BOARD COMMUNICATIONS – JANUARY 31, 2020

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

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S-2   Patrick Jensen   Student Wellness Board Policy 5030

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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: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits at Fort Miller, Hamilton and Muir
- Held interviews for Director, Human Resources
- Held the Healthcare Partnership Meeting
- Attended ACSA Superintendent's Symposium

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:__01/31/20_____

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Patrick Jensen, Administrative Analyst
Cabinet Approval: _[signature]_

Date: January 31, 2019

Phone Number: 457-3657

Regarding: Student Wellness Board Policy 5030

The purpose of this communication is to provide the Board information on upcoming changes to the Student Wellness Policy, Board Policy (BP) 5030. The current student wellness policy was adopted by the Board of Trustees in March 2006. In the intervening time period, models and approaches to student wellness have evolved with the US Centers for Disease Control (CDC) adopting a new model known as Whole School, Whole Community, Whole Child or (WSCC) (pronounced: /(h)wisk/). This model includes not only a whole-child approach, but one that also heavily values school and community engagement. The WSCC model has ten major components:

1. Physical education and physical activity.
2. Nutrition environment and services.
3. Health education.
4. Social and emotional school climate.
5. Physical environment.
6. Health services.
7. Counseling, psychological and social services.
8. Employee wellness.
9. Community involvement.
10. Family engagement.

The Board of Trustees will receive the proposed update to BP 5030 at the February 12 board meeting. This update consists of language proposed and vetted by CSBA to ensure that student wellness policies in the State of California are in compliance with the WSCC model and Federal program oversight. The policy has additionally been vetted by an internal team consisting of Health Services, Food Services, Curriculum & Instruction and the Superintendent's Office as well as our health & wellness partners Alliance for a Healthier Generation.

Part of the new model requires districts to engage in extensive community engagement as well as create measurable student goals. Upon approval of this BP, staff, stakeholders and community partners will begin working collaboratively on an AR that goes into granular detail, and operationalizes the items outlined in the BP. If you have any questions or concerns, I'm happy to schedule individual meetings to review the policy and collect feedback.

Approved by Superintendent
Robert G. Nelson Ed.D. _[signature]_   Date: 01/31/20

BC Number AS-1

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Executive Officer *Kim Kelst*

Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for January 23, 2020

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

The following SSC Weekly Update for January 23, 2020 is attached.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date:___01/31/20_____

DATE: January 23, 2020

TO: Robert G. Nelson
           Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

The legislative portion of the State Budget process kicked off this week with the Assembly and Senate budget committees both meeting to hear the Governor's 2020–21 State Budget proposal. In the Assembly, Budget Chair Phil Ting largely praised Governor Gavin Newsom's proposal, but did remark that they were hoping for a larger investment in early childhood education, a sentiment that was echoed by others on the Committee.

After Department of Finance (DOF) Chief Deputy Director Vivek Viswanathan briefly presented the Governor's proposals, Legislative Analyst Gabriel Petek provided his office's analysis. For Proposition 98, Petek noted the split of ongoing versus one-time spending: the Governor is proposing $1.4 billion in new ongoing spending for a 2.29% cost-of-living adjustment and growth/decline in school and community college districts and $1.9 billion for one-time spending. Petek believes the split of resources is prudent to prevent the state from overextending itself with ongoing spending commitments in the face of a very mature economic expansion.

In further discussing the use of one-time spending, Petek noted that many of the education proposals provide funding for issues that have been ongoing for many years (likely referring to the recurring concern of educator workforce recruitment and retention) and may require ongoing funding to address. Finally, he suggested the Legislature might want to consider repurposing some of the one-time funding to help districts address their unfunded liabilities, such as the California State Teachers' Retirement System and California Public Employees' Retirement System retirement systems.

These overview hearings look at the State Budget at the macro level and went into few details. The nitty gritty of the proposals will be dug into during the upcoming subcommittee hearings, which will begin in several weeks. Between now and then, around February 1, the DOF will release the trailer bill language that provides the specifics of the Governor's proposals. From there, education stakeholders will have more information to assess the new or expanded programs for K–12 education, such as the community and opportunity schools grants and the new special education funding formula.

Leilani Aguinaldo

Note: This week, the Legislative Analyst's Office released a report looking at the difficulties facing school district budgets, all of which will be familiar.

Gov. Newsom, Legislative Analyst Disagree on Priority for K-12 Spending Next Year
LAO recommends more pension relief for districts facing escalating costs

By John Fensterwald
EdSource
January 22, 2020

A historically low proportion of school districts in California currently are in fiscal distress. But with most districts facing declining enrollments and escalating costs, the Legislative Analyst's Office is suggesting that the Legislature give districts more financial relief in next year's state budget.

The recommendation for using one-time funding to help districts pay down their pension and retiree health liabilities is in a report issued Tuesday. It is at odds with the spending priorities that Gov. Gavin Newsom proposed earlier this month in his 2020-21 budget for K-12 schools. Newsom is proposing to target about half of the expected increase in school funding for teacher workforce initiatives, for assistance to low-performing schools and districts and for expanding community schools, which provide comprehensive health and academic services, primarily for low-income children.

The LAO didn't criticize Newsom's choices; instead it said relief from cost pressures deserves top priority. "Of all the Legislature's options for one-time initiatives, we believe making supplemental pension payments would provide the greatest sustained fiscal benefit for districts," the report said.

Paying down districts' debts would put districts in a better long-term position, since in coming years they can expect smaller funding increases than they have had, post-recession, the LAO said.

Since 2013-14, per-pupil funding has grown 5.9 percent annually, about 50 percent higher than the historic average for California. Districts used the money mostly to hire support staff, such as counselors and teacher aides for students with disabilities, and to increase teacher pay beyond inflation, although there is a big range among the state's 1,000 districts. The far majority of districts, for now, are financially stable, the LAO said.

As a result, there are only about 30 districts identified with severe budget problems — the largest being Los Angeles Unified, Sacramento City Unified, Oakland Unified and Sweetwater Union High School District, near San Diego. The first three dealt with divisive teacher strikes last year; Sweetwater is facing massive cuts following suspected fraud and mismanagement.

What the distressed districts have had in common, the report said, are tensions with staff, a turnover in top administrators and a larger than average decline in enrollment and increase in retiree health benefits.

But most districts face some cost pressures, the LAO said. While enrollment is growing in Kern County and a few areas, most districts have seen a drop in enrollment, which results in less state revenue. And areas with the biggest declines — Los Angeles, Orange and Santa Clara counties – will see a continued migration of families moving out in the coming decade, the LAO said. At the same time, the proportion of students with disabilities, especially autism, and payments for retiree pensions and retiree health benefits will rise faster than inflation statewide.

In the 2019-20 state budget, Newsom directed more than $3 billion from the state's General Fund to buy down districts' long-term pension liabilities and to help with immediate payments they owed to CalSTRS, the teacher pension fund. About $400 million of that relief is left over to help in next year's proposed budget.

But districts' pension payments to CalSTRS and CalPERS will rise $800 million next year all the same. And Newsom is not proposing to tap the General Fund for K-12 for next year. He would fund only the projected 4.1 percent increase through Proposition 98, the formula that determines the minimum state revenue that goes to K-12 and community colleges.

Newsom is proposing to significantly increase and equalize funding for districts for students with disabilities, which the LAO agrees with. But the $1.2 billion increase for the Local Control Funding Formula, the main source of districts' base funding within Prop. 98, would barely cover districts' obligations, and for some districts, not even that.

The LAO recommends using one-time money either as a supplemental pension payment to lower long-time debt or to give districts a choice of which liability — pension, health care or retiree health obligations — to lower.

The LAO offers no specific action to help districts in distress, other than for the state and county offices of education to continue working with them to improve their budget practices. It advises against giving them any extra financial help.

In its audit last fall of Sacramento City Unified's troubled finances, State Auditor Elaine Howle urged new legislation to strengthen county offices' authority to intervene in financially struggling districts. They would be able to prevent districts from approving expenditures, potentially including salary contracts, that they could not afford.

The LAO hasn't taken a position yet on that and other measures that might be needed to ward off financial problems.

Note: A Supreme Court case originating in Montana could have effects here in California.

Supreme Court Hears Case That Could Impact California Schools
The case comes from Montana, where 3 mothers sued the state, arguing that it is showing
anti-religious bias by only offering tax credits to public school students.

By Zach Fuentes
ABC10
January 22, 2020

SACRAMENTO, Calif. — The Supreme Court is gearing up to decide whether it is constitutional for states to use money to pay for tuition at religious schools. The decision to hear the case comes after three mothers from Montana sued the state, arguing that it is showing anti-religious bias by only offering tax credits to those who attend public schools.

The three women are using Montana's Blaine Amendment as their argument, a law that prohibits localities in the state from directing funds toward religious institutions. That includes religious schools, like private schools and religious universities.

Thirty-seven states have these laws in place, and California has some of the strictest.

People with lower incomes ultimately cannot get loans to go to those schools, which is big for a state like California, where a private elementary school costs on average $11,377 and private high schools cost more than $19,476 in tuition, according to the Private School Review.

This isn't the first time Blaine Amendments have been considered nationally. It is a failed amendment to the U.S. Constitution from the late 1800s named for the congressman who proposed it, James G. Blaine.

The original text said: "No State shall make any law respecting an establishment of religion, or prohibiting the free exercise thereof; and no money raised by taxation in any State for the support of public schools, or derived from any public fund therefor, nor any public lands devoted thereto, shall ever be under the control of any religious sect; nor shall any money so raised or lands so devoted be divided between religious sects or denominations."

The text basically said that public money should not go to religious institutions in effort to separate church and state. It became something the states had to decide, and more than half of them have Blaine Amendments.

The case being heard by the Supreme Court said that not allowing the possibility of state scholarships and loans means that it violates religion clauses and the equal protection clause of the U.S. Constitution. The suit argues that there are scholarships and student aid for non-religious programs, but the laws discriminate against religious schools.

Now, opponents of the case are worried it could mean less money for public schools if religious schools get access to the state funds. With the Supreme Court leaning more conservative, the laws could be determined unconstitutional, meaning state funds could go to religious schools.

William Jessup University's has been keeping track of what's been going on with the Supreme Court case and has strong feelings about it.

"Any restriction of the family or student's ability to choose for themselves — what school they want to attend — would cross the line and would be restrictive of their religious liberty," said Phillip Escamilla, the university's associate provost.

The Sacramento City Teacher's Association has different thoughts on the issue. The teacher's union president David Fisher said attacks on Blaine Amendments are an attempt to divert public funds to private institutions.

Fisher said removing the Blaine Amendment can impact public schools.

"Public money should be spent on public schools and private money spent on private schools," Fisher said. "Once you start breaking down those walls, you never know what can happen next, and it could further deplete public schools of badly needed resources."

Escamilla argued that schools like William Jessup University play an important role in the community and give a lot back.

"Schools like Jessup in the state, and frankly around the country, are large contributors to the economy," Escamilla said. "We employ lots of folks our students graduate and go out into the workforce."

Escamilla said keeping Blaine Amendments in place only continue to negatively impact the students who look to schools like William Jessup University to further their education.

"Particularly those from low income communities who rely on state dollars to help them attend school," Escamilla said. "We think it'd be unfortunate if they didn't have the opportunity to attend the school of their choice just because that school happened to be a faith-based school."

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Santino Danisi, Executive Officer
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3661

Regarding: Revised Local Control and Accountability Plan Template

The purpose of this communication is to provide the Board an update on the newly adopted Local Control and Accountability Plan (LCAP) template. On January 8, 2020, the State Board of Education (SBE) took action to approve the new template design, which districts will begin using when planning for the 2020/21 school year. This is the fourth template design change in six years.

The primary reason for the changes was in response to public criticism requesting more fiscal transparency and to make the document more parent-friendly. A new expenditure table has been added to consolidate the financial information to be summarized in one section. Additionally, staff presenting from the California Department of Education (CDE) commented that other design changes had the effect of reducing the plan size by up to half.

Although the new template is not officially available on CDE's website, attached is the draft template presented for approval at the January 8, 2020 SBE meeting.

If you have any questions or require further information, please contact Santino Danisi at 457-3661. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:___01/31/20_____

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

[Respond here]

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Draft – For Review and Feedback

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Draft – For Review and Feedback

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

A description of the aspects of the LCAP that were influenced by stakeholder input.

[Respond here]

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

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Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

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Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

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Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

Draft – For Review and Feedback

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

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- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes.

LEAs are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

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Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

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Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]

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Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$[Total LCFF Funds]	$[Total Other State Funds]	$[Total Local Funds]	$[Total Federal Funds]	$Total Funds]

Totals:	Total Personnel	Total Non-personnel
Totals:	$[Total Personnel]	$[Total Non-personnel]

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Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]

Totals by Type	Total LCFF Funds	Total Funds
Total:	$[Total LCFF Funds]	$[Total Funds]
LEA-wide Total:	$[Total LCFF Funds]	$[Total Funds]
Targeted Total:	$[Total LCFF Funds]	$[Total Funds]
Schoolwide Total:	$[Total LCFF Funds]	$[Total Funds]

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Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Fresno Unified School District
Board Communication

BC Number AS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ruth F. Quinto, Deputy Superintendent/CFO
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-6226

Regarding: School Services of California Pocket Budget 2020/21

The purpose of this communication is to provide the Board a copy of School Services of California's Pocket Budget for 2020/21. This contains a summary of the Governor's 2020/21 Proposed State Budget for California's schools.

If you have any questions or require additional information, please call Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date:___01/31/20_____

Agency, and shift all but the California State Preschool Program from the Department of Education into the new department, beginning in July 2021. As it relates to programs affecting public agency providers, the Governor's State Budget proposals include the following investments:

- $75 million in Proposition 98 funding to expand the Inclusive Early Education Expansion program that provides one-time grants to construct or modernize preschool facilities that serve children with disabilities

- Increases the provider reimbursement rates for General Child Care and State Preschool by a 2.29% COLA

- Proposes future changes in the State School Facility Program if voters approve the $15 billion statewide school bond (Proposition 13) to provide facility grant enhancements to expand preschool programs on school campuses

- Proposes diverting a portion of the funds allocated for school districts to retrofit and construct facilities to support full-day kindergarten programs to instead construct preschool facilities at schools

Teacher Investments

The State Budget proposal includes over $900 million in one-time Proposition 98 funds to address California's persistent educator shortage and crisis in the following programs:

- $350 million to expand the existing Educator Workforce Investment Grant Program

- $193 million for the Workforce Development Grant Program

- $175 million to expand the Teacher Residency Program

- $100 million to provide $20,000 stipends for teachers who participate in the California Teacher Credential Award Program

- $64.1 million to expand the Classified School Employees Credentialing Program

Community Schools

In reinforcing efforts to serve the whole child, the 2020–21 State Budget proposes to invest $300 million in one-time Proposition 98 funds to establish Community School grants accessible by LEAs that employ the community school model.

School Nutrition

The Governor proposes to increase funding for school nutrition by an ongoing $60 million Proposition 98 appropriation and proposes a $10 million Proposition 98 fund to train school food service workers in promoting healthier and more nutritious meals.

Computer Science

The Governor proposed investing $15 million in one-time funds for grants to support training approximately 10,000 K–12 teachers to earn a supplementary authorization on their credential to teach computer science.

System of Support

The 2020–21 State Budget proposal reinforces the statewide system of support with a one-time $300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative for Educational Excellence. The grants are for the lowest-performing schools and school districts to pair with federal Title I resources to provide integrated and intensive interventions to close achievement gaps.

The 2020-21 Governor's Budget Proposal

Governor Gavin Newsom is proposing a $157 billion General Fund Budget for the upcoming fiscal year, a 2.23% increase over the current year. The total State Budget proposed by the Governor measures at $222.2 billion. He uses a significant amount of one-time funds as a way to provide flexibility during times of economic uncertainty. Being fiscally prudent, examples of proposed flexibility are found in the education budget where nearly 60% of the $3 billion in available new revenue is proposed for new or the extension of one-time investments.

Economic Outlook

The 2020–21 revised revenue forecast is over $5 billion more than the 2019–20 State Budget Act projection. Personal income tax is up by $1.2 billion, corporation tax is up by $700 million, and revenue from the sales and use tax is projected to be $1.1 billion over the 2019 enacted State Budget estimates.

Governor Newsom continues to build additional reserves beyond the $16 billion currently set aside in the Rainy Day Fund. An additional $1.9 billion transfer is proposed in the budget year and an additional $1.4 billion over time, bringing the Rainy Day Fund to $19.4 billion by 2023–24.

Proposition 98

CURRENT- AND PRIOR-YEAR MINIMUM GUARANTEE

The Proposition 98 minimum guarantee has increased from the 2019 State Budget Act for both 2018–19 and 2019–20 due largely to an increase in property tax revenue in 2018–19 and increased General Fund revenues in both years.

For the current year, Governor Newsom's State Budget proposal acknowledges an increase of $517 million from the 2019–20 State Budget Act—

raising the Proposition 98 guarantee to an estimated $81.6 billion, up from $81.1 billion. The 2018–19 year reflects a more modest increase of $301.5 million, raising the minimum guarantee from $78.1 billion to $78.4 billion.

2020–21 MINIMUM GUARANTEE

For 2020–21, the Governor's State Budget proposes a Proposition 98 guarantee of $84 billion, an increase of $3 billion year over year. As expected, given the continued declines in enrollment, the guarantee is projected to be based on Test 1—funding based on education's proportion of the General Fund in 1986–87.

Cost-of-Living Adjustments and ADA

The estimated statutory cost-of-living adjustment (COLA) for K–12 education programs in 2020–21 is 2.29%, and is applied to the Local Control Funding Formula (LCFF) base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers, the American Indian Early Childhood Education program, and the Mandate Block Grant.

Statewide, average daily attendance (ADA) is expected to continue declining. The State Budget proposal reduces Proposition 98 funding in 2019–20 due to an ADA decline greater than projected in the 2019–20 State Budget Act, and in 2020–21 from a further projected ADA decline in 2020–21.

	2019-20	2020-21	2021-22	2022-23
Statutory COLA	3.26%	2.29%	2.71%	2.82%

Local Control Funding Formula

The Governor's 2020–21 State Budget proposal includes an increase of $1.2 billion in Proposition 98 funding for the LCFF reflecting the 2.29% COLA. This brings LCFF funding to $64.2 billion.

LCFF TARGET ENTITLEMENTS FOR SCHOOL DISTRICTS AND CHARTER SCHOOLS

The target base grants by grade span for 2020–21 are increased over 2019–20 by 2.29% to reflect the estimated statutory COLA:

Grade Span	2019–20 Target Base Grant per	2.29% COLA	2020–21 Target Base Grant per
TK*–3	$7,702	$176	$7,878
4–6	$7,818	$179	$7,997
7–8	$8,050	$184	$8,234
9–12	$9,329	$214	$9,543

*TK=Transitional Kindergarten

Special Education

Following the investment in the 2019–20 State Budget for Assembly Bill (AB) 602 equalization ($152 million) and one-time flexible funding to school districts based on the number of preschoolers with disabilities ($493 million)—the 2020–21 State Budget continues to provide investments in special education. Governor Newsom's State Budget for 2020–21 proposes to use all of last year's $645 million to fund a new special education base grant this year while still allocating funds through Special Education Local Plan Areas. All but one hundred local educational agencies (LEAs) will receive an increase in base funding through this funding, and those LEAs will be held harmless.

Similarly to the 2019–20 State Budget, the Budget proposes $250 million one-time funding to school districts based on the number of preschoolers ages three to five years with exceptional needs served. Details for the use of these funds are forthcoming, but the expectation is that the funds would be used to increase or improve services.

Early Childhood and Preschool

The Governor announced a sweeping proposal to establish a Department of Early Childhood Development under the Health and Human Services

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent   Date: January 30, 2020
To the Members of the Board of Education
Prepared by: Nikki Henry, Chief Information Officer   Phone Number: 457-3653
Cabinet Approval:

Regarding: Measure M

The purpose of this communication is to provide the Board an update on the public education efforts regarding our district's school facilities bond measure, Measure M.

Our Communications and Facilities teams have worked together to create informational materials to educate the public regarding the effects of Measure M, should it be passed by voters. I am attaching to this board communication an educational presentation we are utilizing with any community groups that request education and are also providing this presentation to our principals to share as appropriate. Our February issue of Building Futures includes a spread on Measure M education as well. The issue will arrive at homes starting February 1 and is also available on the district website in News. We have also created a beautifully designed, educational direct mail piece that will arrive at homes in the second and third week of February. There is also a Measure M fact sheet that is public and can be found on our website at this link.

We have received several invitations from media and community groups to provide education regarding Measure M. Superintendent Nelson and our Executive Cabinet members are making themselves available to provide these presentations and answer questions. If you have any community groups that are requesting Measure M education please let Nikki Henry, Chief Information Officer, know directly and we will coordinate a presentation.

At this time we do not have an outside community group that is fundraising or providing any advocacy for Measure M. As a reminder, we as staff and board members may, as individuals, acting on our own time and at our own expense, participate in political activities to the same extent as other citizens of the district. Regarding Measure M, there are certain things we CAN do and CANNOT do. Below is a summary:

DOS
- Use of District Facilities under the Civic Center Act/Public Forum Law; Use of District Property
  - School district property is made available to any interested group for public forum/civic center activities. A group interested in supporting (or opposing) a ballot measure, including a general obligation bond, may rent or use district office space like any other civic or private group.
- Political Activities Unrelated to Use of School District Property
  - No off-campus restrictions apply to first amendment freedoms to support ballot measures including bond measures during nonworking hours.
- Recognized Employee Organizations

- o Recognized employee organizations, such as collective bargaining organizations, may solicit or receive political funds or contributions from employee members to promote (or defeat) any ballot measure on school district property provided it is during non-working time (including employees' lunch period).
- Allowing District Employees to Display Buttons or Stickers
  - o Officers or employees may wear campaign paraphernalia during work hours, or on district property. However, the district may establish rules and regulations prohibiting such displays of political position during "instructional time." (Ed. Code § 7055; California Teachers Association v. Governing Board (1998) 45 Cal.App.4th 1383.)
- Appearance of Administrative Officers before Citizens' and Community Groups
  - o As with elected board members, any employee who is an administrative officer may accept an invitation from any civic minded organization to discuss reasons why the governing board of a school district called an election for the purpose of issuing the bonds and to respond to questions regarding why the bonds are needed.
- Polling
  - o A school district may hire and pay for public polling and other information-gathering services to help determine potential public support for a parcel tax measure, prior to calling the election on the measure.

DON'TS

- Restrictions on Political Activities
  - o In addition to any school district regulations, no school employee should, on school district property, except as set forth under "Dos" above, promote or advocate a position for (or against) a bond measure, either by handing out stickers, buttons, or leaflets, by orally promoting or advocating, or by soliciting or receiving funds.
- Prohibition of Use of District Funds, Services, Supplies, or Equipment
  - o No school district funds, services, supplies, or equipment may be used for the purpose of urging the support or defeat of any ballot measure including a bond measure.
  - o School district resources, however, can be used to develop and provide information to the public about the possible effects of any bond issue so long as the information is a "fair and impartial presentation" of facts that aids the public in reaching an informed judgment regarding the bond issue. Relevant considerations include the style, tenor, and timing of information provided.

If you have any other questions, concerns, or suggestions regarding Measure M education please contact Nikki Henry, Chief Information Officer, directly at 250-1488.

Approved by Superintendent
Robert G. Nelson Ed.D. _____ Date: 01/31/20

Fresno Unified School District

MEASURE (M)

Fresno Unified
School District

Fresno Unified's 2020
Facilities Bond Measure

March 3 Ballot

Bond Measure M

- □ The Fresno Unified Board of Education voted unanimously to place Measure M on the March 3 ballot to upgrade and renovate schools across the district

- □ Measure M will provide $325 million in locally controlled funding to continue providing quality schools to prepare students for college and careers in fields like health sciences, engineering, technology, robotics, manufacturing, and skilled trades

- □ Two-thirds of Fresno schools were built before 1970, and they require updating and modernization

- □ Bond funds provide the required local match to receive additional state facility funding for our schools

- □ A Measure M project list is available

Fresno Unified
School District

Measure M Projects

Classrooms for Preschool-6th grade, Special Education, and Specialty High School

Libraries, Cafeterias, Gyms, Performing Arts, Student Support Services

Safety and Security for Students, Staff and Visitors

School Grounds, Air Conditioning and Heating, Plumbing and Electrical

Fresno Unified
School District

Classrooms for Preschool-6th grade, Special Education, and Specialty High School

MEASURE (M)

- New specialty high school at Ventura and 10th (former county juvenile hall) for online learning, independent study, career technical and alternative education

- New classroom buildings for Addams, Birney, Calwa, Columbia, Del Mar, Lowell and Thomas Elementary Schools

Classrooms before renovation

Classrooms after renovation

Fresno Unified
School District

Libraries, Cafeterias, Gyms, Performing Arts, Student Support Services

MEASURE M

- New libraries for Birney, Centennial, Easterby, Gibson, Homan, Norseman, Powers and Wishon Elementary Schools
- Renovated libraries for Hoover and Roosevelt High Schools
- New cafeterias for Ericson Elementary and Fresno High
- New gyms for McLane and Roosevelt High Schools
- New gym bleachers and lockers
- Renovated performing arts facilities for Roosevelt and Sunnyside High Schools

Fresno Unified
School District
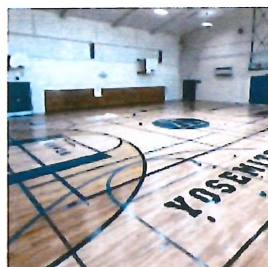
Safety and Security for Students, Staff and Visitors

- Relocated/renovated administration offices to improve campus safety and supervision for Birney, Holland, Lane, Mayfair, Norseman, Powers and Roeding Elementary Schools
- Fencing and gates, drop-off and pick-up zones
- Security cameras and emergency communication systems
- Removal of asbestos and lead where needed

Fresno Unified
School District

School Grounds, Air Conditioning and Heating, Plumbing and Electrical

MEASURE M
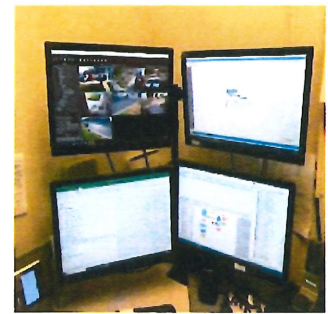
- New and upgraded air conditioning and heating, electrical and plumbing systems, roofing, interior and exterior painting, flooring and windows, quads and walkways
- New and upgraded school marquees, play equipment, play courts, parking lots, and landscape

Fresno Unified School District

Bond Fiscal Accountability

MEASURE (M)

- ☐ All Measure M funds stay in Fresno to support our students and teachers
- ☐ No funds spent on administrators' or teachers' salaries
- ☐ Citizens' Bond Oversight Committee meets quarterly to review bond projects and expenditures
- ☐ Independent performance and financial audits and a public annual report are required
- ☐ Eligible Measure M projects are listed in the ballot
- ☐ All information available on district's website

Fresno Unified
School District

For More Information . . .

MEASURE M

- ☐ Visit Fresnounified.org
  - ◘ Find the Measure M project list
  - ◘ District Fact Sheet

Fresno Unified
School District

Measure M School Bond Fact Sheet

January 2020

Measure M will Upgrade and Renovate Schools Across the District

The Fresno Unified School District Board of Education voted to place Measure M – a $325 million school facilities bond – on the March 3, 2020 ballot. More than two-thirds of Fresno schools were built before 1970, and Measure M will generate local funding for repairs and improvements to continue providing a quality learning environment.

Supports Student Learning

For Fresno students to succeed in college and career, they need to be skilled in the use of technologies and have a solid background in science, engineering, and math. Measure M will upgrade classrooms that will support student learning in these areas and attract and retain high quality teachers.

Local Control and Strict Fiscal Accountability

All funds raised by Measure M will stay in Fresno to support students and teachers. No funds will be spent on administrators' or teachers' salaries. A Citizens' Oversight Committee with independent audits and an annual report are required to monitor bond spending.

Continued Investment in Fresno Schools

The Fresno community has consistently supported local school bonds to invest in high-quality schools across the district. Significant progress has been made over the past several decades to improve school facilities. Measure M will continue that investment and provide the needed local match to qualify for state school facilities funds.

Measure M Proposes to Fund Improvements

- Fix deteriorating plumbing and restrooms
- Remove lead and asbestos where needed
- Repair deteriorating roofs, flooring, plumbing and electrical systems
- Improve student safety and campus security systems
- Repair/replace aging and unsuitable classrooms and school buildings
- Improve educational technology
- Provide classroom/labs for career and technology education, including health sciences, engineering, technology, robotics and skilled trades
- Improve special education classrooms
- Provide spaces for social emotional support for students

At-a-Glance

Classrooms and Restrooms
- New preschool, kindergarten, and grades 1-6 classroom buildings
- Renovated special education classrooms and restrooms
- New high school at Ventura and 10th to keep students on track to graduate
- New and renovated restrooms for various schools

Safety and Security
- Fencing and gates
- Student drop-off and pick-up zones
- Relocation/renovation of admin offices to improve safety and supervision
- Continue inspections for and removal of asbestos and lead
- Security cameras and emergency communication systems

Improved student spaces
- New and renovated libraries
- New gyms, gym bleachers, and lockers
- New and renovated cafeterias
- Renovated performing arts facilities
- New confidential offices for student support services

Grounds and Building Systems
- New/upgraded air conditioning/ heating, electrical, plumbing, roofing, painting, flooring, windows, quads and walkways at various schools
- New/upgraded school marquees, play equipment, shade covers, play courts, parking lots

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: _[signature]_

Date: January 31, 2020

Phone Number: 457-3134

Regarding: Updated Measure X Potential Projects Tracking Log

The purpose of this communication is to provide the Board with the most recent Measure X Potential Projects Tracking Log (attached). The Tracking Log lists proposed Measure X projects, projected date for contract recommendation to the Board, and estimated cost. With the exception of Herrera Elementary School, projects are shown in order of projected Board date. Bidding for the Herrera project will be preceded by recommendation to the Board of a project labor agreement, which is targeted for late February 2020.

If you have questions or need further information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D. _[signature]_

Date: 01/31/20

Measure X Potential Projects Tracking Log
Updated Jan. 30, 2020

- Projected Board award date subject to the planning, design, and state approval processes that precede bidding and Board award
- Estimated project costs are preliminary, rough order-of-magnitude projections based on current information

Project	Projected Board Award Date	Total Estimated Project Cost
Recommended Priority Projects		
Juan Felipe Herrera Elementary School	pending	$ 46,800,000
Viking - Modular Classrooms & Restroom to Support Enrollment and Program Needs	1/29/2020	$ 2,346,981
McLane Library Renovation	3/18/2020	$ 1,400,000
CTE Facilities - Fresno High	3/18/2020	$ 12,600,000
Cafeteria Air Conditioning - Gibson, Holland, Manchester	4/15/2020	$ 2,340,000
Roosevelt Modernization - Phase 1, Cafeteria	4/15/2020	$ 4,500,000
High School Softball/Baseball Fields - Edison	4/15/2020	$ 2,000,000
High School Softball/Baseball Fields - Sunnyside	4/15/2020	$ 1,300,000
Cafeteria Air Conditioning - Baird, Ericson, Powers-Ginsburg	5/6/2020	$ 2,340,000
Ewing Portable Replacement/Early Learning Complex, Site/Accessibility Improvements	5/20/20 (Parking Lot) 10/21/2020 (E/L Bldg.)	$ 4,500,000
High School Softball/Baseball Fields - Bullard	6/10/2020	$ 3,700,000
CTE Facilities - Hoover High	6/10/20 (Dig. Media) 9/2/20 (Const. trades)	$ 3,300,000
Cafeteria Air Conditioning - Centennial, Dailey, Scandinavian, Wishon	6/17/2020	$ 3,156,875
CTE Facilities - McLane High	8/12/2020	$ 1,300,000
Edison Cafeteria Improvements for Music Performance	9/16/2020	$ 1,500,000
Edison Auxiliary Gym Modernization + Gym/Locker Modernization	9/16/2020 (Aux. Gym Addition) Spring '21 (Modernization)	$ 14,000,000
Bullard Fencing & Security Improvements	11/4/2020	$ 2,000,000
Jackson Cafeteria Reconstruction (with air conditioning)	1/6/2021	$ 4,500,000
Del Mar Cafeteria Reconstruction (with air conditioning)	4/7/2021	$ 6,000,000
McLane Auxiliary Gym and Tennis Court Replacement	6/16/2021	$ 11,300,000
Fresno High Auxiliary Gym and Weight Room	6/16/2021	$ 9,500,000
Roosevelt Modernization - Phase II	10/6/2021	$ 16,500,000
Access Improvements / Confidential Student Support Space	ongoing	$ 9,359,874
Deferred Maintenance & Small Capital Projects (through 2021/22)	ongoing	$ 24,166,657

Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent   Date: January 31, 2020
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer   Phone Number: 457-3134
Cabinet Approval: *KTemple*

Regarding: Filtered Water Bottle Filling Stations at Elementary Schools

The purpose of this communication is to provide the Board information regarding the installation of filtered water bottle filling stations at district elementary schools. Fresno Unified received a $640,000 grant from the California State Water Resources Control Board for the Student Access to Drinking Water Project to provide and install bottle filling stations at all elementary schools.

The first phase of bottle filling station installation began September 2019, with 30 schools: Addams, Addicott, Aynesworth, Birney, Burroughs, Columbia, Del Mar, Easterby, Eaton, Figarden, Fremont, Gibson, Holland, Jefferson, King, Kratt, Lawless, Malloch, Norseman, Powers, Roeding, Rowell, Slater, Star, Sunset, Viking, Wilson, Wishon, Wolters, and Yokomi.

Installation of bottle filling stations for the remaining schools is anticipated to bid in February 2020 with completion throughout the year: Anthony, Ayer, Bakman, Balderas, Calwa, Centennial, Dailey, Edison-Bethune, Ericson, Ewing, Forkner, Greenberg, Heaton, Hidalgo, Homan, Kirk, Lane, Leavenworth, Lincoln, Lowell , Mayfair, McCardle, Muir, Olmos, Pyle, Robinson, Storey, Thomas, Turner, Vang Pao, Vinland, Webster, Williams, and Winchell.

When these installations are complete, there will be at least one filtered water bottle filling station at every district school. As school improvement projects are implemented, additional bottle filling stations can be provided in strategic locations to expand students' access to drinking water.

For more information, please contact Karin Temple at 457-3134 or Jason Duke at 457-3260.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:___01/31/20_____

BC Number OS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: *KS Temple*

Date: January 31, 2020

Phone Number: 457-3134

Regarding: Direct Access – New Electricity Service Provider

The purpose of this communication is to provide the Board information regarding the opportunity for the district to choose an electrical power provider other than PG&E through a program called Direct Access (DA). Potential utility savings from taking advantage of DA are estimated at 8-10%, which equates to $1-1.5 million annually based on current costs.

DA was established by the state approximately 20 years ago to allow non-residential customers to purchase electricity from a non-utility energy service provider (ESP) rather than an investor owned utility (IOU). The IOUs are PG&E, SoCal Edison, and SDG&E. ESPs compete for electrical service customers on factors such as price, rate certainty, usage and cost reporting, and use of renewables. The amount of power available through DA is restricted, and there is more demand than supply. A lottery process determines the customers eligible for DA; after many years of entering the lottery, Fresno Unified was selected for service beginning in January 2021.

Electrical power, whether purchased from an ESP or IOU, is delivered over IOU transmission and distribution systems. A portion of what the district currently pays PG&E is for transmission and distribution, and that will remain regardless of the source of the electrical power. Therefore, reliability of delivery will not be impacted with DA. This is similar to the district's natural gas procurement. Natural gas is purchased through the School Project for Utility Rate Reduction (SPURR) and utilizes PG&E distribution systems. SPURR is a Joint Powers Authority of member K-16 educational institutions for aggregation of utility purchases. Fresno Unified is a member of SPURR.

SPURR recently completed a competitive Request for Proposals process to identify an ESP for member agencies, and selected Constellation NewEnergy Inc. (CNE) based on performance, experience, references, products and services, customer service, and cost.

To preserve the district's DA rights, a Direct Access Service Request was filed with PG&E by CNE on the district's behalf and the district provided a non-binding letter of understanding to CNE indicating intent to purchase electricity beginning January 2021. There will always be the opportunity to revert back to PG&E for purchase of electricity.

This is an advantageous opportunity for Fresno Unified to reduce electricity costs. If you have questions or need additional information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: __01/31/20__

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3226

Regarding: Special Education Data

The purpose of this communication is to provide the Board current data from the California School Dashboard related to Special Education. In recent years, the Board has prioritized Special Education and made investments to improve services to students with disabilities. A Special Education Strategic Master Plan has been developed based on the recommendations from the Council of the Great City Schools (CGCS). Staff members remain committed to serving students and families to meet needs as outlined in Individualized Education Plans (IEPs).

The California Department of Education recently released the 2019 California School Dashboard, and the data for Fresno Unified Students with Disabilities shows that while performance is still lower than desired, outcomes in all six indicators have improved:

Dashboard Indicator	Progress	Performance
Graduation Rate	Improved 5%	66.6%
English-Language Arts	Improved 11.9 points	117.4 Points Below Standard
Mathematics	Improved 13.1 points	142.6 Points Below Standard
Suspension Rate	Improved 1.2%	11.7%
Chronic Absenteeism	Improved 1.3%	22.9%
College/Career Readiness*	Improved 1.3%	9.4%

*Reflects data reporting error analysis correction

The focused and strategic work to implement Board investments and prioritize special education has produced results telling us we are moving in the right direction. With a comprehensive plan to address the CGCS recommendations, we will continue the course to further improve outcomes and provide regular updates to the Board on progress.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: 01/31/20

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3226

Regarding: Special Education Strategic Plan

The purpose of this communication is to provide the Board two documents which will help anchor our actions, decisions, and investments while also providing clarity and transparency:

- Council of the Great City Schools (CGCS) Summary of Recommendations
- Special Education Strategic Master Plan

Both documents can be accessed in the quick links section of the Fresno Unified Special Education website at www.fresnounified.org/dept/specialeducation.

The Strategic Plan was developed from CGCS recommendations based on their review of data and interviews with representatives from all stakeholders including parents, teachers, support staff, administrators, nurses, and district leaders. The plan incorporates feedback from the Community Advisory Committee (CAC) and the Special Education (SPED) Committee which is a collaborative team consisting of Fresno Teacher's Association representatives and SPED Leadership.

The plan will be posted on our website by the end of January and will be updated regularly to report progress on actions as well as reflect any adjustments to the plan. A series of Board Communications will also be provided regularly in order to keep the Board informed about progress toward addressing the CGCS recommendations and improving services for students with disabilities.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date:___01/31/20_____

Council of the Great City Schools
Summary of Recommendations | May 2019

Mission
The mission of the Special Education Department is to provide early intervention and appropriate pre-kindergarten thru adult instruction that prepare students for a seamless transition to adult life with the expectation that all students will learn and become productive citizens.

Vision
The vision of the Special Education Department is that ALL students with special needs will receive high quality instruction with the greatest number of inclusionary opportunities from the widest array of options.

Strategic Plan Development
The Special Education Strategic Plan was designed as a structured outline of the key service priorities that must be in place to ensure that all students with disabilities have the highest quality support, resources and access to district academic and behavioral programs in the least restrictive environment, placing emphasis on maximizing opportunities to learn with general education peers. The Strategic Plan was developed based on recommendations from the Council of the Great City Schools. The Council of the Great City Schools reviewed state and local data and interviewed representatives from all stakeholders, including parents, teachers, support staff, administrators, nurses, and district leaders.

Strategic Plan Drivers

1. *Multi-Tiered System of Supports*
2. *Demographic and Outcome Data*
3. *Instruction and Supports*
4. *Organizational Supports*
5. *Compliance and Accountability*

Fresno Unified
School District

1

- *Implement MTSS plan with urgency and fidelity*

System-Wide MTSS Framework

1. Expedite completion of district's draft of MTSS framework and supporting documents. Post finalized documents on district website.
2. Develop board policy on MTSS

District, Regional, and School Leadership Teams

1. Review MTSS leadership teams at the district, regional, and school levels, with respect to composition, purpose, and effectiveness.

Differentiated Professional Learning

1. Provide differentiated professional learning consistent with the MTSS framework, implementation plan and expectations, targeted on each critical audience (district leaders, site leaders, teachers, paraprofessionals, nurses and parents) to ensure common language and understanding of MTSS.

Implementation Plan

1. Conduct a review and possibly revise district-wide planning documents and each department's current documents to ensure their alignment with the MTSS framework and MTSS 5-year implementation plan.
2. Embed the following components into MTSS implementation:

   - Guidance that includes Universal Design for Learning, focus on literacy, scaffolding, tiered interventions, English Learner students, Health Sciences, Positive Behavior Interventions and Supports
   - School walkthroughs to identify trends, strengths, and action items
   - Assistance to sites
   - Identification of exemplary implementation models
   - Interactive website to share MTSS implementation progress

Data Analysis and Reports

1. Work with Equity and Access staff to incorporate data collection reports with indicators that would be useful to determining schools use of MTSS practices and the relationship to student achievement.

Monitoring and Accountability

1. Develop common tools for assessing MTSS implementation at school sites (potentially Self-Assessment of MTSS implementation (SAM)) to include self-monitoring data checks, timely communication and feedback.

- *Improve consistency of eligibility decisions*
- *Address disproportionality in student achievement*
- *Address equity of educational settings and placements*

Data Review

1. *Utilize a multi-disciplinary team to review and analyze special education disability rate data by region, by sites and by student sub groups.*
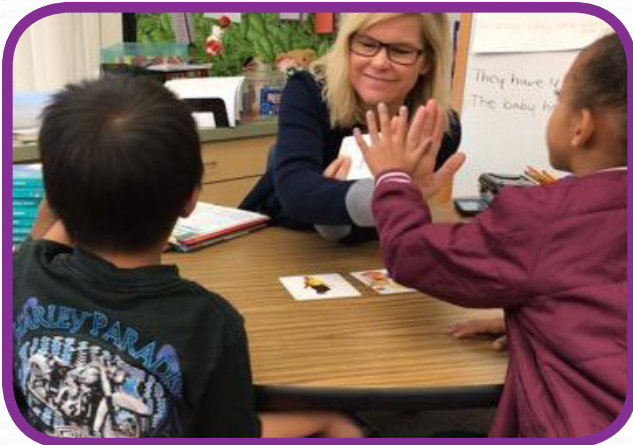
Differentiated Professional Learning

1. *In collaboration with other departments, plan and provide all relevant district stakeholders with the professional learning they need to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education.*

Implementation Plan

1. *Based on multi-disciplinary team analysis, possibly modify the MTSS implementation plan to include activities designed to address disproportionality, cultural awareness and other identified issues.*

Data Analysis and Reports

1. *Develop user friendly summary reports incorporating relevant special education data for district leadership, and include in regular reporting cycles.*

Achievement Data for Students with Disabilities

1. *With a multi-disciplinary team, analyze the following special education achievement data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:*

- Early childhood outcomes
- Reading and math scores
- Participation in statewide assessments
- Chronic absences
- Suspension/expulsion rates
- Graduation/dropout rates
- Individualized Education Program (IEP) goals/objectives progress

Written Expectations

1. *For areas identified by multi-disciplinary team as problematic areas, review and revise district guidance on first instruction, interventions, and progress monitoring; and modify process for providing student assistance prior to special education referrals leading to assessments and eligibility.*

Monitoring and Accountability

1. *Review data with schools to increase awareness of referral, assessment and eligibility data so that sites are better prepared for follow-up action.*

Educational Setting Demographics

1. *With a multi-disciplinary team, analyze the following special educational setting data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:*

- Young children 3 to 5 years of age who are educated in regular preschool classes
- School aged children who are disproportionately educated at higher rates in more restrictive settings, compared to the state and national averages and state Strategy Program Planning targets.
- Disproportionate enrollment of students with disabilities by region and schools; and placement of Special Day Classes (SDC) across the district and regions
- Effectiveness of co-teaching

- *Increase access to inclusive high quality instruction*

- *Support assistive technology and alternative communication*

- *Build upon secondary transition programs*

- *Improve parent support, communication and engagement*

Inclusive Education Vision

1. *Establish school board policy to state a bold inclusive mission, vision, values and definition for inclusive practices built around a MTSS framework.*

Data Analysis and Reports

1. *Work with Equity and Access to include Least Restrictive Environment site specific data on the District Data Dashboard.*

2. *Work with Equity and Access to identify disparities using risk ratios to better understand how different groups inclusionary options are affected by district practices.*

Implementation Plan

1. *Utilize a multi-disciplinary team to develop a multi-year action plan that includes expectations, professional learning, data analysis and accountability for inclusive education nested within MTSS.*

2. *In alignment with the district implementation plan, have school sites utilize existing MTSS teaming structures to do the following:*

   - Conduct an Inclusive School Self-Assessment of current inclusionary practices at each site
   - Based on the assessment, develop a site-based inclusionary practices plan that includes both instructional (classroom) and non-instructional opportunities (recess, lunch, field trips, performances, etc.)
   - Conduct annual assessments for fidelity of implementation and opportunities for improvement

Differentiated Professional Learning and Parent Training

1. *Develop professional learning using high quality professional learning (HQPL) guidelines for administrators, teachers and paraprofessionals in the area of MTSS and inclusive practices.*

2. *Expand courses of interest in the area of inclusive practices to parents of Students with Disabilities through Parent University structures.*

3. *Improve on collaborative work between Early Learning and Special Education in the area of inclusive preschools, early learning options for students with disabilities and special education services provided in the general education environment.*

4. *Utilize the Universal Design for Learning (UDL) principles as a foundational component of all lessons and within all learning environments.*

Monitoring and Accountability

1. *Expect all principals to be responsible for overseeing special education at their sites and expect that instructional superintendents will hold principals accountable for this responsibility.*

   - Data checks
   - Walkthroughs
   - Timely communication and feedback

Written Expectations

1. *Provide guidance to sites on the implementation of practices designed to promote student achievement and positive behavior.*

2: *Develop and articulate expectations for principals in promoting inclusive practices for:*
   - Educating Students with Disabilities in general education classes with appropriate supports
   - Providing students in SDCs the majority of their day with supports needed to participate in the Least Restrictive Environment (LRE)
   - Person first language (Emphasize person, not disability)
   - Hosting meetings with parents of students with disabilities at the site
   - Creating and implementing Ability Awareness programs at each school site to recognize and celebrate the individuality and strengths of all students
   - All non-academic and extracurricular activities being made available and are inclusive of all students with disabilities (award assemblies, sixth grade camp, Grad Night, etc.)

3. *All master schedules give priority to student needs as documented on the individualized education program (IEP) to ensure access to core general education classes.*

4. *Include students with IEPs on general education classroom rosters, to the maximum extent possible.*

5. *Reverse inclusion of grade like peers addressed at specialty school sites.*

6. *Set expectations for general and special educators to collaboratively address teaching and learning of students with disabilities within the Accountable Community structures.*

7. *Instructional Leadership Teams (ILT) and Climate Culture Teams (CCT) will regularly address inclusionary practices at scheduled meetings.*

District-Wide Assistive Technology and Augmentative and Alternative Communication

1. *Annually evaluate the Assistive Technology (AT) team's composition and size, given the requests it receives and services it provided to determine whether current resources are sufficient to meet needs. Based on the evaluation establish:*
   - Annual goals
   - Need for additional staffing, equipment, and other resources
   - Need for professional learning/ training opportunities

Secondary Transition Activities and Service

1. *Build upon the district's many secondary transition programs to improve supports for transition, planning activities, and broader awareness for students with disabilities.*

District-Wide Parent Advisories

1. *Review all district advisory groups that include parents (e.g., District Advisory Committee or Parent University Leadership Academy) and assess how well they include parents of students receiving special education and share the information with Community Advisory Committee.*
   - Recruit parents of students with disabilites to participate in district advisory committees
   - Provide additional activities to support parent involvement

Community Advisory Committee Participation (CAC)

1. *Increase Parent Awareness of CAC meetings and activities.*
   - Use district communication to promote CAC
   - Ensure notices are posted at all school sites
   - Develop CAC brochure

Additional activities to support parent involvement

1. *Ensure the following:*
   - IEP Team meetings include parent voice
   - IEP and other documents translated in a timely manner
   - Parents are encouraged to participate in site parent/teacher organizations
   - Students with disabilities are included in all mentoring programs
   - Annually, update and distribute Parent Handbook to all parents of students with disabilities

- *Maximize interdepartmental collaboration*
- *Organize Special Education Department to support mission and vision*
- *Ensure sufficient special education staffing to support student needs*
- *Improve school based administration of special education*

Interdepartmental Decision Making

1. *Maximize interdepartmental collaboration in order to leverage collective communication.*

Interdepartmental Communication

1. *Leverage the expertise and knowledge of Special Education Department leaders to build capacity and maximize effectiveness inside and outside the department.*

Address Vacant Positions

1. *Have human resources and special education personnel review current and recurring staff vacancies particularly among para educators and speech/language pathologists and design strategies that can increase the applicant pool and quality of hires.*

Principal Leadership

1. *Communicate the expectation that every principal will lead and administer the operation of special education in their school, including providing oversight for para educator practices.*

2. *Survey principals to determine the professional learning needs. (e.g. eligibilty, individual student needs, etc.)*

3. *Provide ongoing and differentiated professional learning based on survey data.*

Organizational Alignment and Coherence

1. *To the maximum extent possible, align all central office department personnel to groups of schools.*

   - Principals and Regional Instructional Managers (RIM) will meet regularly to address relevant data, trends, and Instructional Practice Guide (IPG) data.

Organizational Expectations

1. *Clearly outline department expectations in the following areas:*

   - Expertise
   - Defined roles
   - Program improvement
   - Addressing parent concerns
   - Feedback loops
   - Communication

Case Management

1. *Support case managers with respect to compliant and timely Individualized Education Programs by:*

   - Communicating the expectation for required participants
   - Requiring annual site IEP meeting calendars
   - Communicating the ability for sites to provide substitutes for teacher coverage
   - Communicating parameters for teachers in IEPs that go beyond the work day
   - Communicating that IEP decisions are based on data and documentation utilized in IEP meetings

Positions Reporting to the Assistant Superintendent

1. *Organize the following special education positions to better support the department's vision, mission, commitments and assistance to schools.*

   - Special Education Local Plan Area Director
   - Health Services Director
   - Six Program Managers
   - Principals of Special Schools
   - Regional Instructional Managers
   - School Psychologists

Student Personnel Ratios

1. *Based on student need and annual student projections, employ special education, health and related services personnel in sufficient numbers to carry out their expected responsibilities.*

Fill Para Educators Positions

1. *In coordination with human resources and California School Employees Association (CSEA) conduct a study of para educator vacancies, review the transfer and hiring process and potentially adjust rules and procedures.*

2. *To assist with retention of para educators, district will provide appropriate training that includes, behavior, cultural awareness along with curriculum and instruction.*

Excessive Caseloads

1. *Review caseloads of Teachers and Designated Instructional Services (DIS) staff on a monthly basis to determine any adjustments that should be made in order to maintain caseload guidelines.*

Compliance and Accountability

- *Improve compliance practices and enhance revenue*
- *Monitor data for substantial progress and results*

Develop a consistent and transparent system to address and monitor parent complaints, mediation, Individualized Education Program (IEP) compliance and outside evaluation with timely feedback

1. *Establish expectations and develop a process for responding to parents within 24-48 hours, electronically logging informal complaints, analyzing concerns, identifying common themes to develop more systemic strategies for resolution.*

2. *Develop a five-year master plan for transporting students with disabilities in order to address excessive delays to and from school to ensure transportation is not a barrier to participation in co-curricular activities.*

3. *Improve upon existing Independent Educational Evaluation (IEE) protocol and procedures along with professional learning.*

4. *Improve special education webpage; enhance it with links to resources.*

5. *Develop a plan on IEP documentation and electronic storage.*
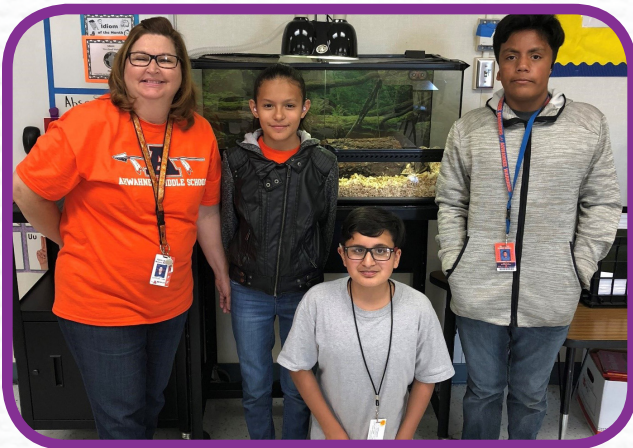
Increase Medi-Cal reimbursements and address current service tracking issues

1. *Research other vendors with Medi-Cal service tracking modules and conduct a cost-effective analysis*

2. *Provide more training on the district's current system to increase staff efficiency in meeting the reporting expectation*

Accountability-planning and improving processes

1. *Review and possibly revise the various special education reports available to all instructional superintendents, principals and ensure that reports are readily accessible.*

Monitoring and Accountability

1. *Review all district plans for improving teaching and learning and merge them into one comprehensive plan, annotating it with links to more specialized information as well as ensure all plans are aligned, use common language and promote a common understanding of related elements; additionally ensure all plans are sufficiently inclusive of students with disabilities.*

2. *Annually, review and revise Special Education Department goals based on data.*

On behalf of the Fresno Unified School District, I would like to extend our most sincere gratitude to all the representatives that participated in the Council of the Great City Schools visit. Your efforts have set the stage for our district to revitalize services and supports for all students with disabilities.

Brian Beck
-Assistant Superintendent

Council of the Great City Schools Review

A representative group composed of parents, teachers, support staff, administrators and district leaders provided information to the Council on recommendations to be considered for the Special Education Strategic Plan.

Parent/Community Members:
Amanda Karabian
Anne Levesque
Betty Caster
Cara Ford
Chrissy Kelly
Christina Torres
Devon Gass
Gina Fernandez
Heather Flores
Joe Barron
Kim Waldron
Michelle Smith
Shirley Bess
Simara Vonthongdy

Teacher Representatives:
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Dianna Ortega
Donna Hoffman
Julie Wong
Karrie Matoba
Lauren Grippenstraw
Michelle Dau
Michelle Diebert
Patrick Morrison
Phillip Krumpe
Rhonda Rummerfield
Veronique Sigala
Lark Atkin
Molly Knuffke
Amanda Peterson
Blanca Ledesma
Brenda McLain
Hortencia Munoz
Kristen Norton
Sandra Espinosa

Regional Instructional Managers/School Psychologists:
Janet Trosper
Russell Raypon
Kelli Flake
Sarah Belt
Sarah Scheidt
Susan Wittrup
Nicole Evangelinos
Tim Conway
Deanna Hoffman
Wayne Jones
Philip McIlhargey
Angela Dryden
Roy Exum
Robyn Scroggins
Lori Rolff
Cheryl Rudell
Claudina Espudo
Kim Kuphaldt
Christie Gunter
Alissa Vasquez
Ashley Trippel
Deeds Gill
Jay Wiebe
Joe Zavala
Julia Picher
Kelly Hawkins
Kong Vang
Michelle DeLaTorre
Nancy Lee

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Cristin Hubell
Jennifer Silva
Job Melton
Lark Atkin
Natalie Turner
Patricia Camarillo
Jessica Barrett
Cynthia Garza

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Christine Mott
Dora Terrazas
Elizabeth Guiterrez-Toledo
Gail Williams
Katie DiViccaro
Kristen Miller
Mike Stegall
Ryan Ruschhaupt
Shoushan Krikorian
Teresita Villasenor
Valerie Simpson
Marissa Saldate

Labor Partners:
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Carl D'Souza
Rhonda Garner
Xena Wickliffe
Teri Reichert
Tamara Smith
Mattie Thomas
Lonzella Mason

Operations/Fiscal Services/Human Resources:
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Alex Belanger
Kim Kelstrom
Santino Danisi
Reggie Ruben
Paul Idsvoog
Kimberly Collins

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Adrian Varanini
Susan Kalpakoff
Jeanne Butler
Julie Wheelock
Michael Fletcher

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Lynn Rocha-Salazr
Pam Taylor
Sandra Aguayo
Steve Zoller
Carla Manning
Jack Kelly
Carlos Castillo
Kimberly Villescez
Rebecca Wheeler
Felicia Quarles-Treadwell
Jose Guzman
Nichole Horn
Matt Ward
Michael Allen
Katrina Pleshe
Gina Boni
Grace Settle

Instructional Division Leaders:
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Melissa Dutra
Ed Gomes
Misty Her
BrianWall
Katie Russell
Ambra Dorsey
Sally Fowler
Maria Maldonado
Deanna Mathies

Council of the Great City Schools:
Sue Gamm
Julie Wright-Halbert
Sowmya Kumar
Marco Tolj

DEPARTMENT OF SPECIAL EDUCATION
AND HEALTH SERVICES

Strategic Plan

January 2020

Department of Special Education and Health Services Strategic Plan

Background and Introduction

Fresno Unified School District's Superintendent and Board of Education requested that the Council of the Great City Schools review the district's services to students with disabilities and provide recommendations to narrow the achievement gap between these students and their nondisabled peers and improve special education and related services. The report was designed to help Fresno Unified School District (FUSD) achieve its goals and maximize the district's capacity to educate all students effectively.

To conduct its work, the Council assembled a team of experts who have successfully administered and operated Special Education programs in other major urban school districts across the country. These individuals also have firsthand expertise with the Individuals with Disabilities Education Act (IDEA) and are well versed in best practices in the administration and operation of Special Education programming nationwide. The Council's Strategic Support Team visited the district on February 13-17, 2018. During this period, the team conducted interviews and held focus groups with more than 150 district staff members, parent and guardians, Fresno Teachers Association (FTA) and California School Employees Association (CSEA) representatives, and many others. In addition, the team reviewed numerous documents and reports, analyzed data, and developed initial recommendations and proposals before finalizing the report. This approach to providing technical assistance to urban school districts by using senior managers from other urban school systems is unique to the Council and its members.

The Council of the Great City Schools and its member districts stand ready to continue to help the Fresno Unified School District and its children moving forward. The public should know that it will take time to plan for and implement the many proposals that are contained in the report. Many recommendations can be implemented in the short term while long term objectives may take several years. But the public should also know that the school system has the expertise and determination to carry through on its commitments to students with disabilities and improve a program that already has many positive features.

The District's vision for students with disabilities is that they are successful throughout their school years and that they graduate with the widest array of post-secondary and career options. The Department of Special Education is dedicated to supporting, guiding, and directing district and school leaders, teachers, and parents to ensure a coherent system is built around inclusive practices, equity and access to programs, and ultimately academic success.

Action Plan

A detailed Action Plan has been developed in order to ensure fidelity of implementation over time. The plan is organized into the five sections outlined below along with the 14 recommendations addressed in alignment to the summer 2018 report provided by Council of the Great City Schools. Subsequent pages describe detailed actions for each recommendation along with the metrics/milestones to measure progress and personnel responsible for implementation.

Driver 1 **Multi -Tiered System of Supports**
A Multi-Tiered System of Supports (MTSS) is an evidence-based framework for improving educational outcomes for all students. The framework focuses on prevention and early identification of students who may benefit from academic, behavior and social emotional interventions. These interventions are intended to remove barriers to learning or identify students who might benefit from acceleration.
Council of the Great City Schools Recommendations
1. **Systemwide MTSS Framework, Implementation Plan, and Oversight** Expedite completion of the district's draft MTSS framework and supporting documents to ensure they are available for feedback and use in professional learning. This work needs to reflect a sense of urgency among stakeholders in order to improve educational outcomes for all students. Support this effort with a board policy on MTSS, reinforcing its importance, purpose and how instructional strategies and activities fit within the overall framework.

Driver 2 Demographic and Outcome Data
The section describes the district's practices related to special education referrals, evaluations, and determinations of need. It also describes how the district will use the data to develop, implement, and evaluate district services. The district will provide structure and procedures on the use of data at the district and school levels.
Council of the Great City Schools Recommendations

2. Special Education Eligibility

Strengthen the consistency and appropriateness of referrals, assessments, and eligibility decisions in special education.

3. Achievement Data for Students with Disabilities

With a multi-disciplinary team of instructional division leaders, including, principals, to the extent feasible, review current data and compare to future data of the district on outcomes based on State Performance Plans (SPP) indicators; TUDA/NAEP reading/math scores; statewide assessment participation, chronic absences, suspension/expulsion rates; graduation/dropout rates and graduation criteria for students taking alternative assessments.

4. Educational Setting Demographics

With a multi-disciplinary team of instructional leaders, including staff from English learner services, prevention/intervention, African American student achievement, and principals, review current data and compare to future data of the district for young children with Individual Education Plans (IEP) in regular preschool; disproportionate restrictive placements; disproportionate enrollment of students with IEPs and Special Day Class (SDC) placement across the district and regions.

Driver 3 Instruction and Supports
FUSD is committed to improving access to the Guaranteed Viable Curriculum (GVC), high quality instruction, universally designed supports with high expectations in the least restrictive environment for all students with disabilities. The district is moving toward an inclusive framework, where a clear plan for Assistive Technology, Transition Planning, and family involvement will be embedded.
Council of the Great City Schools Recommendations
5. Increase Access to Inclusive and Provision of High-Quality Education As part of the district's movement toward an MTSS framework, embed increasing designs/supports for and activities to promote more inclusive educational settings and high-quality instruction for students with disabilities. Incorporate effective first teaching principles to ensure that the district's instructional and behavioral strategies apply to a broader group of students than those with disabilities. **6. Assistive Technology and Augmentative and Alternative Communication (AT/AAC)** Further develop and improve services for students who benefit from assistive technology and augmentative and alternative communication. **7. Secondary Transition Activities and Services** Build upon the district's many secondary transition programs to improve supports for transitions, planning activities, and broader awareness to parents and students. **8. Parent Support and Engagement** Improve parent support, communications, and engagement.

Driver 4 Organizational Supports
It is necessary for FUSD to have practices and organizational structures in place to realize the goals, beliefs and commitments for all students, including those with disabilities.
Council of the Great City Schools Recommendations
9. Organization and Collaboration of Central Office Personnel Maximize interdepartmental collaboration between instructional division leaders and their respective staffs in order to leverage their collective resources. **10. Special Education Organization** Organize the special education department to better support its vision, mission, commitments and assistance to schools. Post the department's vision, mission and commitments prominently on the special education webpage. Frequently refer to this information as a way of focusing activities, benchmarking progress and staying on-task. **11. Student Personnel Ratios** Ensure that personnel who support students with disabilities are employed in sufficient numbers to meet student needs. Review staffing ratios on a regular basis with special education staff, instructional superintendents and finance. Ensure that adequate numbers of special education and related services personnel are at each school to carry out their expected responsibilities. **12. School based Administration of Special Education** Support Principals in their efforts to lead and administer the operation of special education at their sites. Support case managers with respect to compliant and timely Individual Education Plan (IEP) meetings. Establish a process to review caseloads of teachers and service providers to ensure compliance and IEP service levels are met.

Driver 5 Compliance and Accountability
Develop a consistent and transparent system to address and monitor parent complaints, mediation and IEP compliance with continuous feedback in a timely manner
Council of the Great City Schools Recommendation
13. Compliance Support and Fiscal Issues Improve compliance measures regularly and implement procedures to address parent complaints in a proactive and timely manner, including transportation concerns that have remained an issue over time. Comprehensively analyze legal and compliance practices and make necessary adjustments for improvement. Address issues with Medi-Cal reimbursement processes and outcomes. **14. Accountability-Planning and improving processes** Include relevant special education data in all regular reporting cycles in an easily accessible manner. Align all plans to include common language, common understandings, and sufficient inclusion of students with disabilities.

Implementation Plan

Progress Key:

Completed	In Progress	Needs Attention	Behind Schedule	Not Started
(blue)	(green)	(yellow)	(red)	(white)
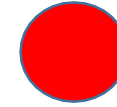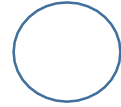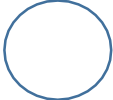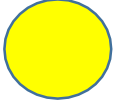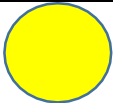
Driver 1
Multi -Tiered System of Supports
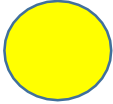
CGCS Recommendation 1:
Systemwide MTSS framework, implementation plan, and oversight

What?	How?	Metric/Milestone	Progress	Owners
1. Systemwide Multi-Tiered System of Supports (MTSS) framework	Expedite completion of district's draft of Multi-Tiered System of Supports (MTSS) framework and supporting documents. Ensure the needs of students with disabilities are represented in the MTSS framework and supporting documents.	Annually, review and possibly revise the district MTSS plan, implementation rubric, and supporting documents to ensure measures of success include outcomes for students with disabilities.	(green)	• SPED Leadership Team • MTSS Leadership Team
	Develop board policy on Multi-Tiered Systems of Support (MTSS). Ensure the needs of students with disabilities are represented in the MTSS board policy.	August 2020 finalize draft policy on MTSS that includes the needs of students with disabilities.	(white)	
		October 2020, Board approval of policy.	(white)	
1a. District, Regional, and School Leadership Teams	Review MTSS leadership teams at the district, regional, and school levels, with respect to	Annually, district, regional, and school level teams will use the teaming structures rubric for Instructional Leadership Team	(green)	• SPED Leadership Team

composition, purpose, and effectiveness.	(ILT), Climate and Culture Team (CCT), Professional Learning Communities (PLC), Targeted Support Team (TST), and Student Success Team (SST) to determine baseline data with respect to composition, purpose, and effectiveness ensuring that Special Education is represented on each team.			• MTSS Leadership Team
	Annually, teams will develop a cycle of continuous improvement timeline and action plan for effectiveness of MTSS site structures are meeting the needs of students with disabilities.	🟢		
	June 2022, all district, regional, and school level teaming structures will function at sustainability level per the rubric.	⚪		
1b. Implementation Plan	Conduct a review and possibly revise Special Education current documents to ensure their alignment with the MTSS framework and MTSS 5-year implementation plan.	Annually, review and possibly revise Special Education documents to ensure alignment with MTSS framework and MTSS 5-year implementation plan that includes: • Guidance that includes Universal Design for Learning (UDL), focus on literacy, scaffolding, tiered interventions, and PBIS	🟢	• SPED Leadership Team • MTSS Leadership Team

		• School walkthroughs to identify trends, strengths, and action items • Differentiated assistance to sites • Identification of exemplary implementation models for observations and job embedded coaching		
1c. Differentiated Professional Learning	Provide differentiated professional learning consistent with the MTSS framework, implementation plan, and expectations, targeted on each critical audience to ensure common language and understanding of tiered level of instruction within the MTSS framework.	Annually, Special Education professional learning will be aligned with the MTSS framework.	🟢	• SPED Leadership Team • SPED Curriculum/Instruction/Professional Learning (CIPL) Team
		Annually, review and revise professional learning based on data from surveys.	🟢	
1d. Data Analysis and Reports	Collaborate with equity and access to incorporate data collection reports with indicators that would be useful to determining schools use of MTSS practices and the relationship to student achievement.	Quarterly, in collaboration with Equity and Access ensure that reports reflect student achievement of students with disabilities.	🟡	• SPED Leadership Team • Equity and Access Department • MTSS Leadership Team
1e. Monitoring and Accountability	Evaluate the implementation, effectiveness, and results of MTSS in relationship to student achievement for students with disabilities.	Monthly, Principals collaborate with the Regional Instructional Managers (RIM) to review site Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data.	🟡	• SPED Leadership Team • Principals • RIMs

		Quarterly, SPED Leadership Team will review district wide Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data.	🟡	
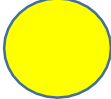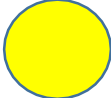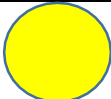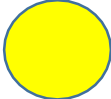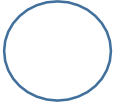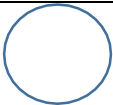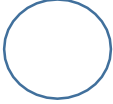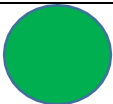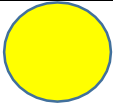
Driver 2 Demographic and Outcome Data				
CGCS Recommendation 2 Disability, Demographics, Referral, and Identification of Disability				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
2a. Data Review	Utilize a multi-disciplinary team to review and analyze Special Education disability rate data by region, by sites and by student subgroups.	March 2020, ensure that Special Education representation on identified multi-disciplinary team within existing structures.	⬤	• SPED Leadership Team • Equity and Access Department • RIMs
		May 2020, using Power BI, multi-disciplinary team, identifies targeted areas for action and determines timelines.	⬤	
		August 2020, At Comprehensive Support and Improvement) (CSI and Targeted Support and Improvement (TSI) schools assigned Regional Instructional Manager (RIM) will participate and collaborate on specific Special Education targeted areas.	⬤	
2b. Implementation Plan	Based on multi-disciplinary team data analysis of 2a, modify as needed the MTSS implementation plan to include activities designed to address disproportionality, cultural awareness, and other identified issues.	August 2020, take identified targeted areas and root cause to develop an implementation plan relevant to students with disabilities.	⬤	• SPED Leadership Team • MTSS Leadership Team
2c. Written Expectations	For areas identified by multi-disciplinary team as problematic areas, review implementation, and revise district guidance on first instruction, interventions, and progress monitoring; and modify process for providing student	August 2020, clear district wide communication of implementation plan and expectations for plan implementation, that includes timelines for ongoing reviewing	◯	• SPED Leadership Team • MTSS Leadership Team • Department of Prevention and
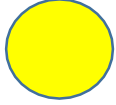
	assistance prior to Special Education referrals leading to assessments and eligibility.	and revising of data to assist students prior to Special Education.		Intervention (DPI)
2d. Differentiated Professional Learning	In collaboration with other departments plan and provide all relevant district stakeholders with the professional learning they need to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education.	Annually, design professional learning plan to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education, in order to support the site implementation and sustainability plan for students with disabilities.	⚪ (white/empty)	• SPED Leadership Team • Leadership Development • SPED Curriculum/Instruction/Professional Learning (CIPL) Team
		Provide job embedded coaching and opportunities for observation of best practices.	⚪ (white/empty)	
		Annually, review and revise professional learning plan based on data from surveys.	⚪ (white/empty)	
2e. Data Analysis and Reports	Develop user friendly summary reports incorporating relevant Special Education data for district leadership and include in regular reporting cycles.	By August 2019, Completion of Power BI tool.	🔵 (blue)	• SPED Leadership Team • Equity and Access Department
		August 2020, create and distribute written expectations of the use of Power BI to make data driven decisions to RIMs.	🟢 (green)	
2f. Monitoring and Accountability	Review data with schools to increase awareness of referral, assessment, and eligibility data so that sites are better prepared for follow-up action.	Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions.	🟡 (yellow)	• SPED Leadership Team • Supervisors of Schools

		Monthly meetings with Principals, RIMs and site support staff to develop and implement follow-up actions. RIMs to include follow up actions in monthly reports.	🟢	
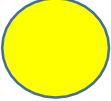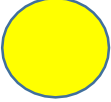
	Driver 2 Demographic and Outcome Data			
	CGCS Recommendation 3 Achievement Data for Students with Disabilities			
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**

3. Achievement Data for Students with Disabilities	With a multi-disciplinary team, analyze the following Special Education achievement data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:
	   ○ Early childhood outcomes
	   ○ Reading and math scores
	   ○ Participation in statewide assessments
	   ○ Chronic Absences
	   ○ Suspension/expulsion rates
	   ○ Graduation/dropout rates
	   ○ IEP goals/objectives progress
		Quarterly, Instructional Leadership Team (ILT) analyze Special Education achievement data in alignment to inclusive practices and high-quality instruction. If necessary, develop expectations for follow up actions.	🟢	• SPED Leadership Team
				• Department Leaders
				• Supervisors of Schools
				• Equity and Access Department
				• Principals
				• RIMs

		Supervisors of Schools include Special Education data in regular meetings with principals with expectations of follow up actions.	🟡	
		Monthly, Principals collaborate with the RIMs to review site Special Education achievement data and follow up action plans. RIMs to include follow up actions in monthly reports.	🟢	
		Annual increased student learning based on district and state assessments.	🟢	

		June 2020, in partnership with Fresno County Supervisors of Schools (FCSS), all comprehensive high school will learn and utilize the tools of improvement science to improve outcomes for students with disabilities in the areas of college/career readiness and graduation rate, based on annual increase in graduation rate and state college/career indicator.	🟢	

Driver 2 Demographic and Outcome Data				

CGCS Recommendation 4 Educational Setting Demographics				
A. What?	**B. How?**	**C. Metric/Milestone**	**Progress**	**Owners**
4. Educational Setting Demographics	With a multi-disciplinary team, analyze the following Special Education educational setting data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities: o Young children 3 to five years of age who are educated in regular preschool classes o School aged children who are disproportionately educated at higher rates in more restrictive settings, compared to the state and national averages and state Performance Plan (SPP) targets. o Disproportionate enrollment of students with disabilities by region and schools; and placement of Special Day Classes (SDC) across the district and regions.	June 2019 develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education regarding least restrictive environment and student achievement data.	(blue circle)	• SPED Leadership • Department Leaders • Supervisors of Schools • Principals • RIMs
		Quarterly, SPED Leadership Team analyze special education least restrictive environment and student achievement data. If necessary, develop expectations for follow up actions.	(yellow circle)	
		Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions.	(yellow circle)	
		Monthly, Principals and RIMs review site Special Education Least Restrictive Environment and achievement data and follow up actions. RIMs to include follow up actions in monthly reports.	(green circle)	
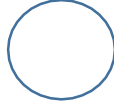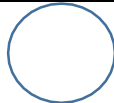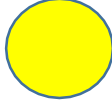
Driver 3 Instruction and Supports				
CGCS Recommendation 5 Increase Access to Inclusive Education and Provision of High-Quality Education				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
5a. Inclusive Education Vision	Establish school board policy to state a bold inclusive vision, that is built around Universal Design for Learning (UDL) and MTSS framework that incorporates supports for accelerating achievement and social/emotional well-being for all students.	March 2019, finalize draft bold inclusive board policy.	● (blue)	● SPED Leadership Team ● Dimensions of Equity Steering Committee
		October 2019, Board approval of policy.	● (blue)	
	Establish a district wide vision, mission, values, and definition for inclusive practices.	August 2020, all departments and school site administration will receive the FUSD Inclusion definition, mission and vision for students with disabilities to be included as District Common Slides.	● (green)	
		August 2021, create and make available to all stakeholders an FUSD inclusionary practices resource guidebook.	○ (empty)	
5b. Implementation Plan	Utilize a multi-disciplinary team to create a multi-year action plan that includes expectations, professional learning, data analysis and accountability for inclusive education nested within MTSS.	August 2025, all sites will score YES, in each of the seven best inclusionary practices identified on the FUSD inclusive schools self-assessment. (ISSA).	○ (empty)	● SPED Leadership Team

	Increase the number of students educated inclusively in preschool classes	Fall of August 2025, all preschools will provide inclusive opportunities for students with disabilities. • 2019-2020, Scale up Supporting Inclusive Practices Grant work through expansion of 4 GE preschools where push in special academic instruction is provided. • 2020-2021, Identify one GE inclusive preschool in each region with push in special academic instruction and a Special Education Paraprofessional. • 2020-2021, Identify GE preschool in 3 of the 7 regions for co-teaching. • 2021-2022 Identify up to three GE inclusive preschools in each region with push in special academic instruction and a special education paraprofessional. • 2021-2022 Identify GE preschool in 6 of the 7 regions for co-teaching. • 2022-2024 Identify up to 4 GE inclusive preschools in each region with push in special academic	🟢	• MTSS Leadership Team • DPI

		instruction and a special education paraprofessional. • 2022-2023, Identify 2 GE preschool in 3 of the 7 regions for co-teaching. • 2023-2024, Identify 2 GE preschool in 5 of the 7 regions for co-teaching. • 2023-2024, Identify 2 GE preschool in 6 of the 7 regions for co-teaching. • 20204-2025, Identify 2 GE preschool in 6 of the 7 regions for co-teaching.		
	Develop a tool to support sites in including more students within the General Education setting.	August 2021, create and make available to all stakeholders an FUSD inclusionary practices resource guidebook.	◯	
	Special Education and Department of Prevention and Intervention (DPI) collaborating to create resources to support sites with students that have behaviors that interfere with learning.	August 2022, all sites will have access to a digital resource that incorporates behavior plan development, strategies, and data collection to reduce behaviors that interfere with learning.	◯	
5c. Written Expectations	Provide guidance to sites on the implementation of practices designed to promote student achievement and positive behavior.	Annually, provide differentiated professional learning addressing student achievement and positive behavior.	🟢	• SPED Leadership Team • Supervisors of Schools
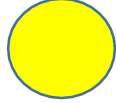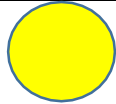
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	Develop and articulate expectations for principals in promoting inclusive practices for non-academic and extra-curricular activities.	August 2020, all students will have the opportunity to participate in all non-academic and extracurricular activities (i.e. Award assemblies, 6th grade camp, Grad Night).	🟢	• Site Principals • RIMs • SPED Counselor • SPED CIPL Team • Goal 2
		Quarterly, monitor and analyze students with disabilities Goal 2 participation data. If necessary, develop expectations for follow up actions.	🟡	
	All secondary master schedules give priority to student needs as documented on the Individualized Education Plan (IEP) to ensure access to core general education classes.	Annually, provide differentiated professional learning for school counselors to ensure access for students with disabilities to core general education classes.	🟢	
	Set expectations and communicate to all stakeholders that general and special educators participate in Professional Learning Communities structures to collaboratively address teaching and learning of students with disabilities.	August 2020, all special education teachers will participate with general education colleagues in Professional Learning Communities. • Follow district expectation of PLC agenda • Collaborate to ensure access to Guaranteed Viable Curriculum for students with disabilities	🟢	
5d. Differentiated Professional Learning and Parent Training	Develop professional learning using High Quality Professional Learning (HQPL) guidelines for all stakeholders in the area of MTSS, UDL, and Inclusive Practices.	Annually, provide professional learning in the areas of MTSS, UDL, and inclusionary practices for all stakeholders.	🟢	• SPED Leadership Team

		Special Education will submit resources in the areas of MTSS, UDL, and inclusionary practices to designated Supervisors of Schools (SOS) to be included in the monthly admin newsletter.	🟢	• MTSS Leadership Team • Supervisors of Schools • SPED CIPL Team • Parent University • Early Learning
		Annually, review and revise professional learning plan based on data from professional learning surveys.	🟢	
	Expand courses of interest in the area of inclusive practices to parents of students with disabilities through Parent University structures.	Annually, in collaboration with Parent University, disseminate a professional earning calendar for parents in the area of inclusionary practices as well as other disabilities.	🟡	
	Improve on collaborative work between Early Learning and Special Education in the area of inclusive preschools, early learning options for students with disabilities, and SPED services provided in the GE environment.	Annually, in collaboration with Early Learning provide professional learning to preschool stakeholders in the area of inclusive practices.	🟡	
5e. Data Analysis and Reports	Identify disparities using risk ratios to better understand how different groups' inclusionary options are affected by district practices.	June 2019, develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education in regard to Least Restrictive Environment and student achievement data.	🔵	• SPED Leadership Team • Equity and Access Department

		Monthly, Site Admin and RIMs work collaboratively to develop and implement action plans maximizing inclusionary opportunities for students with disabilities. RIMs to include follow up actions in monthly reports.	🟢	• Supervisors of Schools • Site Admin • RIMs
5f. Monitoring and Accountability	Expect all principals to be responsible for overseeing special education at their sites and expect that instructional superintendents will hold principals accountable for this responsibility. • Data checks • Walkthroughs • Timely communication and feedback	Supervisors of Schools include Special Education data in regular meetings with Principals with expectations of follow up actions.	🟡	• SPED Leadership Team • Equity and Access Department • Supervisors of Schools • Principals
	Based on a site self-assessment of inclusive practices sites will embed goals in the site's single plan for student achievement (SPSA) around inclusionary education.	Annually, all site's (SPSA) will include inclusionary goals taken from identified areas on the self-assessment of inclusive practices.	🟡	
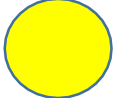
Driver 3 Instruction and Supports				
CGCS Recommendation 6 **Assistive Technology and Augmentative and Alternative Communication (AT/AAC)**				
What	**How?**	**Metric/Milestone**	**Progress**	**Owners**
6. District-wide Assistive Technology (AT) and Augmentative and Alternative Communication (AAC)	Annually evaluate the Assistive Technology (AT) team's composition and size, given the requests it receives and services it provided to determine whether current resources are sufficient to meet needs. Based on the evaluation establish: • Annual goals • Need for additional staffing, equipment, and other resources • Need for professional learning/training opportunities	Annually, analyze need and purchase AT and AAC materials and technology required to meet the needs of students with disabilities.	🟢	• SPED Leadership Team • Assistive Technology Team
		July 2020, utilize district inventory system for AT lending library.	🟢	
		Annually, evaluate AT team's composition and make FTE budgetary recommendations.	🟢	
		Annually, conduct a survey to identify needs of teachers who are responsible for the consideration of AT on the IEP.	🟡	
		Annually, develop professional learning to meet needs of teachers responsible for AT identified on IEPs.	🟡	
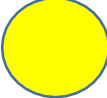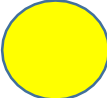
Driver 3 Instruction and Supports				
CGCS Recommendation 7 **Secondary Transition Activities and Service**				
What	**How**	**Metric/Milestone**	**Progress**	**Owners**
7. Secondary Transition Activities and Service	Build upon the districts many secondary transition programs to improve supports for transition, planning activities, and broader awareness for students with disabilities.	Quarterly, in collaboration with College Career Readiness (CCR) review site expectations for upcoming college or post-secondary events to ensure students with disabilities are included in these events. • Student participation data collected at each event and reviewed at quarterly meetings.	(green)	• SPED Leadership Team • CCR Department • Counselors • SPED Counselor • SPED CIPL Team
		Annually, conduct a survey to identify needs of teachers who are responsible for transition activities and services.	(yellow)	
		Annually, develop a professional learning plan to meet needs of teachers and counselors on transition activities, supports, and services.	(green)	
		By June 2021, meet state target percentage of post-secondary students who are enrolled in higher education per indicator 13 and 14 on the annual state performance report.	(green)	
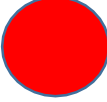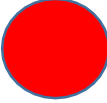
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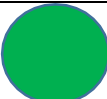| Driver 3 Instruction and Supports				
CGCS Recommendation 8 Parent Support and Engagement				
What	**How?**	**Metric/Milestone**	**Progress**	**Owner**
8a. Districtwide Parent Advisories	Review all district advisory groups that include parents (e.g., District Advisory Committee or Parent University Leadership Academy) and assess the extent to which they include parents of students receiving special education and share the information with Community Advisory Committee. • Recruit parents of students with disabilities to participate in district advisory committees.	July 2020, in collaboration with district advisory committees and Parent University assess participation of parents of students with disabilities.	🟡	• Executive Director • Parent University
		Based on participation data, by August 2020, develop and implement strategies for including parents of students with disabilities in district wide parent advisory groups.	⚪	
		Bi-annually, beginning December 2020, in collaboration with district advisory committees and Parent University monitor and analyze parents of students with disabilities participation in district advisory committee data. If necessary, develop expectations for follow up actions.	⚪	
8b. Community Advisory Committee (CAC) Participation	Increase Parent Awareness of Community Advisory Committee (CAC) meetings and activities. • Use district communication to promote CAC • Ensure notices are posted at all school sites.	August 2020, CAC promotional materials will be available for distribution to all stakeholders.	🟢	• Executive Director • CAC board
		Bi-monthly, utilize district parent messaging service to communicate information about CAC meetings.	🟢	

	• Develop CAC promotional materials	Beginning March 2020, CAC meeting notices will be announced on District social media website.	🟢	
		Monthly collaboration between Executive Director and CAC board to identify and develop any additional steps to increase parent involvement, topics and guest speakers for CAC Meetings. Executive Director to report outcomes to SPED Leadership Team following each meeting.	🟢	
		Annually at the beginning of each school year, develop and distribute CAC Meeting dates to stakeholders	🟢	
8c. Additional activities to support parent involvement	Ensure the following: • IEP team meetings include parent voice • IEP and other documents are translated in a timely manner	July 2020 develop a survey to identify needs of parents in order to be an active participant in their child's IEP. • Annually, conduct a survey to identify needs of parents in order to be an active participant in their child's IEP. • Based on the survey, annually, develop Professional Learning and implementation plan to increase parent and student involvement.	🟡	• SPED Leadership Team • Program Manager III • RIMs • Case Managers
		April 2020 make available a parent resource section on the Special Education website.	🟡	

		June 2021, 90% of Special Education staff will receive Professional Learning on facilitated IEPs in order to support active parent participation.	🟢	
		Annually, SPED Management Team review district wide and IEP parent satisfaction surveys. Based on the survey, develop expectations for follow up actions.	🔴	
		Quarterly, monitor the translation log to ensure timely IEP translations. If necessary, develop expectations for follow up actions.	🔴	

	Driver 4 Organizational Supports			
	CGCS Recommendation 9 Organization and Collaboration of Central Office Personnel			
What?	How?	Metric/Milestone	Progress	Owners
9a. Interdepartmental Decision Making	Maximize interdepartmental collaboration in order to leverage collective communication.	Fall 2020, there will be Special Education Department representation in all interdepartmental meetings.	🟢	• SPED Leadership Team
		Special Education Department representative will share interdepartmental information monthly with SPED Leadership Team, to establish structured and planned communication to stakeholders.	🟢	
9b. Organizational Alignment and Coherence	To the maximum extent possible, align all central office department personnel to groups of schools.	Annually, review and revise Special Education personnel to align to support school sites based on district organizational structure.	🟢	• SPED Leadership Team • Health Services

Driver 4 Organizational Supports				
CGCS Recommendation 10 Special Education Organization				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
10a. Special Education Organization	Organize the following special education positions to better support the department's vision, mission, commitments, and assistance to schools. • Executive Director • Health Services Director • Program Manager III	Annually, update Special Education Department Website to prominently post mission, vision, commitments, goals, and organizational charts.	🟢	• SPED Leadership Team • Health Services
		Annually, after analyzing progress on district and department goals, review and revise Special Education and Health Services organizational chart, roles, responsibility, and programmatic areas.	🟢	
		Annually, evaluate Program Manager III roles and responsibilities and make budgetary recommendations.	🟢	
10b. Intradepartmental Coordination	Leverage the expertise and knowledge of Special Education department leaders to build capacity and maximize effectiveness.	Annually, after analyzing progress on district and department goals, review Special Education organizational chart with defined roles and responsibilities to leverage resources and expertise to maximize effectiveness.	🟢	• SPED Leadership Team • Health Services

| 10c. Organizational Expectations | Clearly outline department expectations in the following areas:
• Expertise
• Defined Roles
• Program Improvement
• Feedback Loops
• Communication | June 2020, in collaboration with The New Teacher Project (TNTP), develop Professional Learning plan to build capacity of RIMs, that includes:
• Defining the RIM role
• Effective Instruction using district Instructional Practice Guide
• Increased collaboration with Site Administrators | 🟢 | • SPED Leadership
• RIMs
• Site Leaders
• Supervisors of Schools |
| | | August 2020, in collaboration with The New Teacher Project (TNTP), develop professional learning plan to build capacity of RIMs, that includes:
• Develop effective instructional coaching for classroom impact through direct teacher feedback, partnering with site leaders on teacher practice, and assessing teacher development needs
• Build skill and knowledge as they take ownership of impacting change by engaging in professional learning or job-embedded opportunities focused on convening stakeholder, using data strategically, motivating and influencing | 🟢 | |
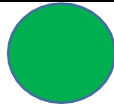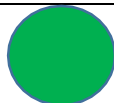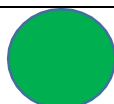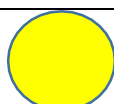
		August 2021, in collaboration with The New Teacher Project (TNTP), develop a sustainability plan that would focus on FUSD's vision of inclusion, leveraging the RIMs and other resources to provide tiered support, based on the demands, and data collection of the strategic plan designed in 2020-2021.	🟢	

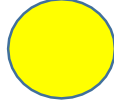| Driver 4 Organizational Supports				
CGCS Recommendation 11 **Student-Personnel Ratios**				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
11. Student Personnel Ratios	Based on student need and annual student projections, employ Special Education and related services personnel in sufficient numbers to carry out their expected responsibilities.	Annually, review Special Education student projections, caseloads, and class sizes to ensure appropriate staff allocation.	🟢	• SPED Leadership Team • RIMs • Health Services
11a. Address Vacant Positions	Have Human Resources and Special Education personnel review current and recurring staff vacancies particularly among Paraeducators, Nurses, and Speech/Language Pathologists and design strategies that can increase the applicant pool and quality of hires.	November 2018 revise Social/Emotional and Autism G30 job description to align to current responsibilities.	🔵	• SPED Leadership Team • Human Resources
		Special Education and HR to regularly assess Special Education vacancy data and report to Special Education Assistant Superintendent.	🟢	
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Paraeducators.	🟢	
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Nurses.	🟢	
		Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Speech Language Pathologists.	🟡	

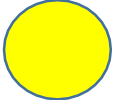| 11b. Fill Para Educators Positions	In coordination with human resources and CSEA conduct a study of para educator vacancies, review the transfer and hiring process, and potentially adjust rules and procedures, through the negotiations process.	November 2018, in collaboration with HR, hold Special Education para educator job fair to hire at vacant external level.	● (blue)	• SPED Leadership Team • Human Resources • SPED CIPL Team
		In collaboration with HR, hold ongoing para educator job fairs to fill vacant Special Education positions at the external level, as appropriate.	● (green)	
	To assist with retention of para educators, district will provide appropriate training that includes, behavior, cultural awareness, along with curriculum and instruction.	Annually, develop professional learning plan for para educators.	● (green)	

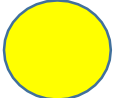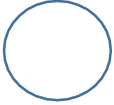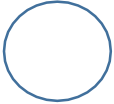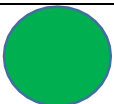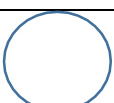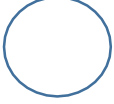| Driver 4 Organizational Supports				
CGCS Recommendation 12 **School-based Administration of Special Education**				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
12a. Principal Leadership	Communicate the expectation that every Principal will lead and administer the operation of Special Education in his/her school, including providing oversight for para educator practices.	Annually, in collaboration with Supervisors of Schools deliver clear communication regarding oversight of site special education programs and staff.	🟡	• SPED Leadership Team • Supervisors of Schools • RIMs • Principals
		Annually, at the beginning of each school year, Regional Instructional Managers meet with Principals to review Principal's packet and expectations.	🟢	
	Survey principals to determine the professional learning needs (e.g. eligibility, individual student needs, etc.) and provide ongoing and differentiated professional learning based on survey data.	Annually, conduct a survey for Principals to assist in developing differentiated professional learning.	🟡	
12b. Case Management	Support case managers with respect to compliant and timely IEPs by: • Requiring annual site IEP meeting calendars • Provide clear communication for legal requirements for IEPs.	Annually, site Special Education team completes IEP calendar and submits to Regional Instructional Manager by identified timeline.	🟢	• SPED Leadership Team • RIMs • Site Admin • Health Services • SPED CIPL Team

		Annually, notify Site administrators, School Psychologists, Case Managers, Designated Instructional Services (DIS), and Nurses for IEP updates, including required participants, documentation, and procedures. • Update district IEP manual to align with legal requirement for writing complaint IEPs.	🟢	
		Annually, provide professional learning to support development and writing of compliant IEPs.	🟢	
12c. Excessive Caseloads	Review caseloads of Designated Instructional Services staff on a monthly basis to determine any adjustments that should be made in order to maintain guidelines.	December 2018 develop a bimonthly system to calculate caseload and service minutes.	🔵	• SPED Leadership Team • Program Manager III
		Analyze data monthly to determine appropriate FTE allocation and communicate with staff an action plan within a 2-week period.	🟡	

	Driver 5			
	Compliance and Accountability			
	CGCS Recommendation 13			
	Compliance Support and Fiscal Issues			
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
13a. Develop a consistent and transparent system to address and monitor parent complaints, mediation, IEP compliance and outside evaluation with timely feedback	Establish expectations and develop a process for responding to parents within 24-48 hours, electronically logging informal complaints, analyzing concerns, identifying common themes to develop more systemic strategies for resolution	Quarterly, monitor call log to ensure 100% of calls are responded to within 24-48 hours and resolved.	(yellow)	• SPED Leadership Team • Transportation • Fiscal • Operations
	Create a 5-year master plan for transporting students with disabilities in order to address excessive delays to and from school and to ensure transportation is not a barrier to participation in co-curricular activities.	November 2018, develop a multi-disciplinary team to gather data and assess current transportation structures.	(blue)	
		August 2020, complete draft 5-year Master Plan	(yellow)	
		August 2025,100% of students with disabilities will be transported to and from school within a timely manner.	(yellow)	
	Improve upon existing Independent Educational Evaluation (IEE) protocol and procedures along with professional learning for revised protocol.	Annually, revise and update IEE protocol and procedures, with aligned professional learning.	(green)	
	Improve special education webpage; enhance it with links to resources.	August 2020, redesign, improve and enhance special education website.	(green)	

	Research, develop, and implement a plan on IEP documentation and electronic storage, including Professional Learning.	August 2023, full implementation of electronic storage of IEP documents		◯	
13b. Increase Medi-Cal reimbursements and address current service tracking issues	Research other vendors with Medi-Cal service tracking modules and conduct a cost-effective analysis and ease of use	December 2020, with a multi-disciplinary team, identify Medi-Cal service tracking system.		◯	• SPED • Leadership • Fiscal • Health Services • Medi-Cal Collaboration Committee
		August 2021, 100 % of identified providers will document monthly services in the identified Medi-Cal tracking system.		🟢	
	Provide more training on the district's current system to increase staff efficiency in meeting the reporting expectation	Annually, embed Medi-Cal tracking system professional learning into the Special Education Department professional learning plan.		🟢	
	Research the California Department of Health Care Services (DHCS) LEA Medi-Cal Billing Option Program Regulations/Guidelines and analyze the FUSD's program and Medi-Cal Collaboration Committee's adherence.	August 2020, full implementation and adherence to DHCS Regulations/Guidelines.		◯	
		Annually, collaborate with and train Medi-Cal Collaboration Committee and Fiscal Services staff on DHCS Regulations/Guidelines.		◯	

Driver 5 Compliance and Accountability				
CGCS Recommendation 14 **Accountability**				
What?	**How?**	**Metric/Milestone**	**Progress**	**Owners**
14a. Accountability-planning and improving processes	Develop a data analysis system aligned to the Special Education Department goals available to staff that enable reports to be current and easily accessible.	May 2019, create, introduce, and provide professional learning on data analysis system (Power BI).	●	• SPED Leadership Team • Equity and Access Department
14b. Monitoring and Accountability	Review and revise special education department goals based on data, in alignment to the instructional division, and district goals.	Annually, develop action steps with targets to attain special education department goals.	●	• SPED Leadership Team • Special Education Committee

GLOSSARY

SPED Leadership	The SPED Leadership team consists of the Assistant Superintendent, Executive Director, and Program Manager IIIs. The SPED Leadership Team must plan, organize, control, direct and evaluate a variety of programs, projects and activities related to the Special Education Services program for the District to meet the needs of sites in support of student achievement. Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals; develop and evaluate programs for Special Education students to ensure the effectiveness of the services provided. Develop, plan and implement strategic long and short-term plans and activities; provide leadership to the goal-setting process to expand practices proven to raise student achievement.
Health Services Department	Accountable for improving student achievement through the effective management of assigned functions and activities; plan, organize, control and direct the Health Services of the District to provide timely delivery of high quality services to staff, sites and departments and ensure effectiveness of a comprehensive school health program; review, develop and communicate health policies to others to ensure comprehension of services and programs. Works under the leadership of Assistant Superintendent of Special Education
Equity and Access Department	The purpose of Equity and Access Department is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequality. We will apply a human-centered, systems-minded approach, and rely on a colleagueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact.
Community Advisory Committee (CAC)	The CAC is made up of members representing the community. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. The goal of CAC is to involve interested parents, students, teachers, education specialists/consultants and community members in advising the SELPA

	and district school boards of the educational needs of students with disabilities.
Leadership Development	The Leadership Development Department provides opportunities and supports for aspiring, new, and existing leaders. The Fresno Unified Leadership Standards provide the framework for the professional learning. Our work is to create a pipeline for certificated employees to develop leadership capacity to be successful in both informal and formal roles.
Department of Prevention and Intervention	Fresno Unified School District and the Department of Prevention and Intervention supports: • Building strong partnerships with our students and their families • Working with community agencies and businesses to support student success • Connecting families to services designed to make school a successful experience
Dimensions of Equity Steering Committee	The Dimensions of Equity Steering Committee is a cross departmental team that reflects the diversity of the district. This committee is building an understanding of cultural proficiency in support of staff, students, and families. The committee will be providing guidance to the district on equity related issues and policies.
Multi-Tiered System of Supports (MTSS) Leadership Team	The MTSS Leadership Team consists of district department leaders it is responsible for coordinating and communicating all MTSS implementation efforts for the district.
Medi-Cal Collaboration Committee	The Medi-Cal Collaboration Committee consists of Director Health Services, Special Education staff, and Community members. The committee has the responsibility for monitoring Medi-Cal reimbursements and expendentures.
Special Education Committee	The Special Education Committee is a Joint Labor and Management Team organized as a result of the recent bargaining negotiations. The committee consist of 10 members and 2 alternates. The Committee meets and collaborates to optimize learning environments, safety, and working conditions for students and staff. Below is a summary of the work that has taken place since its inception in February 2018.

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sandra Toscano, Assistant Superintendent
Cabinet Approval:

Date: January 31, 2020

Phone Number: 457-3648

Regarding: January 23, 2020 DELAC Meeting Summary

The purpose of this communication is to provide the Board information about items discussed at the January 23, 2020 District English Learner Advisory Committee (DELAC) meeting held at Webster Elementary School from 5:30 p.m. to 7:30 p.m.

There were over 125 participants including 71 official DELAC parent representatives. Dinner and childcare were provided.

Parents received information on the following topics:

- A presentation on the English Language Proficiency Assessments for California and iReady Videos provided by Carmen Rodriguez from Equity & Access explaining the assessments, videos provided in multiple languages to parents, and resources to help students at home.
- Intergenerational Trauma presentation by Becky Aleman from the Department of Prevention & Intervention sharing with parents how to respond when children have been through trauma. Ms. Aleman shared several strategies with parents about how to support their children after traumatic experiences.
- A presentation on the Local Control Accountability Plan (PLAN) was provided by Miguel Vega from State & Federal Programs explaining the funding formula and services provided by LCAP funds to students in our district. Mr. Vega invited parents to the remaining LCAP workshops that are provided to the community in the next few weeks. He also provided multiple ways parents could give input on LCAP funding (i.e. online, paper-pencil, or on their cell phone using the QR Code).
- A DELAC Needs Assessment presentation provided by Sandra Toscano & Guillermo Berumen to collect parent input through a survey for future DELAC meeting agendas and topics.
- Board nominations lead by Sandra Toscano & Guillermo Berumen for the following positions: Vice-Chairperson, Secretary, and Sergeant at Arms.

If you have any questions or require additional information, please contact Sandra Toscano at 457-3648.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:___01/31/20_____

BC Number SL-4

From the Office of the Superintendent

Date: January 31, 2020

To the Members of the Board of Education

Prepared by: Teresa Morales-Young, Administrator

Phone Number: 457-6072

Cabinet Approval:

Regarding: National Board Certification Program and Recognition

The purpose of this communication is to provide the Board information regarding The National Board Certification (NBC) Program for teachers. The vision of the Teacher Development department is to ensure that every classroom has a highly effective teacher who demonstrates the ability and desire to educate students at a high level. To fulfill this vision, Fresno Unified School District will assist teachers working toward completion and full certification of the four components for the NBC Program.

National Board is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

Fresno Unified selects a cohort of candidates each year to pursue advanced certification through our NBC Program. Once part of the cohort, teachers receive two years of support. Upon successful completion, teachers receive a $1,250 additive to their salary.

Fresno Unified has partnered with The National Board Resource Center at Stanford University to support teachers. Support is specific to the four components teachers will be assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Being a reflective practitioner through: data literacy and planning, identifying their own professional learning needs, and professional learning communities.

The current program includes five cohorts; with a total of 77 participating teachers. Forty-three participants from cohorts 1-3 completed each NBC component prior to the three-year deadline and 29 of these participants achieved certification. The Teacher Development department is working with the remaining teachers in different phases of completion.

The Fresno Unified pass-rate of 67%, exceeds the national pass-rate and is an accomplishment that will be recognized at a future celebration on April 02, 2020.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date:___01/31/20___