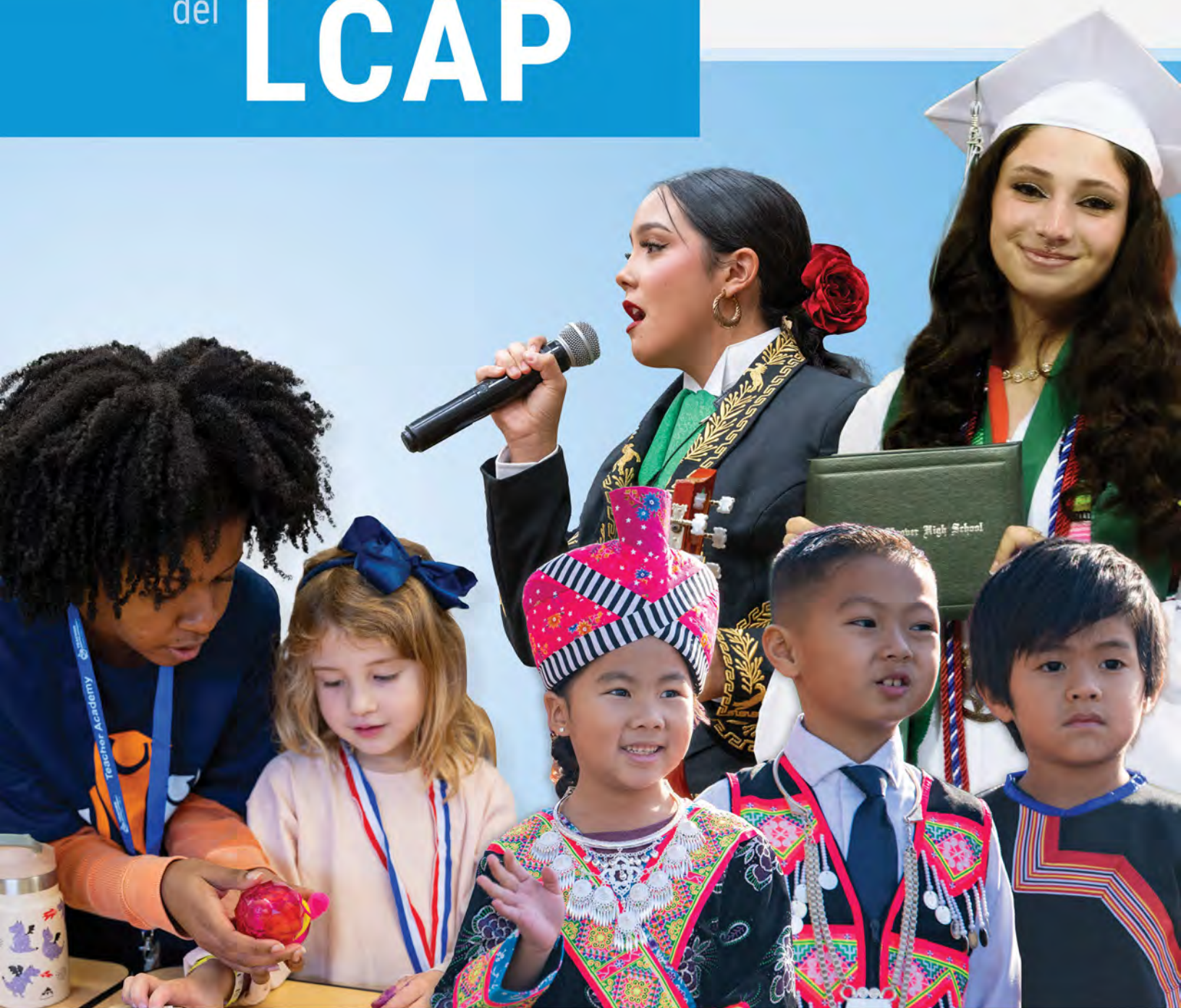
para padres y socios educativos



Fresno Unified
School District

del

LCAP



Distrito Escolar Unificado de **Fresno**



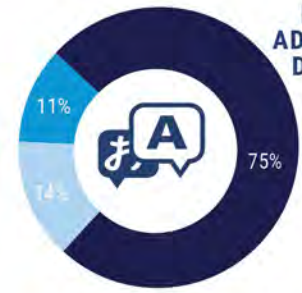
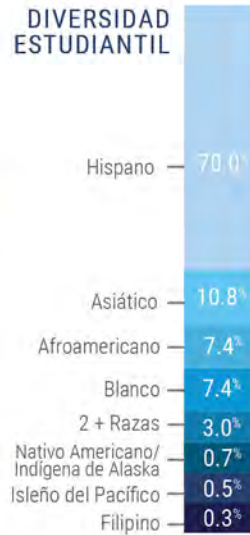
Distrito Escolar Unificado de Fresno

Donde los estudiantes, las familias y el personal son valorados y empoderados para alcanzar su máximo potencial.

Distrito Escolar Unificado de Fresno



70,751 ESTUDIANTES de PK-12



- Competente**
en inglés desde que ingresó a la escuela
- Reclasificado**
de Aprendiz de Inglés a competente
- Aprendiz de Inglés**
no competente en inglés

GRUPOS DE ESTUDIANTES



La financiación de la Beca Suplementaria y de Concentración se basa en la matrícula de estudiantes de "Altas Necesidades"



Ingresos Bajos
85.10%



Aprendiz de Inglés
19.88%



Jovenes en crianza temporal
0.92%



88% de los estudiantes clasificados como **Altas Necesidades**



10,000+
EMPLEADOS

100
ESCUELAS



- 67 Escuelas Primarias
- 14 Escuelas Secundarias
- 10 Escuelas Preparatorias
- 6 Escuelas Alternativas/para Adultos
- 3 Escuelas de Educación Especial

¿Qué es el LCAP?



El LCAP es el **plan de tres años**

del distrito que muestra cómo se utilizan los fondos estatales de la LCFF para servir a todos los estudiantes.

EL LCAP SE UTILIZA PARA:



ESTABLECER
METAS



PLANIFICAR
ACCIONES



GASTOS
PRESUPUESTARIOS



REVISAR EL
PROGRESO



LAS 8 PRIORIDADES EDUCATIVAS ESTATALES

1. Servicios básicos
2. Estándares académicos
3. Participación de los padres
4. Logro estudiantil
5. Participación estudiantil
6. Clima escolar
7. Acceso al curso
8. Otros resultados de los alumnos

EL LCAP DE FUSD DE UN VISTAZO

12

METAS

94

ACCIONES

73

MÉTRICAS

\$1,668,034,153

GASTOS PRESUPUESTADOS

¿De dónde obtiene FUSD su financiamiento?

- Federal**
\$121,959,969
- Local**
\$56,860,419
- Estado no LCFF**
\$295,070,917

LCFF

- Beca base**
\$706,326,780
- Beca Suplementaria**
\$124,850,322
- Beca de Concentración**
\$153,251,721



LCFF

La Fórmula de Financiamiento de Control Local (LCFF) de California determina el nivel de financiamiento estatal proporcionado a los distritos escolares. La mayoría del financiamiento está dedicado a mejorar los resultados académicos de todos los estudiantes, con fondos adicionales proporcionados para Estudiantes aprendices de Inglés, Jóvenes de Crianza Temporal y estudiantes que viven en la pobreza.



Ingresos Bajos



Aprendiz de Inglés



Jóvenes en crianza temporal



¿Cómo se desarrolla el LCAP?



El LCAP se desarrolla a través de un proceso de colaboración que implica trabajar con los padres y otros socios educativos. Al recopilar contribuciones y observaciones de estos socios, podemos crear un plan que apoye el aprendizaje y el bienestar de los estudiantes y que refleje las necesidades y prioridades de nuestra comunidad.



CRONOGRAMA DEL DESARROLLO DEL LCAP



- **Plan** para involucrar a los socios educativos



- **Conectar** con la comunidad y recopilar comentarios



- **Presentar** actualización de mitad de año a la Mesa Directiva de Educación
- **Escribir** el plan preliminar del LCAP



- **Recibir** aportes sobre el plan preliminar
- **Actualizar** y revisar el plan preliminar



- **Comentarios** del PAC y DELAC
- **Audiencia Pública del LCAP**
- **La Mesa Directiva de Educación** aprueba el LCAP/ Presupuesto

Punto Clave:

La autoridad final para todas las decisiones presupuestarias en el Distrito Escolar Unificado de Fresno es la Mesa Directiva de Educación.



Escuchando a nuestros Socios Educativos

Temas Principales de los Comentarios de 2023/24:



Académicos

Enfoque en mejorar el rendimiento académico



Participación/Ambiente Escolar

Aumentar las oportunidades de participación



Apoyo al Personal

Proporcionar apoyo y recursos para el personal



Salud Mental/Física

Apoyar la salud mental y física de los estudiantes



Seguridad Escolar

Más planes, protocolos, oficiales de recursos

POR LOS NÚMEROS



44+

OPORTUNIDADES DE PARTICIPACIÓN



8,387

ENCUESTAS



9,059

PARTICIPANTES



META ESTUDIANTIL

Mejorar el Rendimiento

Académico en Niveles de Rigor

INDICADORES DE PROGRESO DESTACADOS

MEJORAR EL RENDIMIENTO
EN ELA SBAC

-49.8* TBD TBD **↑ -4.8***

Base Año 1 Año 2 Resultado del Año 3

MEJORAR EL RENDIMIENTO
EN MATEMÁTICAS SBAC

-80.6* TBD TBD **↑ -35.6***

Base Año 1 Año 2 Resultado del Año 3

AUMENTAR EL INDICADOR DE
PROGRESO DE LOS ESTUDIANTES
APRENDICES DE INGLÉS (ELPI)

46.8% TBD TBD **↑ 52.8%**

Base Año 1 Año 2 Resultado del Año 3

MEJORAR EL
RENDIMIENTO EN CAST

16.0% TBD TBD **↑ 31.0%**

Base Año 1 Año 2 Resultado del Año 3

AUMENTAR LA TASA DE
RECLASIFICACIÓN DE ESTUDIANTES
APRENDICES DE INGLÉS

6.55% TBD TBD **↑ 10.0%**

Base Año 1 Año 2 Resultado del Año 3

*El punto de datos representa la distancia del estándar

META #1

Gastos presupuestados



Meta #1 gastos presupuestados

\$1,116.4M

El presupuesto para la Meta no. 1 es el
66.9% del gasto total del LCAP de **\$1,668M**.

1.01	Inversión en Escuelas Designadas	\$27.5M
1.02	Fondos Adicionales para Suministros de Maestros	\$2.0M
1.03	Rediseño de Escuelas Secundarias y Preparatorias	\$20.6M
1.04	Eliminar Clases Combinadas en Primaria	\$11.6M
1.05	Apoyos Instructivos y Entrenadores Instructivos	\$33.3M
1.06	Maestros Adicionales por Encima de la Dotación Base	\$29.3M
1.07	Administración Adicional de Sitios Escolares por Encima de la Base	\$10.5M
1.08	Aceleración Académica Afroamericana	\$6.1M
1.09	Apoyos Educativos y de Desarrollo para la Educación Infantil Temprana	\$19.0M
1.10	Apoyos Adicionales para Bibliotecas	\$1.3M
1.11	BASE: Análisis, Medición y Responsabilidad	\$5.5M
1.12	GATE (Educación para Dotados y Talentosos)/AP (Colocación Avanzada)/IB (Bachillerato Internacional)	\$5.9M
1.13	Expandir la Educación Alternativa	\$2.6M
1.14	Mantener Servicios Adicionales para la Escuela Diurna Comunitaria Phoenix	\$5.7M
1.15	Tutoría Después de la Escuela	\$71.1M
1.16	Aprendizaje de Verano Extendido	\$42.0M
1.17	Todos los Maestros son Maestros de Estudiantes de Inglés (EL)	\$21.4M
1.18	Expansión de Programas de Inmersión Dual	\$3.0M
1.19	BASE: Instrucción	\$445.0M
1.20	BASE: Aprendizaje Profesional	\$47.8M
1.21	BASE: Acceso y Soporte Tecnológico	\$23.4M
1.22	BASE: Aprendizaje Temprano	\$1.4M
1.23	Servicios de Salud de Alta Calidad en los Sitios Escolares	\$17.7M
1.24	Mejora del Acceso a la Tecnología	\$3.2M
1.25	Acceso a Tecnología para Estudiantes y Actualización Anual	\$16.6M
1.26	Gerentes Instructivos Regionales	\$2.9M
1.27	Intervenciones Tempranas	\$4.0M
1.28	Apoyos para Jóvenes de Crianza Temporal / Project Access - Asistencia Diferenciada	\$2.2M
1.29	Apoyos para Jóvenes Sin Hogar	\$2.5M
1.30	BASE: Educación Especial	\$231.1M



META ESTUDIANTIL

Experiencias de Aprendizaje Centradas en el Estudiante y del Mundo Real

Equipar a cada estudiante para el éxito futuro

Promover la curiosidad intelectual, el pensamiento crítico y la resolución de problemas para estar preparados para la universidad y la carrera.



4 Acciones y
Servicios



9 Indicadores
de Progreso

Prioridades estatales abordadas:



4. Logro
Estudiantil



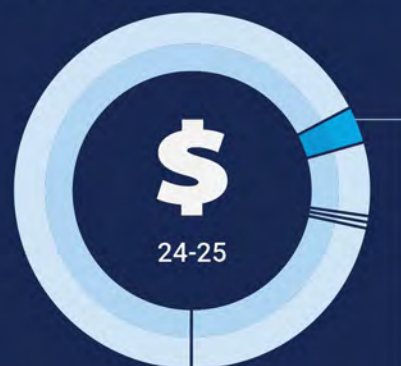
7. Acceso a
Cursos



8. Resultados
Estudiantiles

META #2

Gastos presupuestados



Meta #2 gastos presupuestados

\$52.8M

El presupuesto para la Meta no. 2 es el **3.2%**
del gasto total del LCAP de **\$1,668M**.



AUMENTAR LA TASA DE FINALIZACIÓN A-G

51% Base TBD Año 1 TBD Año 2 **↑ 57%** Resultado del Año 3



AUMENTAR LA TASA DE APROBACIÓN DEL EXAMEN AP

37.9% Base TBD Año 1 TBD Año 2 **↑ 43.9%** Resultado del Año 3



AUMENTAR LOS ESTUDIANTES DE ÚLTIMO AÑO PREPARADOS PARA LA UNIVERSIDAD (medido por el CCI)

40.2% Base TBD Año 1 TBD Año 2 **↑ 46.2%** Resultado del Año 3



AUMENTAR LA TASA DE GRADUACIÓN

85.8% Base TBD Año 1 TBD Año 2 **↑ 88.8%** Resultado del Año 3

ACCIONES Y GASTOS

2.01	Desarrollo de Linked Learning, ROP y Trayectorias de CTE	\$29.8M
2.02	¡CTE STEM PK-6 Kids Invent!	\$1.5M
2.03	Alianza de Hombres y Mujeres	\$1.8M
2.04	Consejeros Escolares y Asistentes de Consejería de Recursos	\$19.9M





META ESTUDIANTIL

Aumentar la Participación de los Estudiantes en su Escuela y Comunidad

Fortalecer nuestro vínculo escuela-comunidad

Crear un ambiente seguro e inclusivo que promueva las relaciones, la participación, la diversidad y nuestros valores.



16

Acciones y Servicios



7

Indicadores de Progreso

Prioridades estatales abordadas:



1. Servicios Básicos



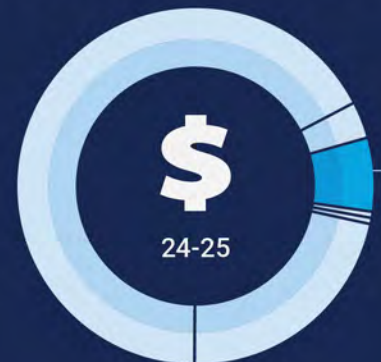
5. Participación Estudiantil



8. Resultados Estudiantiles

META #3

Gastos presupuestados



Meta #3 gastos presupuestados

\$110.2M

El presupuesto para la Meta no. 3 es el **7%** del gasto total del LCAP de **\$1,668M**.



REDUCIR EL
AUSENTISMO CRÓNICO

34.7% TBD TBD
Base Año 1 Año 2

↓25.7%
Resultado del Año 3



AUMENTAR LA SENSACIÓN
DE SEGURIDAD DE LOS
ESTUDIANTES EN LA ENCUESTA
DEL ENTORNO ESCOLAR

72.7% TBD TBD
Base Año 1 Año 2

↑75%
Resultado del Año 3



AUMENTAR LA SENSACIÓN
DE CONEXIÓN DE LOS
ESTUDIANTES EN LA
ENCUESTA DE PARTICIPACIÓN

80.4% TBD TBD
Base Año 1 Año 2

↑85%
Resultado del Año 3



REDUCIR LA TASA
DE SUSPENSIÓN

7.3% TBD TBD
Base Año 1 Año 2

↓6.4%
Resultado del Año 3

ACCIONES Y GASTOS

3.01	Aumentar las asignaciones escolares para los deportes	\$16.0M
3.02	Viajes de enriquecimiento educativo financiados por el distrito	\$4.5M
3.03	Proyecto Colaborativo de Artes del Distrito	\$0.1M
3.04	Aumento de fondos para música	\$25.6M
3.05	Programa de tutoría entre estudiantes	\$0.7M
3.06	Apoyos socioemocionales	\$0.9M
3.07	Expansión del ambiente y la cultura escolar	\$8.5M
3.08	Prácticas restaurativas / Escuelas centradas en las relaciones	\$3.8M
3.09	BASE: Diversidad, Equidad e Inclusión/Departamento de Prevención e Intervención	\$18.4M
3.10	Maestros de ambiente y cultura del campus	\$1.3M
3.11	Intermediarios escolares	\$5.7M
3.12	Apoyos de salud mental	\$11.3M
3.13	Servicios de transporte	\$2.5M
3.14	Disminuir la tasa de suspensión para aumentar la asistencia y el éxito académico	\$0.0M
3.15	Asistentes de seguridad del campus	\$7.6M
3.16	Diversidad, Equidad e Inclusión	\$3.1M



META DEL PERSONAL

Aumentar el Reclutamiento y la Retención del Personal

Empoderar a los estudiantes a través de la diversidad del personal

Reclutar y retener un personal diverso y calificado para mejorar los resultados educativos y asegurar que nuestra fuerza laboral refleje la diversidad de la comunidad, fomentando un entorno de aprendizaje enriquecedor.


1 Acción y Servicio

3 Indicadores de Progreso

Prioridades estatales abordadas:



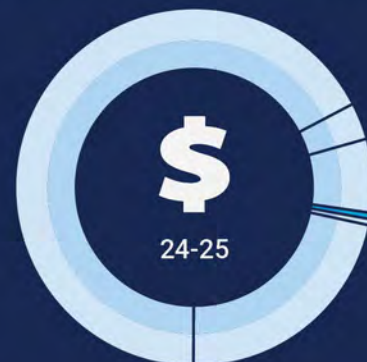
1. Servicios Básicos



7. Acceso a Cursos

META #4

Gastos presupuestados



Meta #4 gastos presupuestados

\$13.8M

El presupuesto para la Meta no. 4 es el **0.4%** del gasto total del LCAP de **\$1,668M**.



AUMENTAR LOS MAESTROS ASIGNADOS APROPIADAMENTE



REDUCIR EL NÚMERO DE VACANTES DE MAESTROS



REDUCIR LAS ASIGNACIONES INCORRECTAS DE MAESTROS



ACCIONES Y GASTOS

4.01

BASE: Reclutamiento, selección y retención de capital humano

\$13.8M





META FAMILIAR

**Aumentar las Oportunidades
Inclusivas para las Familias**

Fomentar un ambiente que amplíe el acceso y la participación para todas las familias, asegurando que la diversidad y la inclusión estén en el centro del compromiso comunitario y las oportunidades educativas.


2 Acciones y
Servicios

1 Indicador de
Progreso

Prioridades
estatales
abordadas:


 3. Participación
de los Padres

 5. Participación
Estudiantil

META #5

Gastos presupuestados



Meta #5 gastos presupuestados

\$6.1M
INDICADORES DE PROGRESO


AUMENTAR LA
SENSACIÓN DE
CONEXIÓN DE LOS
ESTUDIANTES EN
LA ENCUESTA DE
PARTICIPACIÓN

Año	Métrica
Base	80.4%
Año 1	TBD
Año 2	TBD
Resultado del Año 3	↑ 85%

ACCIONES Y GASTOS
5.01 Inversiones en la participación de los padres

\$4.3M
5.02 Comunicación ampliada con estudiantes, padres y comunidad

\$1.8M



Inversiones que Contribuyen a Todas las Metas del Distrito Escolar Unificado de Fresno

Asignar recursos estratégicamente para apoyar y reforzar todas las metas del distrito, fomentando una experiencia educativa integral que priorice el Logro Estudiantil, la participación comunitaria y un ambiente de aprendizaje diverso e inclusivo



7 Acciones y Servicios



0 Indicadores de Progreso

Prioridades estatales abordadas:



1. Servicios Básicos



2. Estándares Académicos



3. Participación de los Padres



4. Logro Estudiantil



5. Participación Estudiantil



6. Clima Escolar



7. Acceso a Cursos



8. Resultados Estudiantiles

META #6

Gastos presupuestados



Meta #6 gastos presupuestados

\$357.2M

ACCIONES Y GASTOS

6.01	Asignaciones a los sitios escolares para ser dirigidas principalmente hacia las necesidades de estudiantes de Bajos Ingresos, Jóvenes de Crianza Temporal y/o Estudiantes Aprendices de Inglés.	\$25.1M
6.02	BASE: Administración de la Oficina Central	\$8.6M
6.03	BASE: Servicios Empresariales y Financieros	\$19.8M
6.04	BASE: Servicios Operativos	\$204.1M
6.05	BASE: Otros Gastos	\$27.8M
6.06	Recursos de Recuperación de Una Sola Vez	\$64.2M
6.07	Asignaciones a los sitios escolares para ser priorizadas por el consejo escolar de cada escuela para apoyar a los grupos de estudiantes con el rendimiento más bajo en rojo en el tablero de CA.	\$7.8M



¿Qué es el Multiplicador de Equidad?

El Multiplicador de Equidad es parte de la Fórmula de Financiamiento de Control Local de California, diseñado para aumentar el financiamiento a las escuelas que enfrentan los mayores retos. Esta iniciativa dirige apoyo financiero adicional a escuelas con alto número de estudiantes en desventaja socioeconómica, asegurando que reciban los recursos necesarios para una educación de calidad. Al enfocarse en estas escuelas, el Multiplicador de Equidad busca promover la equidad educativa, ayudando a que cada estudiante tenga éxito independientemente de su origen.

Punto Clave: A diferencia de los fondos LCFF que se proporcionan a nivel de distrito, los fondos del multiplicador de equidad se proporcionan directamente a las escuelas.



¿Quién recibe el financiamiento?



Alta Desventaja Socioeconómica

Las escuelas califican si más del 70% de los estudiantes están en desventaja socioeconómica. Esto incluye estudiantes elegibles para comidas gratuitas o a precio reducido, estudiantes sin hogar, jóvenes de crianza temporal y otros con dificultades económicas.



Tasas de Inestabilidad Superiores al 25%

El financiamiento también se dirige a escuelas donde una parte significativa de los estudiantes no mantiene una inscripción continua, lo que indica alta rotación e inestabilidad.



14 Escuelas con Multiplicador de Equidad

- Addams Elementary
- Cambridge Continuation High
- Dewolf Continuation High
- Fort Miller Middle
- Fresno High
- Fulton
- J. E. Young Academic Center
- Lowell Elementary
- Lawless Elementary
- Muir Elementary
- Phoenix Elementary Academy Community Day
- Phoenix Secondary
- Turner Elementary
- Wolters Elementary



Alineando Fondos con Necesidades

Cualquier grupo de estudiantes que reciba un nivel de rendimiento rojo en un indicador del tablero debe ser apoyado por acciones específicas dirigidas a mejorar los resultados y oportunidades para ese grupo de estudiantes. Estas acciones se definen en las metas del Multiplicador de Equidad.

Metas del Multiplicador de Equidad de FUSD

<p>META DE ENFOQUE</p> <p>#7</p> <p>INVIRTIENDO \$2.4M</p>		<h3>Artes del Lenguaje Inglés</h3> <p>Escuelas: Addams Elementary, Fort Miller M.S., Fresno H.S., Lawless Elementary, Lowell Elementary, Muir Elementary, Turner Elementary, Wolters Elementary</p>
<p>META DE ENFOQUE</p> <p>#8</p> <p>INVIRTIENDO \$1.4M</p>		<h3>Matemáticas</h3> <p>Escuelas: Addams Elementary, Fort Miller M.S., Fresno H.S., Lowell Elementary, Muir Elementary, and Turner Elementary</p>
<p>META DE ENFOQUE</p> <p>#9</p> <p>INVIRTIENDO \$0.1M</p>		<h3>Progreso de Estudiantes Aprendices de Inglés</h3> <p>Escuelas: Cambridge Continuation H.S., Turner Elementary</p>
<p>META DE ENFOQUE</p> <p>#10</p> <p>INVIRTIENDO \$0.4M</p>		<h3>Ausentismo Crónico</h3> <p>Escuelas: Lawless Elementary, Muir Elementary, and Phoenix Secondary</p>
<p>META DE ENFOQUE</p> <p>#11</p> <p>INVIRTIENDO \$3.8M</p>		<h3>Tasa de Graduación / Preparación para la Universidad y la Carrera</h3> <p>Escuelas: Cambridge Continuation H.S., DeWolf Continuation H.S., Fresno H.S., J.E. Young Academic Center</p>
<p>META DE ENFOQUE</p> <p>#12</p> <p>INVIRTIENDO \$3.2M</p>		<h3>Tasa de Suspensión</h3> <p>Escuelas: Addams Elementary, Fort Miller M.S., Fresno H.S., Fulton, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary</p>

2024-25

GUÍA

para padres y socios educativos del

LCAP



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compartir comentarios







3 formas de participar:



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a una reunión del LCAP



UNIRSE

a un comité de padres




ThoughtExchange


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Para preguntas o comentarios, por favor contacte a:

Distrito Escolar Unificado de Fresno
Oficina de Programas Estatales y Federales

 <https://stafed.fresnounified.org/lcap/>

 (559) 457-3934

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Niam Txiv & Tus Neeg Koom Tes Kev Kawm Ntawv

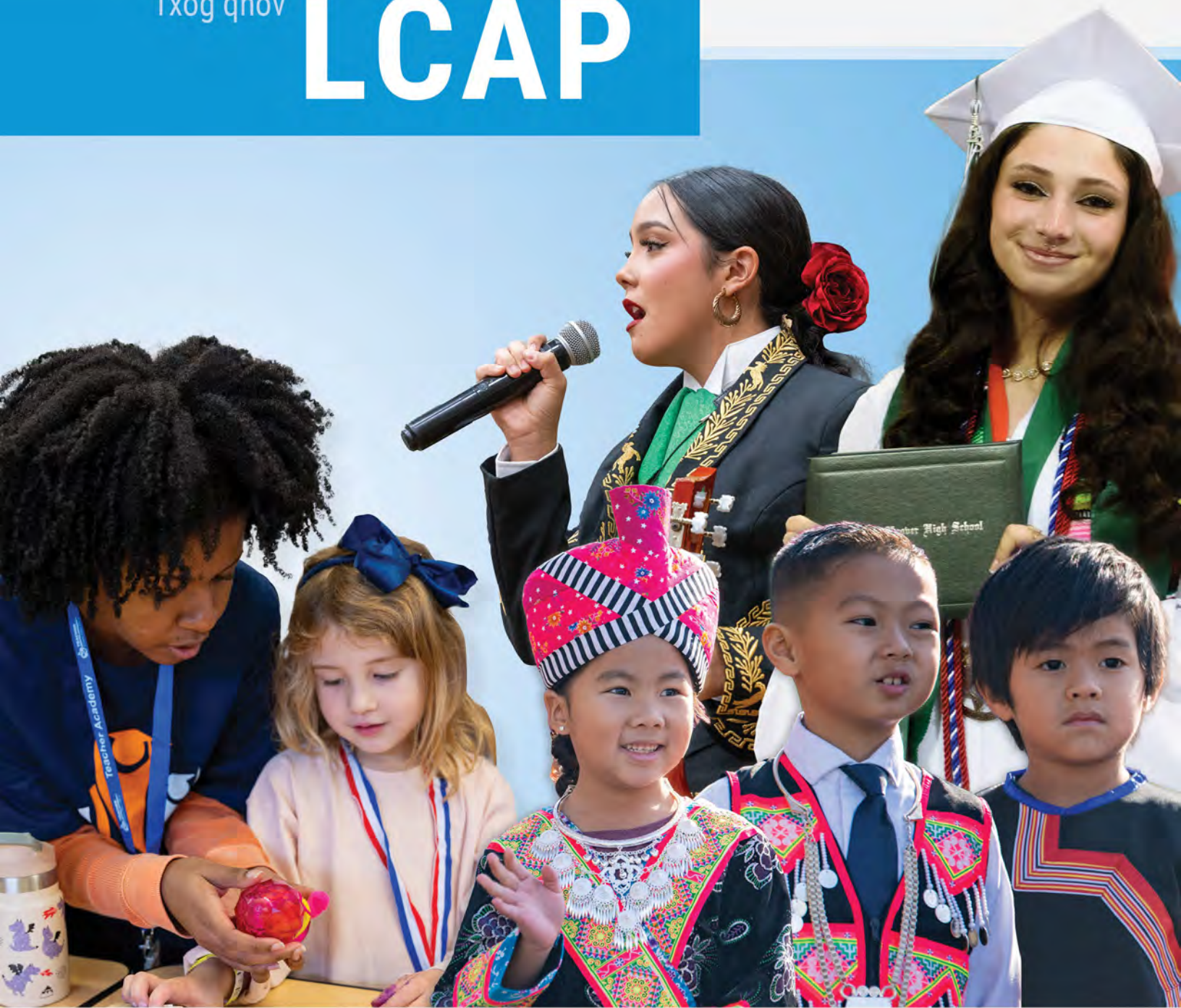
Phau Ntawv Qhia



Fresno Unified
School District

Txog qhov

LCAP



Fresno Unified School District

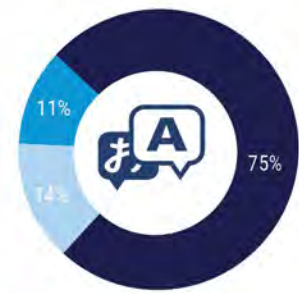
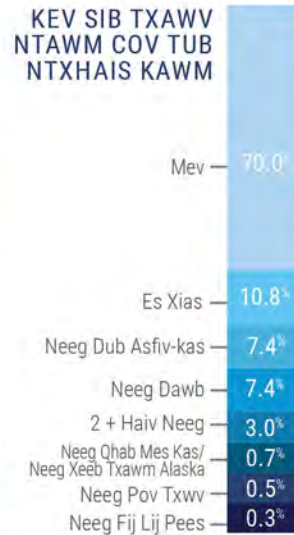


Fresno Unified School District

Qhov twg cov menyuam kawm ntawv, cov tsev neeg, thiab cov neeg ua hauj lwj yog muaj nqis thiab muaj cai yuav ua tau zoo li lawv muaj peev xwm tau loj tshaj plaws.



70,751 tus menyuum kawm ntawv
QIB PRESCHOOL-12TH



- Paub Lus Askiv Zoo**
Txij Thaum Pib Kawm Ntawv
- Raug Muab Tso**
Los Ntawm Tus Neeg Kawm Lus
Askiv Mus Ua Tus Paub Zoo
- Tus Kawm Lus Askiv**
Tsis Paub Lus Askiv Zoo

PAWG TUB
NTXHAIS KAWM



Cov nyiaj pab **Ntxiv & Nyiaj Pab Tshwj Xeeb**
yog raws li kev cuv npe kawm ntawm cov tub
ntxhais kawm "Xav Tau Kev Pab Ntau":



Nyiaj Tau
Los Qis
85.10%



Cov Neeg Kawm
Ntawv Askiv
19.88%



Neeg Hluas
Txhawb Nqa
0.92%



88% ntawm cov tub ntxhais
kawm raug xam tias yog
**Xav tau kev
pab ntau**



10,000+
COV NEEG UA HAUJLWM

100
COV TSEV KAWM



- 67** Lub Tsev Kawm Theem Qis
- 14** Lub Tsev Kawm Theem Nrab
- 10** Lub Tsev Kawm Theem Siab
- 6** Lub Tsev Kawm Kev Kawm
Txawv/Neeg Laus
- 3** Lub Tsev Kawm Tshwj Xeeb



LCAP yog dab tsi?



Qhov LCAP yog lub district

Kev Npaj Rau 3-Xyhoos

qhia tias cov nyiaj LCFF hauv xeev raug siv li cas los pab txhua tus tub ntxhais kawm.

LCAP RAUG SIV LOS:



TEEB
COV HOM
PHIAJ



NPAJ
COV KEV
UA



NPAJ NYIAJ TXIAG RAU
COV KEV SIV
NYIAJ



TSHUAJ XYUAS
KEV NCE
QIB

8 YAM XEEV XUB UA RAU KEV KAWM:



1. Cov kev pab cuam yooj yim
2. Cov qauv cai kawm ntawv
3. Niam txiv raus tes ua pab
4. Menyuum kawm ntawv kev ua tau zoo
5. Menyuum kawm ntawv kev koom tes
6. Tsev Kawm Ntawv kev sib koom thiab kev kawm
7. Tau Txais Chav Kawm
8. Menyuum Kawm Ntawv Lwm Cov Ua Tau Tshwm Sim

FUSD QHOV LCAP COV NTSIAB TSEEM CEEB LUV LUV

12

Lub Hom Phiaj

94

Cov Kev Ua

73

Qhov Kev Ntsuas

\$1,668,034,153

Cov Nyiaj Txiaj Tau Npaj Siv

FUSD tau nws cov nyiaj los qhov twg los?

Tsoom Fwv Teb Chaws
\$121,959,969

Hauv Zos
\$56,860,419

Xeev Tsis Yog-LCFF
\$295,070,917

LCFF

Nyiaj Pab Theem Pib
\$706,326,780

Nyiaj Pab Ntxiv
\$124,850,322

Nyiaj Pab Tshwj Xeeb
\$153,251,721



LCFF

Qhov Khoos Kas Nyiaj Txiaj Tswj Hwm Hauv Zos ntawm California (LCFF) txiaj txim txog qhov nyiaj pab hauv xeev muab rau cov cheeb tsam tsev kawm ntawv. Feem ntau ntawm cov nyiaj pab yog muab rau kev txhim kho kev kawm tau zoo ntawm txhua tus tub ntxhais kawm nrog rau cov nyiaj pab ntxiv muab rau Cov Kawm Lus Askiv, Cov Hluas Nyob Nrog Niam Qhuav Txiv Qhuav, thiab cov tub ntxhais kawm nyob hauv kev txom nyem.



Nyiaj Tau
Los Qis



Cov Neeg Kawm
Ntawv Askiv



Neeg Hluas
Txhawb Nqa



Seb tau qhov LCAP li cas?



Qhov LCAP tau tsim muaj los ntawm kev ua hauj lwm ua ke kev u auas muaj feem ua hauj lwm nrog cov niam txiv thiab lwm cov neeg koom tes kev kawm ntawv (cov niam txiv, cov neeg ua hauj lwm, cov menyuum kawm ntawv, thiab cov neeg tseem ceeb hauv zej zog). Nrog kev tawm tswv yim los tso ua ke thiab cov lus teb rov qab los nawm cov niam txiv, peb xav ua tau ib txoj kev npaj uas txhawb pab menyuum kawm ntawv kev xyaum thiab kev noj qab haus huv thiab tias muaj zoo ib yam tej kev xav tau thiab cov hauj lwm xub ua tshaj rau peb lub zej zog.



LUB SIJ HAWM NTAWM KEV TSIM LCAP



- **Npaj kev koom tes** nrog cov khub kev kawm



- **Txuas lus** nrog zej zog thiab sau cov lus tawm tswv yim



- **Nthuav qhia** kev hloov tshiab nrab xyoo rau Pawg Thawj Coj Kev Kawm
- **Sau daim** qauv LCAP



- **Txais cov** lus tawm tswv yim rau daim qauv
- **Hloov kho** thiab kho dua daim qauv



- **Cov lus** tawm tswv yim los ntawm PAC thiab DELAC
- **Kev Mloog** Cov Pej Xeem Txog LCAP
- **BOE** pom zoo LCAP/Nyiaj Txiag

Qhov Tseem Ceeb:

Qhov txiav txim kawg rau txhua qhov kev txiav txim siab txog nyiaj txiag ntawm Koog Tsev Kawm Ntawv Fresno yog Pawg Thawj Coj Kev Kawm.



Mloog rau peb Cov Neeg Muab Kev Koom Tes

Cov Ntsiab Lus Tseem Ceeb los ntawm Cov Lus Tawm Tswv Yim 2023/24:



Kev Noj Qab Haus Huv Fab Siab Ntsws/Lub Cev

Txhawb kev noj qab haus huv fab siab ntsws & lub cev ntawm cov tub ntxhais kawm



Kev Kawm

Tsom mus rau kev txhim kho kev ua tau zoo hauv kev kawm



Kev Koom Tes/Huab Cua Hauv Tsev Kawm

Nce cov hwv tsam kev koom tes



Kev Txhawb Nqa Cov Neeg Ua Haujlwm

Muab kev txhawb nqa thiab cov peev txheej rau cov neeg ua haujlwm



Kev Nyab Xeeb Hauv Tsev Kawm

Ntau cov phiaj xwm, cov txheej txheem, cov neeg ua haujlwm pab cuam

LOS NTAWM COV LEJ



44+

LUB HWV TSAM KEV KOOM TES



8,387

COV KEV NTSUAM XYUAS



9,059

TUS NEEG KOOM



LUB HOM PHIAJ RAU TUB NTXHAIS KAWM Kev Tshau Kev Kawm Muaj Zoo Dua Ntxiv Tuaj nyob rau Cov Theem Nyuab

TEEV COV NTSIAB COV QHIA PAUB UA TAU ZOO TAM SIM NO



KEV TSHAU TAU ZOO
DUA NTXIV NYOB RAU HOM
LUS ASKIV SBAC

-49.8* TBD TBD **↑ -4.8***
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3



KEV TSHAU TAU ZOO DUA
NTXIV NYOB RAU LEJ SBAC

-80.6* TBD TBD **↑ -35.6***
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3



MENYUAM KAWM LUS
ASKIV MUAJ NTAU NTXIV
TAM SIM NO QHOV QHIA
PAUB (ELPI)

46.8% TBD TBD **↑ 52.8%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3



KEV TSHAU TAU ZOO DUA
NTXIV NYOB RAU CAST

16.0% TBD TBD **↑ 31.0%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3



MENYUAM KAWM LUS
ASKIV ROV QAB XYUAS DUA
QHOV NTSUAS NTAU NTXIV

6.55% TBD TBD **↑ 10.0%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

*Qhov ntaub ntawv no sawv cev rau qhov deb ntawm tus qauv

LUB HOM PHIAJ #1
Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #1 Cov Nyiaj
Txiag Tau Npaj Siv rau

\$1,116.4M

Cov nyiaj txiag rau Lub Hom Phiaj #1 yog
66.9% ntawm tag nrho cov nyiaj siv rau
LCAP uas yog **\$1,668M**.

1.01	Kev Nqis Peev rau Cov Tsev Kawm Ntawv Uas Tau Xaiv	\$27.5M
1.02	Cov Nyiaj Ntxiv rau Khoom Siv Qhia Ntawv	\$2.0M
1.03	Kev Tsim Dua Tshiab rau Tsev Kawm Theem Nrab & Theem Siab	\$20.6M
1.04	Tshem Tawm Cov Chav Kawm Sib Xyaws hauv Tsev Kawm Theem Qis	\$11.6M
1.05	Kev Txhawb Nqa Kev Qhia Ntawv thiab Cov Kws Qhia Ntawv	\$33.3M
1.06	Cov Xib Fwb Ntxiv Tshaj Cov Neeg Ua Haujlwm Theem Pib	\$29.3M
1.07	Cov Thawj Coj Ntxiv hauv Tsev Kawm Ntawv Tshaj Theem Pib	\$10.5M
1.08	Kev Txhawb Nqa Kev Kawm Tau Zoo ntawm Cov Neeg Asfiv-kas Asmeskas	\$6.1M
1.09	Kev Txhawb Nqa Kev Loj Hlob thiab Kev Kawm Rau Cov Me Nyuam Yaus	\$19.0M
1.10	Kev Txhawb Nqa Ntxiv rau Cov Tsev Qiv Ntawv	\$1.3M
1.11	BASE: Kev Tshuaj Xyuas, Kev Ntsuas, thiab Kev Lees Paub	\$5.5M
1.12	GATE (Kev Kawm rau Cov Muaj Peev Xwm thiab Txawj)/AP (Kev Tso Kawm Siab)/IB (Txoj Kev Kawm Thoob Ntiaj Teb)	\$5.9M
1.13	Nthuav Dav Kev Kawm Lwm Yam	\$2.6M
1.14	Khaws Cov Kev Pab Cuam Ntxiv rau Lub Tsev Kawm Phoenix Community Day	\$5.7M
1.15	Kev Qhia Ntawv Tom Qab Lawb Ntawv	\$71.1M
1.16	Nthuav Dav Kev Kawm Lub Caij Ntuj Sov	\$42.0M
1.17	Txhua Tus Xib Fwb yog Cov Xib Fwb Qhia Cov Tub Ntxhais Kawm Lus Askiv (EL)	\$21.4M
1.18	Kev Nthuav Dav ntawm Cov Khoos Kas Kawm Ob Hom Lus	\$3.0M
1.19	BASE: Kev Qhia Ntawv	\$445.0M
1.20	BASE: Kev Kawm Ua Haujlwm	\$47.8M
1.21	BASE: Kev Nkag Mus Siv thiab Kev Txhawb Nqa Technology	\$23.4M
1.22	BASE: Kev Kawm Thaum Ntxov	\$1.4M
1.23	Cov Kev Pab Cuam Kev Noj Qab Haus Huv Zoo hauv Tsev Kawm Ntawv	\$17.7M
1.24	Kev Hloov Kho Kev Nkag Mus Siv Technology	\$3.2M
1.25	Kev Nkag Mus Siv Technology ntawm Tub Ntxhais Kawm thiab Kev Hloov Kho Txhua Xyoo	\$16.6M
1.26	Cov Thawj Tswj Hwm Kev Qhia Ntawv Hauv Cheeb Tsam	\$2.9M
1.27	Kev Pab Cuam Thaum Ntxov	\$4.0M
1.28	Kev Txhawb Nqa rau Cov Hluas Nyob Nrog Niam Qhuav Txiv Qhuav / Project Access - Kev Pab Txawv	\$2.2M
1.29	Kev Txhawb Nqa rau Cov Hluas Tsis Muaj Vaj Tsev Nyob	\$2.5M
1.30	BASE: Kev Kawm Tshwj Xeeb	\$231.1M



LUB HOM PHIAJ RAU TUB NTXHAIS KAWM

Menyuam kawm ntawv-Qhov Chaw & Lub Ntiaj Teb-Tiag Tiag Kev Kawm Tej Kev Txawj Paub

Npaj txhua tus tub ntxhais kawm rau kev vam meej yav tom ntej

Txhawb kev xav paub txog kev kawm, kev xav tob tob, thiab kev daws teeb meem kom npaj txhij rau tsev kawm qib siab thiab haujlwm.



4 Cov Kev Ua &
Kev Pab Cuam



9 Cov Qhia Txog
Kev Nce Qib

Cov kev tseem ceeb hauv xeev uas tau hais txog:



4. Kev Ua Tau
Zoo Ntawm Tub
Ntxhais Kawm

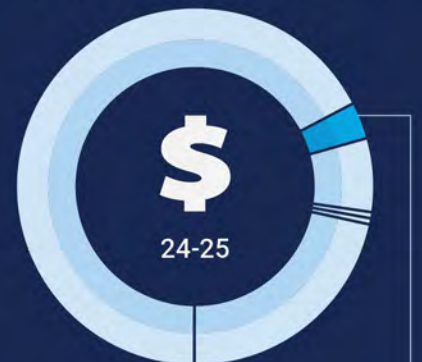


7. Kev Nkag Mus
Kawm Cov Chav
Kawm



8. Lwm Cov Txiaj
Ntsig Ntawm Tub
Ntxhais Kawm

LUB HOM PHIAJ #2
Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #2 Cov Nyiaj
Txiag Tau Npaj Siv rau

\$52.8M

Cov nyiaj txiag rau Lub Hom Phiaj #2
yog **3.2%** ntawm tag nrho cov nyiaj siv
rau LCAP uas yog **\$1,668M**.



NCE QHOV KEV UA TIAV A-G

51% Theem Pib **TBD** Xyoo 1 **TBD** Xyoo 2 **↑ 57%** Qhov Tshwm Sim Xyoo 3



NCE QHOV KEV DHAU
NTAWM KEV XEEM AP

37.9% Theem Pib **TBD** Xyoo 1 **TBD** Xyoo 2 **↑ 43.9%** Qhov Tshwm Sim Xyoo 3



NCE COV KAWM QIB KAWG UAS NPAJ
TXHIJ RAU TSEV KAWM QIB SIAB
(ntsuas los ntawm CCI)

40.2% Theem Pib **TBD** Xyoo 1 **TBD** Xyoo 2 **↑ 46.2%** Qhov Tshwm Sim Xyoo 3



NCE QHOV FEEM PUA
KAWM TIAV

85.8% Theem Pib **TBD** Xyoo 1 **TBD** Xyoo 2 **↑ 88.8%** Qhov Tshwm Sim Xyoo 3

COV KEV UA & COV KEV SIV NYIAJ

2.01	Kev Txuas Kev Kawm, ROP, thiab Kev Tsim Txoj Hauv Kev CTE	\$29.8M
2.02	CTE STEM PK-6 Cov Me Nyuam Tsim Tshiab!	\$1.5M
2.03	Koom Haum Txiv Neej thiab Poj Niam	\$1.8M
2.04	Cov Kws Pab Tswv Yim hauv Tsev Kawm Ntawv & Cov Kws Pab Tswv Yim Pab Cuam	\$19.9M



Fresno Unified
School District



LUB HOM PHIAJ RAU TUB NTXHAIS KAWM
Muaj Ntau Ntxiv Kev Koom Tes
Ntawm Tub Ntxhais Kawm hauv Lawv
Lub Tsev Kawm Ntawv & Zej Zog

Txhawb kev sib raug zoo ntawm peb lub tsev kawm ntawv-zej zog
 Tsim ib qho chaw nyab xeeb thiab xam txhua tus nrog uas txhawb
 kev sib raug zoo, kev koom tes, kev sib txawv, thiab peb cov kev cai.



16 Cov Kev Ua &
 Kev Pab Cuam



7 Cov Qhia Txog
 Kev Nce Qib

Cov kev tseem ceeb hauv xeev uas tau hais txog:



1. Cov Kev
 Pab Theem
 Pib



5. Kev Koom
 Tes Ntawm Tub
 Ntxhais Kawm



8. Lwm Cov Txiaj
 Ntsig Ntawm Tub
 Ntxhais Kawm

LUB HOM PHIAJ #3
Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #3 Cov Nyiaj
 Txiag Tau Npaj Siv rau

\$110.2M

Cov nyiaj txiaj rau Lub Hom Phiaj #3 yog
7% ntawm tag nrho cov nyiaj siv rau LCAP
 uas yog **\$1,668M**.



TXO KEV QHAJ NTAWV
TSIS TU NCUA



NCE KEV XAV NTAWM TUB
NTXHAIS KAWM TXOG KEV
NYAB XEEB NTAWM KEV
NTSUAM XYUAS HUAB CUA
HAUV TSEV KAWM NTAWV



NCE KEV XAV NTAWM TUB
NTXHAIS KAWM TXOG KEV SIB
TXUAS NTAWM KEV NTSUAM
XYUAS KEV KOOM TES



TXO QHOV KEV RAU
TXIM

34.7% TBD TBD **↓25.7%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

72.7% TBD TBD **↑75%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

80.4% TBD TBD **↑85%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

7.3% TBD TBD **↓6.4%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

COV KEV UA & COV KEV SIV NYIAJ

3.01	Nce cov nyiaj faib rau kev ua kis las hauv tsev kawm ntawv	\$16.0M
3.02	Cov Kev Mus Ncig Kawm Ua Si Uas Koog Tsev Kawm Ntawv Them Nyiaj Rau	\$4.5M
3.03	Txoj Haujlwm Koom Tes Txog Kev Kos Duab hauv Koog Tsev Kawm Ntawv	\$0.1M
3.04	Nce Cov Nyiaj Pab rau Suab Paj Nruag	\$25.6M
3.05	Txoj Khoos Kas Tub Ntxhais Kawm Pab Tswv Yim Rau Lwm Tus	\$0.7M
3.06	Kev Txhawb Nqa Txog Kev Xav thiab Kev Sib Raug Zoo	\$0.9M
3.07	Kev Nthuav Dav Huab Cua thiab Kab Lis Kev Cai hauv Tsev Kawm Ntawv	\$8.5M
3.08	Cov Kev Xyaum Kho Kom Zoo Li Qub / Cov Tsev Kawm Ntawv Tsom Rau Kev Sib Raug Zoo	\$3.8M
3.09	BASE: Kev Sib Txawv, Kev Ncaj Ncees, thiab Kev Xam Nrog / Lub Chaw Haujlwm Tiv Thaiv thiab Kev Cuam Tshuam	\$18.4M
3.10	Cov Xib Fwb Qhia Txog Huab Cua thiab Kab Lis Kev Cai hauv Tsev Kawm Ntawv	\$1.3M
3.11	Cov Neeg Txuas Lus nrog Tsev Kawm Ntawv Tom Tsev	\$5.7M
3.12	Kev Txhawb Nqa Kev Noj Qab Nyob Zoo Fab Siab Ntsws	\$11.3M
3.13	Cov Kev Pab Cuam Thauj Mus Los	\$2.5M
3.14	Txo Qhov Kev Rau Txim los Nce Kev Tuaj Kawm Ntawv thiab Kev Kawm Tau Zoo	\$0.0M
3.15	Cov Kws Pab Kev Nyab Xeeb hauv Tsev Kawm Ntawv	\$7.6M
3.16	Kev Sib Txawv, Kev Ncaj Ncees, thiab Kev Xam Nrog	\$3.1M



LUB HOM PHIAJ RAU NEEG UA HAUJLWM

Kev Yaum & Kev Kawm Qhov Qub Muaj Ntau Ntxiv rau Cov Neeg Ua Hauj Lwm

Cov menyuam kawm ntawv kev muaj peev xwm los ntawm cov neeg ua hauj lwm sib txawv

Yaum thiab cia ib yam qub tus neeg ua hauj lwm sib txawv thiab muaj kev txawj paub rau ntau ntxiv kev kawm ntawv cov kev muaj tshwm sim thiab paub tseeb peb kev ua hauj lwm muaj zoo ib yam lub zos tej neeg sib txawv, kev ceev saib xyuas qhov chaw kev xyaum tau zoo.



1 Qhov Kev Ua & Kev Pab Cuam



3 Cov Qhia Txog Kev Nce Qib

Cov kev tseem ceeb hauv xeev uas tau hais txog:



1. Cov Kev Pab Theem Pib



7. Kev Nkag Mus Kawm Cov Chav Kawm

LUB HOM PHIAJ #4

Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #4 Cov Nyiaj Txiag Tau Npaj Siv rau

\$13.8M

Cov nyiaj txiag rau Lub Hom Phiaj #4 yog **0.4%** ntawm tag nrho cov nyiaj siv rau LCAP uas yog **\$1,668M**.



NTIAV COV XIB HWB MUAJ KEV
TXAWJ NTAU NTXIV TSO RAU



QEE NAJ NPAWB TSAWG RAU COV
CHAW TSIS MUAJ XIB HWB



QEE TSAWG XIB HWB
MUAB TSO YUAM KEV

93.9% TBD TBD **↑ 99.5%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

1.046% TBD TBD **↓ <1%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

0.057% TBD TBD **↓ <1%**
Theem Pib Xyoo 1 Xyoo 2 Qhov Tshwm Sim Xyoo 3

COV KEV UA & COV KEV SIV NYIAJ

4.01 RAWLS LI: Kev Yaum, Kev Xaiv thiab Kev Nyob Li Qub rau Cov Neeg Muaj Kev Txawj Paub

\$13.8M





LUB HOM PHIAJ RAU TSEV NEEG Muaj tag nrho cov cib fim ntau ntxiv rau cov tsev neeg

Tsim ib qho chaw uas txhawb kev nkag mus thiab kev koom tes rau txhua tsev neeg, kom ntseeg tau tias kev sib txawv thiab kev xam nrog yog qhov tseem ceeb ntauwm kev koom tes hauv zej zog thiab cov hwv tsam kev kawm.



2 Cov Kev Ua &
Kev Pab Cuam



1 Qhov Qhia Txog
Kev Nce Qib

Cov kev tseem ceeb hauv
xeev uas tau hais txog:



3. Kev Koom
Tes Ntawm
Niam Txiv



5. Kev Koom
Tes Ntawm Tub
Ntxhais Kawm

LUB HOM PHIAJ #5 Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #5 Cov Nyiaj
Txiag Tau Npaj Siv rau

\$6.1M

COV QHIA PAUB UA TAU TAM SIM NO



NCE KEV XAV NTAWM
TUB NTXHAIS KAWM
TXOG KEV SIB TXUAS
NTAWM KEV NTSUAM
XYUAS KEV KOOM TES

Xyoo	Qhov Ntsuas
Theem Pib	80.4%
Xyoo 1	TBD
Xyoo 2	TBD
Qhov Tshwm Sim Xyoo 3	↑ 85%

COV KEV UA & COV KEV SIV NYIAJ

5.01 Cov Kev Nqis Peev Rau Kev Koom Tes Ntawm Niam Txiv

\$4.3M

5.02 Nthuav Dav Kev Sib Txuas Lus nrog Tub Ntxhais Kawm, Niam Txiv thiab Zej Zog

\$1.8M



Kev Cog Lus Nqis Peev Muab Rau Tag Nrho Fresno Unified School District cov hom phiaj

Faib cov peev txheej kom muaj tswv yim los txhawb thiab txhawb nqa txhua lub hom phiaj hauv koog tsev kawm ntawv, txhawb ib qho kev paub zoo txog kev kawm uas muab kev ua tau zoo ntawm tub ntxhais kawm, kev koom tes hauv zej zog, thiab ib qho chaw kawm uas muaj kev sib txawv thiab xam txhua tus nrog ua qhov tseem ceeb.



7 Cov Kev Ua &
Kev Pab Cuam



0 Cov Qhia Paub Ua
Tau Tam Sim No

Cov kev
tseem ceeb
hauv xeev uas
tau hais txog:



1. Cov Kev Pab
Theem Pib



2. Cov Qauv
Kev Kawm



3. Kev Koom
Tes Ntawm
Niam Txiv



4. Kev Ua Tau
Zoo Ntawm Tub
Ntxhais Kawm



5. Kev Koom
Tes Ntawm Tub
Ntxhais Kawm



6. Huab
Cua Hauv
Tsev Kawm



7. Kev Nkag
Mus Kawm Cov
Chav Kawm



8. Lwm Cov Txiag
Ntsig Ntawm Tub
Ntxhais Kawm

LUB HOM PHIAJ #6
Cov Nyiaj Txiag Tau Npaj Siv rau



Lub Hom Phiaj #6 Cov Nyiaj
Txiag Tau Npaj Siv rau

\$357.2M

COV KEV UA & COV KEV SIV NYIAJ

6.01	Cov Nyiaj Faib Rau Tsev Kawm Ntawv yuav tsum Tsom Mus Rau Cov Kev Xav Tau ntawm Cov Tub Ntxhais Kawm Khwv Tau Nyiaj Tsawg, Cov Hluas Nyob Nrog Niam Qhuav Txiv Qhuav, thiab/los sis Cov Kawm Lus Askiv.	\$25.1M
6.02	BASE: Kev Tswj Hwm Lub Chaw Haujlwm Loj	\$8.6M
6.03	BASE: Cov Kev Pab Cuam Lag Luam thiab Nyiaj Txiag	\$19.8M
6.04	BASE: Cov Kev Pab Cuam Kev Ua Haujlwm	\$204.1M
6.05	BASE: Lwm Cov Kev Siv Nyiaj	\$27.8M
6.06	Cov Peev Txheej Rov Qab Los Ib Zaug	\$64.2M
6.07	Cov Nyiaj Faib Rau Tsev Kawm Ntawv yuav tsum raug Muab Ua Qhov Tseem Ceeb los ntawm Pawg Kws Pab Tswv Yim ntawm Txhua Lub Tsev Kawm Ntawv los Txhawb Cov Pawg Tub Ntxhais Kawm Uas Kawm Tau Qis Tshaj Plaws hauv Qhov Xim Liab ntawm CA Dashboard.	\$7.8M

Kev Nkag Siab Txog Nyiaj Pab los ntawm Kev Ntxiv Vaj Huam Sib Luag


Dab Tsi yog qhov Nyiaj MuabFaib?

Qhov nyiaj muab faib yog qhov rau California Local Funding Formula, tau tsim muaj rau muab ntxiv cov nyiaj rau cov tsev kawm ntawv tab tom ntsib cov kev nyuam loj tshaj plaws. Qhov no thawj kauj ruam ua tsi ntsees ntau ntxiv nyiaj txhawb pab rau cov tsev kawm ntawv muaj cov naj npawb siab rau cov neeg tsis muaj hauj lwm cov menyuam kawm ntawv, paub meej lawv tau txais cov kev pab li ua tau rau kev kawm ntawv zoo. Nrog kev ua tsi ntsees nyob rau cov tsev kawm ntawv no, qhov Nyiaj Muab Faib tsom ncaj qha ua rau txhawb pab kev kawm ntawv zoo, muab kev pab txhua tus menyuam kawm ntawv kawm tau zoo tsis hais txog rau lawv keeb kwm tag dhau los.

Qhov Tseem Ceeb: Tsis zoo li cov nyiaj LCFF uas muab rau theem koog tsev kawm ntawv, cov nyiaj ntxiv vaj huam sib luag yog muab ncaj qha rau cov tsev kawm ntawv.



Leej twg tau txais cov nyiaj pab?



Kev Nyuaj Siab Rau Kev Lag Luam-Zej Tsoom Siab

Cov tsev kawm ntawv tsim nyog yog tias muaj tshaj 70% ntawm cov tub ntxhais kawm yog cov nyuaj siab rau kev lag luam-zej tsoom. Qhov no suav nrog cov tub ntxhais kawm uas tsim nyog tau txais puas mov dawb los sis txo nqi, cov tub ntxhais kawm tsis muaj vaj tsev nyob, cov hluas nyob nrog niam qhuav txiv qhuav, thiab lwm tus uas muaj kev nyuaj siab txog nyiaj txiag.



Qhov Kev Tsis Ruaj Khov Tshaj 25%

Cov nyiaj pab kuj tsom mus rau cov tsev kawm ntawv uas feem ntau ntawm cov tub ntxhais kawm tsis tuav kev cuv npe kawm tas li, qhia txog qhov kev hloov siab thiab tsis ruaj khov.

 **14**

Cov Tsev Kawm Ntawv Muab Nyiaj Faib Rau

- Addams Elementary
 - Cambridge Continuation High
 - Dewolf Continuation High
 - Fort Miller Middle
 - Fresno High
 - Fulton
 - J. E. Young Academic Center
 - Lowell Elementary
- Lawless Elementary
 - Muir Elementary
 - Phoenix Elementary Academy Community Day
 - Phoenix Secondary
 - Turner Elementary
 - Wolters Elementary



Ib Yam Cov Nyiaj Nrog Xav Tau

Txhua tus menyuam kawm ntawv pawg uas tau txais qho liab theem kev ua nyob rau qhov dashboard qhov qhia paub yuav tsum tau txhawb nrog tsi ntsees tej kev ua tsom ncaj qha nyob rau kev ua tau zoo dua ntxiv cov muaj tshwm sim tuaj thaib cov cib fim rau uas pawg menyuam kawm ntaw. Cov kev ua no yog nrhiav tau nyob rau qhov Cov Nyiaj Faib cov hom phiaj.

Lub Hom Phiaj
Tsom Rau

#7

Kev Nqis Peev
\$2.4M



Hom Lus Askiv

Cov Tsev Kawm Ntawv: Addams Elementary, Fort Miller M.S., Fresno H.S., Lawless Elementary, Lowell Elementary, Muir Elementary, Turner Elementary, Wolters Elementary

Lub Hom Phiaj
Tsom Rau

#8

Kev Nqis Peev
\$1.4M



Lej

Cov Tsev Kawm Ntawv: Addams Elementary, Fort Miller M.S., Fresno H.S., Lowell Elementary, Muir Elementary, and Turner Elementary

Lub Hom Phiaj
Tsom Rau

#9

INVESTING
\$0.1M



Menyuam Xyaum Kawm Lus Askiv Tam Sim No

Cov Tsev Kawm Ntawv: Cambridge Continuation H.S., Turner Elementary

Lub Hom Phiaj
Tsom Rau

#10

Kev Nqis Peev
\$0.4M



Muaj Mob Ntsug Tsis Tu Ncua

Cov Tsev Kawm Ntawv: Lawless Elementary, Muir Elementary, and Phoenix Secondary

Lub Hom Phiaj
Tsom Rau

#11

Kev Nqis Peev
\$3.8M



Muab Ntsuas Kev Kawm Tiav/Kev Npaj Tau Hauj Lwm & College

Cov Tsev Kawm Ntawv: Cambridge Continuation H.S., DeWolf Continuation H.S., Fresno H.S., J.E. Young Academic Center

Lub Hom Phiaj
Tsom Rau

#12

Kev Nqis Peev
\$3.2M



Muab Ntsuas Kev Raug Rho Tawm Ncua Tsev Kawm Ntawv

Cov Tsev Kawm Ntawv: Addams Elementary, Fort Miller M.S., Fresno H.S., Fulton, Lawless Elementary, Lowell Elementary, Muir Elementary, Phoenix Elementary, Phoenix Secondary, Turner Elementary, and Wolters Elementary

2024-25

Niam Txiv & Tus Neeg
Koom Tes Kev Kawm Ntawv

Phau Ntawv Qhia txog qhov **LCAP**



 **ThoughtExchange**

Tsom QR code los qhia koj cov
lus tawm tswv yim







Txoj Hauv Kev los Koom Nrog:



MUS KOOM
ib lub rooj sib tham
txog LCAP



KOOM NROG
ib pawg niam txiv



ThoughtExchange

Tsom QR code los qhia koj cov
lus tawm tswv yim



Rau cov lus nug los sis cov lus tawm tswv yim, thov hu rau:

Fresno Unified School District
Lub Chaw Haujlwm Saib Xyuas Cov Khoos Kas
Hauv Xeev thiab Tsom Fwv Teb Chaws

<https://stafed.fresnounified.org/lcap/>

(559) 457-3934


Tsim los nrog kev pab los ntawm:



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Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Interim Superintendent
To the Members of the Board of Education
Prepared by: Zerina Hargrove, Ed.D.
Cabinet Approval: 

Date: September 20, 2024

Phone Number: 457-3958

Carlos Castillo (Sep 19, 2024 11:57 PDT)

Regarding: Outcomes Based Contracting

The purpose of this communication is to provide an update on the district's implementation of Outcomes-Based Contracting (OBC) to support Academic Return on Investment (ARO).

OBC involves developing a contract in which a portion of the payment to a service provider is contingent on meeting agreed-upon goals. This approach promises to improve outcomes in K-12 education by:

- Requiring districts and providers to identify and commit to clearly defined outcomes
- Tying public funds to academic impact in addition to services rendered
- Spurring innovation that directly impacts academic outcomes, especially for students of color and those affected by poverty

Beginning in October 2023, the Department of Analysis, Measurement, and Accountability (AMA) collaborated with multiple departments, including Instructional Services, Purchasing, and State and Federal Programs, to introduce OBC to Fresno Unified. This cross-functional team has been working with the Southern Education Foundation to learn about and support the implementation of OBC. This partnership includes coaching for the Fresno Unified team. From this learning, departments and sites will be trained in OBC.

As a result of this collaboration, the district created its first educational OBC contract with Curriculum Associates. The outcomes are tied to the regular use of i-Ready My Path to increase reading scores for kindergarten and first-grade students. Student progress will be monitored through i-Ready reading assessments and other local indicators. Incorporating OBC into a section of the Curriculum Associates contract will support the Early Learning Literacy Initiative, aiming to improve the reading and comprehension skills of some of our youngest readers.

This initiative, known as i-Ready Level-Up, is led by Karen Furlow, Director in the Department of Curriculum, Instruction, and Professional Learning (CIPL). It will be implemented at every elementary school. Site leaders and teachers will have access to training and tools for best practices in implementing i-Ready My Path in their classrooms, as well as support with data analysis and monitoring student progress. CIPL will provide an update on this work in an upcoming Board communication.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Zerina Hargrove, Ed.D. at 457-3958.

Approved by Interim Superintendent

Mao Misty Her 

Date: 09/20/24