Fresno Unified School District

LOCAL CONTROL & ACCOUNTABILITY PLAN
LCAP
2021-24

ACHIEVING our GREATEST Potential!

LCAP Executive Summary

2021/22

LCFF
Local Control Funding Formula

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

LCAP
Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students.

During the 2020/21 school year, Fresno Unified School District held numerous meetings and workshops to gain community input on how best to serve students.

8 State Priorities

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

FCSS Aproved

Publish Date: 5/19/2021

District Overview

MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

SCHOOLS 108 TOTAL

66 Elementary Schools	14 Middle Schools	10 High Schools
3 Special Education Schools	6 Alternative Education & Adult Schools	9 Charters

EMPLOYEES 10,000+ TOTAL

STUDENT ENROLLMENT 73,833 TOTAL

2,973 Pre K	41,015 TK – 6
10,734 7 – 8	19,111 9 – 12

STUDENT DIVERSITY

African American	8.2%	Hispanic	69.1%
American Indian	0.5%	Two or More Races	2.2%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.8%

STUDENT ENROLLMENT BY PROGRAM

English Learner	17.5%
Socioeconomically Disadvantaged	85.0%
Students with Disabilities	10.9%
Foster Youth	1.0%

Stakeholder Engagement

LCAP PROCESS

SEPTEMBER – OCTOBER
- LCP Public Hearing
- LCP Plan Adoption
- LCP Plan due to FCSS
- FCSS deadline to provide recommendations

NOVEMBER – DECEMBER
- Ongoing Community Engagement
  - *Town halls*
  - *District Advisory Committee (DAC)*
  - *District English Learner Advisory Committee (DELAC)*
  - *Community Advisory Committee (CAC)*
  - *LCAP survey*

NOVEMBER – FEBRUARY
- Engage community
- Collect feedback
- Compile results
- Inform LCAP plan as part of strategic budget development process

MARCH – APRIL
- Present feedback received:
  - *District Advisory Committee (DAC)*
  - *District English Learner Advisory Committee (DELAC)*
  - *Board of Education*
- Create draft LCAP

MAY
- Present draft for review and comment to:
  - *District Advisory Committee (DAC)*
  - *District English Learner Advisory Committee (DELAC)*
- Respond in writing
- Invite public comment

JUNE
- Host public hearing
- Finalize draft
- Adopt LCAP budget
- Present Local Indicators
- Submit to FCSS
- Post on District website

ENGAGEMENT OPPORTUNITIES

LCAP Participation Summary of Efforts

TOWNHALLS
- 495 Participants
- 11 Townhalls
- 7 English, 3 Spanish, 1 Hmong

STRATEGIC PLAN
- Over 67,000 stakeholder voices gathered
- 27 student focus groups (grades 4-12)
- 6 staff focus groups
- 282 parent phone interviews
- 6 parent townhalls (English, Spanish, and Hmong)
- Student, parent, and staff survey
- All school site principals
- All district departments

LABOR PARTNERS
- FTA, Trades, SEIU, CSEA 143, CSEA 125, FASTA, IAMAW

THOUGHTEXCHANGE
- 368 participants
- 250 English, 64 Spanish, 54 Hmong
- 6% teachers, 37% parents 13% students 44% community

DAC, DELAC, SAB
- Information
- Input
- Feedback

LCAP SURVEY
- 5,452 Participants
- 2,394 Students
- 1,197 Parents
- 1,259 Certificated staff
- 159 Management
- 288 Classified staff
- 71 Student at Fresno Adult
- 84 Community / Other

Progress Indicators

ACADEMIC	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
3rd -8th, 11th SBAC Math below level 3	2018/19	-62.1	-68.1	-75	
	2017/18	-68.5	-74.7	-77.2	
3rd -8th, 11th SBAC ELA below level 3	2018/19	-34.1	-40.8	-58.4	
	2017/18	-38.3	-45.2	-56	
A-G Completion 4-year cohort	2017/18	47.27%	45.10%	28.03%	12.99%
	2016/17	43.59%	41.18%	24.32%	12.50%
% of Students who pass AP Exams	2017/18	29.21%	25.62%	41.95%	
	2016/17	25.53%	23.10%	36.65%	
4-year cohort completed Linked Learning Pathway	2019/20	36.92%	35.42%	24.54%	8.33%
	2018/19	37.27%	40.11%	25.74%	18.18%
English Learner Progress	2018/19	45.90%			
	2017/18	N/A			
English Learner Redesignation	2018/19	16.68%			
	2017/18	13.90%			

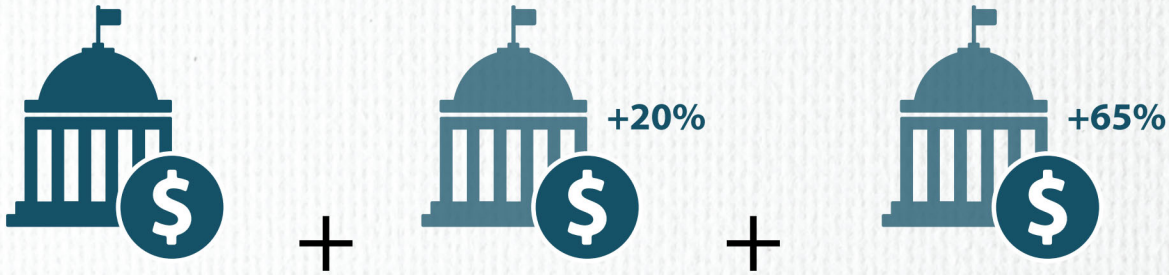
SCHOOL CONNECTEDNESS	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
School attendance rate	2018/19	94.23%			
	2017/18	94.34%			
Chronic absenteeism	2018/19	15.80%	16.70%	9.30%	23.70%
	2017/18	15.80%	16.50%	10.20%	24.50%
Middle school dropout rate	2017/18	0.98%	0.89%	0.88%	0.32%
	2016/17	0.73%		0.43%	
High school dropout rate	2017/18	8.70%	9.20%	13.80%	
	2016/17	10.30%	10.80%	16.20%	
High school graduation rate	2018/19	87.60%	87.60%	75.00%	
	2017/18	88.20%	88.70%	79.50%	
% students enrolled in any engagement in school and community	2018/19	60.45%	60.05%	53.44%	49.67%
	2017/18	66.59%	66.37%	59.67%	53.85%
Student suspension rate	2018/19	7.00%	7.40%	4.40%	
	2017/18	7.30%	7.60%	4.80%	
Student expulsion rate	2018/19	0.21%			
	2017/18	0.25%			

OPERATIONAL	SCHOOL YEAR	DISTRICT
Fully credentialed in area taught	2019/20	92.35%
	2018/19	91.31%
Teachers misassigned	2019/20	0.19%
	2018/19	0.75%
Teacher vacancies	2019/20	0.59%
	2018/19	0.69%

OPERATIONAL	SCHOOL YEAR	DISTRICT
Access to instructional materials	2018/19	100%
	2017/18	100%
Facilities are properly maintained	2018/19	97.64%
	2017/18	97.20%

Financial

LOCAL CONTROL FUNDING FORMULA- LCFF



BASE GRANTS

LCFF Provides a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.

SUPPLEMENTAL GRANTS*

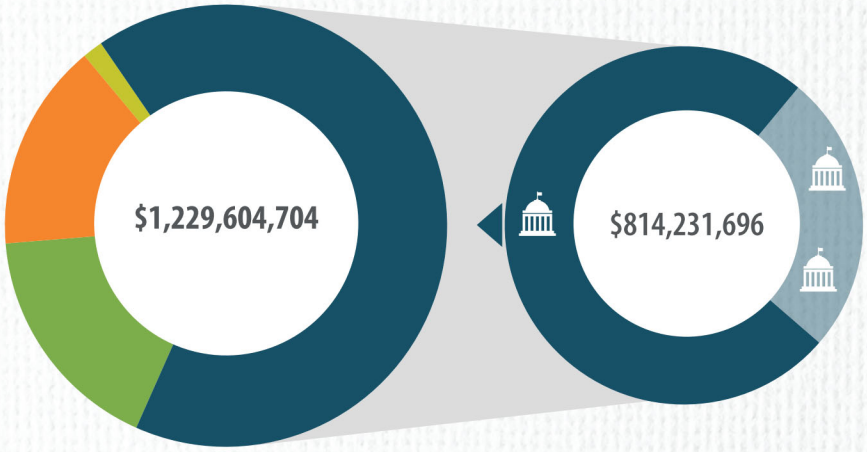
LCFF Provides additional grants which equate to 20% above the base grant for students living in disadvantaged circumstances: English learners, foster youth and students living in poverty.

CONCENTRATION GRANTS*

In districts where at least 55% of students are disadvantaged. LCFF provides an additional grant which equates to 50% above base funding.

*These funds must be used to increase or improve services for English learner, foster youth, and low income students.

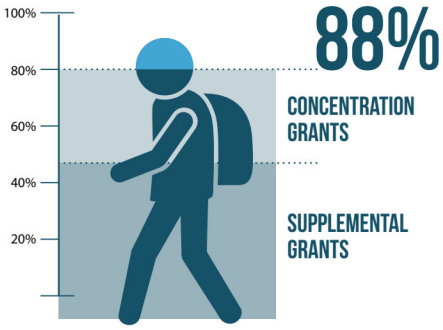
ADOPTED REVENUE SOURCES



Federal	$209,856,967
State	$187,187,967
Local	$18,328,074
LCFF	$814,231,696
TOTAL	**$1,229,604,704**

Base Grant	$607,937,775
Supplemental & Concentration Grants	$206,293,921

STUDENTS LIVING IN DISADVANTAGED CIRCUMSTANCES



In Fresno Unified, 88% of student's are English language learners, foster youth or students whose families live below the federal poverty level. If a student falls in one of these three categories, they are considered a student living in desadvantaged circumstances.

Student Goals – Improve academic performance at challenging levels

Designated School Investment: $19.9M
- Additional 30 minutes of instruction each day
- Ten additional professional development days
- One additional teacher to be prioritized by the school

NEW/ EXPANDED
Early Interventions: $3.1M
- RSP teachers provide academic supports to high needs students

Additional Teacher Supply Funds: $1.3M
- Each teacher-member receives an additional $315 above base classroom funding for additional supplies and materials

Middle & High School Redesign: $12.9M
- Provides a broad course of study for EL students
- Personalized learning supports and student interventions

Eliminate Elementary Combination Classes: $4.3M
- The District maintains its commitment to eliminate combination classes

National Board Certification: $0.1M
- Designed to develop, retain, and recognize accomplished teachers

Instructional Supports: $1.1M
- To build the collective capacity to improve instruction

Additional Teachers Above Base Staffing: $14.9M
- Additional teachers have been added to reduce class sizes at all grade levels

Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts: $2.2M

NEW/ EXPANDED
African American Academic Acceleration: $3.5M
- Promoting school connectedness through extracurricular activities before and after school and through student clubs
- Academic acceleration through summer literacy program, academic advisor support, college mentoring

NEW/ EXPANDED
Early Childhood Education Developmental Screening: $16.7M
- Summer program for incoming kindergarten

NEW/ EXPANDED
Additional Supports for Libraries: $0.5M
- Provides E-books and E-readers
- Student backpacks and books K-6

NEW/ EXPANDED
Equity & Access: $2.4M
- Identify gaps and supports for students with the greatest need
- Support families/students with school choice options and outreach
- Cultural proficiency training
- GATE assessments and development

NEW/ EXPANDED
GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees: $2.3M

NEW/ EXPANDED
Expand Alternative Education: $2.1M
- Summer and Winter sessions

Maintain Additional Services for Phoenix Community Day School: $4.7M
- Behavior modification program for expelled students
- Individual counselling program to reduce peer conflict

NEW/ EXPANDED
After School Tutoring: $6.1M

NEW/ EXPANDED
Extended Summer Learning: $5.3M
- Expand winter sessions to all sites
- Expand summer session to third session
- Summer Camps

NEW/ EXPANDED
All teachers are teachers of English Learner (EL) students: $15.1M
- Middle and High ELD extra period
- Expand Rosetta stone license for middle school

Expansion of Dual Language Immersion Programs: $2.0M
- Dual Language Immersion Programs at 14 sites
- Access to increase English literacy while maintain primary language

Base: Instruction: $394.2M
- All costs associated with the delivery of instruction to students
- Professional Learning Summit
- Edgenuity digital libraries
- PBS lessons
- Nearpod digital lessons
- Tutor.com

Base: Special Education: $163.4M
- Serving student with disabilities

Base: Professional Learning: $46.7M
- Job-embedded learning opportunities for teachers, administrators, and classified employees

Base: Technology Access and Support: $17.3M
- Includes all school and district department applications and hardware

Base: Early Learning: $0.5M
- Infant, toddler, preschool, transitional kindergarten programs

Base: Equity and Access: $3.1M
- Eliminating disproportionality

NEW/ EXPANDED
High Quality School Site Health Services: $11.1M
- Nurses

NEW/ EXPANDED
Mental Health Support: $1.1M
- School psychologists

Expanded Transportation Services: $2.0M

NEW/ EXPANDED
Upgrading Access to Technology: $1.1M
- Integration of technology, instruction and learning

Student Technology Access and Annual Refresh: $6.7M
- Full sets of student computers in ELA and math classes
- Student companion device Initiative
- eLearning companion device
- Student internet access

M Million

Ongoing Initiatives

NEW/ EXPANDED New/ Expanded Initiatives for 2021/22

FCSS Aproved

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

NEW/EXPANDED **Linked Learning, ROP, and CTE Pathway Development: $20.5M**

Kids Invent!: $1.4M

Men's and Women's Alliance : $1.6M

Student Goal – Increase student engagement in their school and community

NEW/EXPANDED **Supports for Students in Foster Care: $2.7M**

Increase School Allocations for Athletics: $13.8M

District-Funded Educational Enrichment Trips: $4.4M
- TK – 6th grade

NEW/EXPANDED **District Arts Collaborative Project: $0.1M**
- Theatre and dance

Increased Funding for Music: $1.4M

Student Peer Mentor Program: $0.4M

NEW/EXPANDED **Social Emotional Supports: $3.0M**
- Resource counseling assistants
- Social workers
- Child welfare specialists
- Social workers at middle schools

School Climate and Culture Expansion: $9.5M

Restorative Practices / Relationship Centered Schools: $3.6M

Base: Department of Prevention and Intervention: $7.9M
- Medical social workers and guidance learning advisors
- Child welfare assistants to school sites and hubs
- Clinical social workers

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

Base: Recruitment, Selection and Retention of Human Capital: $5.6M
- Recruitment, selection, retention, and operations

Family Goals – Increase inclusive opportunities for families to engage in their students' education

NEW/EXPANDED **Parent Engagement Investments: $3.6M**
- Parent University
- Support of African American families during distance learning

Expanded Student, Parent and Community Communication: $0.2M

Contributes to all Fresno Unified School District Goals

School Site Allocations to be Prioritized by each School's Site Council: $29.1M

Supplemental Student Supports: $29.3M
- Instructional coaches
- Lead teachers
- Intervention teachers
- Health personnel
- Early childhood aides
- Counselors

Base: Central Office Administration: $5.3M
- Board of Education, Superintendent, Communications

Base: Administrative Services: $12.5M
- Fiscal Services, Payroll, Benefits/Risk Management, State and Federal, Transfers, Grants

Base: Operational Services: $155.9M
- Food Services, Facilities, Maintenance, Safety, Utilities, Transportation

Base: Other Expenses: $26.4M
- Health contribution, retirement

NEW/EXPANDED **One-time Recovery Resources: $97.9M**
- Additional Instructional Time (All grade levels)
- Expanded Summer & Winter Learning (including Alternative & Special Education)
- Expanded After School Programs
- Student Desk Replacements
- Middle School & High School Enrichment Opportunities
- Math & Literacy Class Size Supports
- Credit Recovery
- School Site Support (to be planned through the SPSA)
- Student Group Support (African American, English Learners, Early Learning)
- Two Day Voluntary Professional Learning Summit
- Curriculum & Instruction Supports
- Teacher Development Supports
- Three Additional Planning & Student Engagement Days
- Library Services (student books)
- Health Services Support
- Social-Emotional / Mental Health Supports
- Classroom Ventilation Upgrades
- Classroom Telecom Upgrades

Total Supplemental & Concentration Resources = $206M

VISION

Fresno Unified School District: Where students, families, and staff are valued and empowered to achieve their greatest potential.

VALUES

- *We Value Learning*
- *We Value Accountability*
- *We Value Positive Behavior*
- *We Value People & Our Community*

GOALS

Student Goals

- Improve academic performance at challenging levels
- Expand student-centered and real-world learning experiences
- Increase student engagement in their school and community

Staff Goal

Increase recruitment and retention of staff reflecting the diversity of our community

Family Goal

Increase inclusive opportunities for families to engage in their students' education

Fresno Unified School District

LOCAL CONTROL & ACCOUNTABILITY PLAN LCAP 2021-24

For questions or comments, please contact:
Fresno Unified School District
Office of State & Federal Programs
(559) 457-3934
www.fresnou.org/dept/stafed/pages/lcff.aspx

LCFF Budget Overview for Parents

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

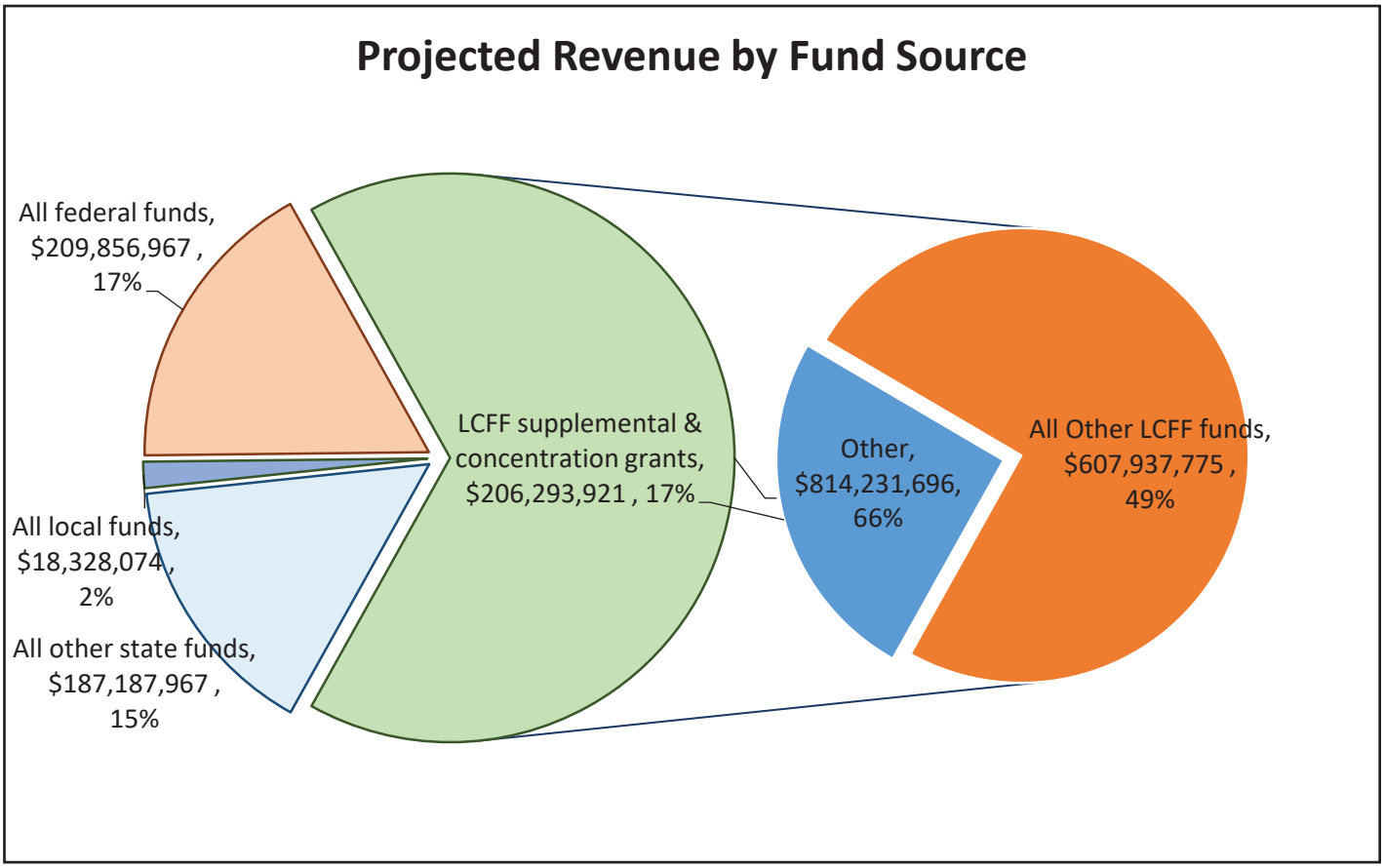
CDS Code: 10621660000000

School Year: 2021 – 22

LEA contact information: Robert Nelson, Superintendent

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

Budget Overview for the 2021 – 22 School Year

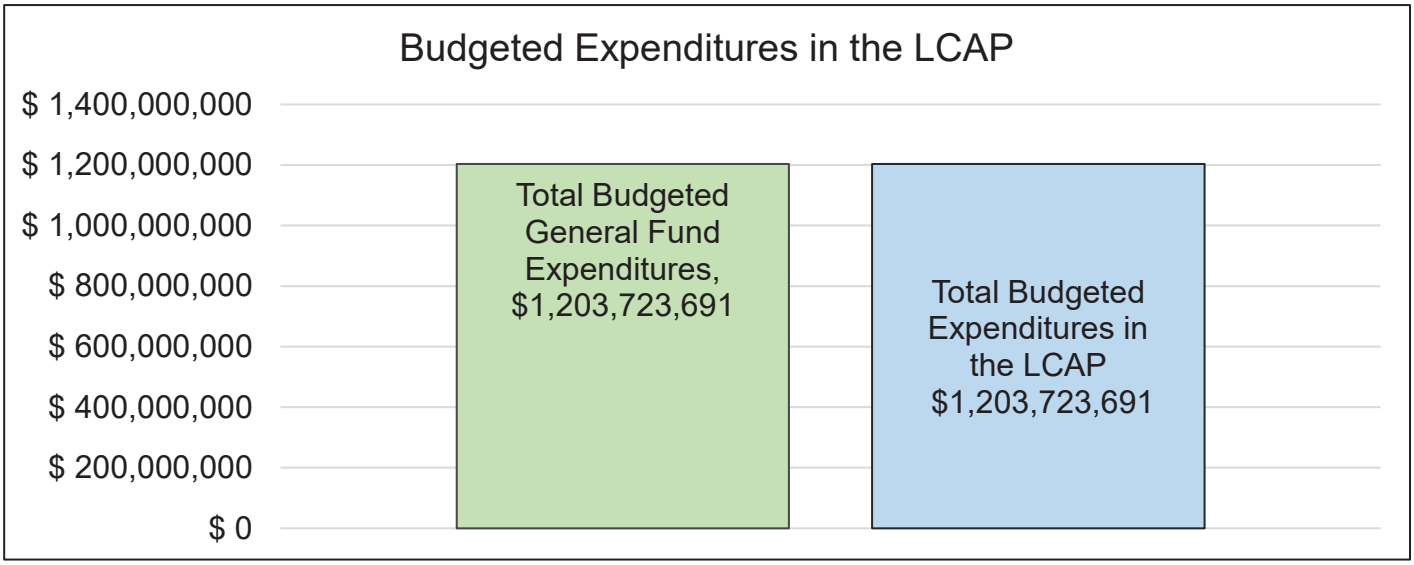


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The total revenue projected for Fresno Unified School District is $1,229,604,704.00, of which $814,231,696.00 is Local Control Funding Formula (LCFF), $187,187,967.00 is other state funds, $18,328,074.00 is local funds, and $209,856,967.00 is federal funds. Of the $814,231,696.00 in LCFF Funds, $206,293,921.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fresno Unified School District plans to spend $1,203,723,691.00 for the 2021 – 22 school year. Of that amount, $1,203,723,691.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

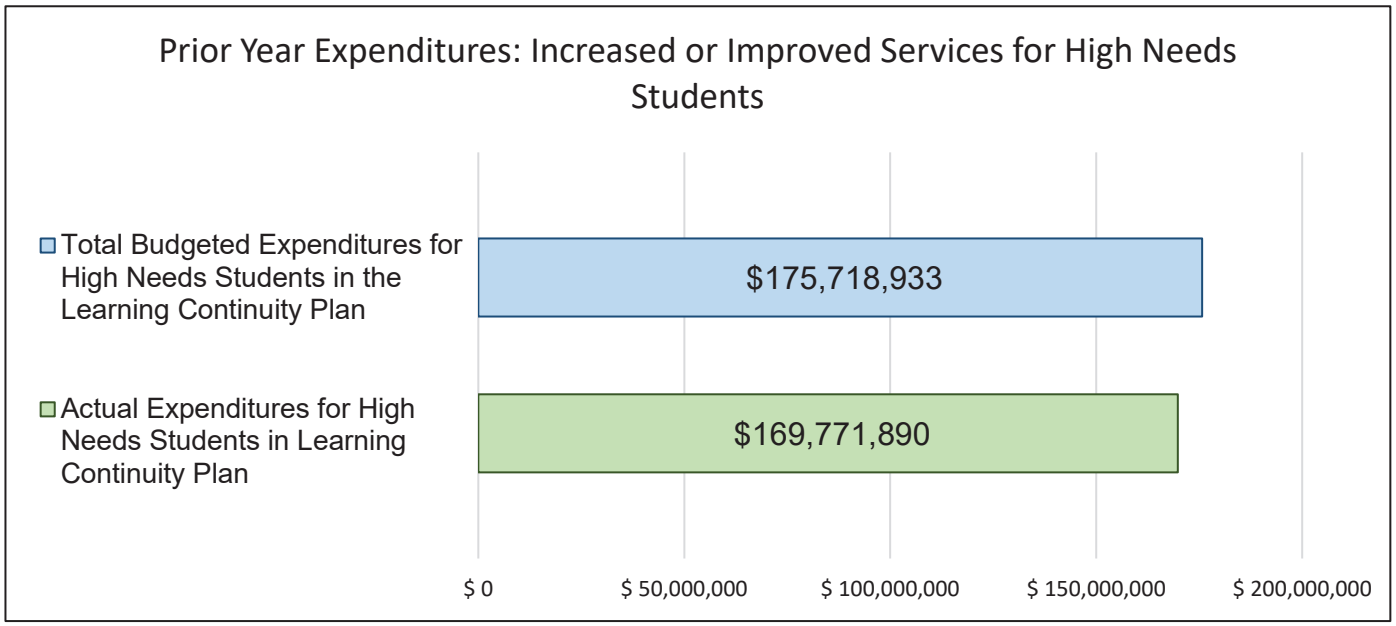
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Fresno Unified School District is projecting it will receive $206,293,921.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend $206,293,921.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Fresno Unified School District's Learning Continuity Plan budgeted $175,718,933.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent $169,771,890.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $5,947,043.00 had the following impact on Fresno Unified School District's ability to increase or improve services for high needs students:

Although 4% of the funds were not expended during the school year, Fresno Unified School District fully implemented all increased/improved services with some costs offset by distance learning. In addition, to continue providing services to students living in disadvantaged circumstances, Fresno Unified School District carried over all actions to increase or improve services for foster youth, English learners, and students living in disadvantage circumstances from the 2019/20 school year. All General Fund expenditures are included in the Fresno Unified School District Local Control and Accountability Plan to ensure transparency and accountability.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All Students will excel in reading, writing and math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
SARC Report on teacher credentialing **(SARC Report on teacher credentialing)** Baseline: 2016/17 93.5% of teachers fully credentialed in the area taught TARGET: **93.0%**	Not Met 92.35% (2019/20)
SARC Report on teacher credentialing **(SARC Report on teacher credentialing)** Baseline: 2016/17 Teachers Mis-assigned: .4% TARGET: **0.6%**	Met 0.19% (2019/20)
SARC Report on teacher credentialing **(SARC Report on teacher credentialing)** Baseline: 2016/17 Teacher Vacancies: .8% TARGET: **0.5%**	Not Met 0.59% (2019/20)
Student access to instructional materials **(Annual Williams Data Set)** Baseline: 2016/17 100% of students have access to instructional materials TARGET: **100%**	Met 100% (2019/20)

Expected	Actual
Facilities are properly maintained, per required use of the Evaluation Instrument; Ed Code 17002 (d)(1) **(FIT Report)** Baseline: 2015/16 Status: 96.68% **All identified issues from the FIT (Facilities Inspection Tool) report will be addressed in a timely manner** TARGET: **97.0%**	Met 97.64% (2018/19)
3rd -8th grade SBAC Math Points below level 3 proficiency **(California School Dashboard)** Baseline: 2015/16 Status Status: **73.4 points below level 3 (Low)** Change: **+7.1 points (Increased)** _____ **LI: 80.2 points below** **EL: 84.6 points below** TARGET: DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.	*Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued*

Expected	Actual
3rd -8th & 11th grade SBAC Math Points below level 3 proficiency **(California School Dashboard)** 2017/18 Status Status: 68.5 points below level 3 Change: +5.9 points (Increased) LI: 74.7 points below EL: 77.2 points below TARGET: **65.6 points below** **LI: 71.7 points below** **EL: 73.6 points below**	Met 62.1 points below LI: 68.1 points below (Met) EL: 75.0 points below (Not Met) (2018/19)

Expected	Actual
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency **(California School Dashboard)** Baseline: 2015/16 Status Status: **51.1 points below level 3 (Low)** Change: **+6.2 points (Maintained)**	
LI: **58.6 points below** EL: **67.5 points below** TARGET: DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.	*Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued*

Expected	Actual
3rd -8th & 11th grade SBAC English Language Arts Points below level 3 proficiency **(California School Dashboard)** **2017/18 Status** **Status**: 38.3 points below level 3 **Change:** +7.1 points (Increased)	Met 34.1 points below LI: 40.8 points below (Met) EL: 58.4 points below (Not Met) (2018/19)
LI: 45.2 points below EL: 56.0 points below TARGET: **34.8 points below** **LI: 41.6 points below** **EL: 51.9 points below**	

Expected	Actual
11th grade SBAC Math Points below level 3 proficiency **(California School Dashboard)** Baseline: 2015/16 Status Status: **93.5 points below level 3** Change: **+10.3 points** TARGET: DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.	*Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued*

Expected	Actual
11th grade SBAC English Language Arts Points below level 3 proficiency **(California School Dashboard)** Baseline: 2015/16 Status Status: **15.9 points below level 3** Change: **+4 points (Maintained)** TARGET: DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable	*Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued*

Expected	Actual
A-G Completion 4-year cohort **(Dataquest - CDE)** Baseline: 2014/15 Status Status: **36% of students** **LI: 35%** **EL: 21%** **FY: 3%** TARGET: **38.0%** **LI: 37.0%** **EL: 23.0%** **FY: 7.1%**	Met 47.27% LI: 45.10% (Met) EL: 28.03% (Met) FY: 12.99% (Met) (2017/18)

Expected	Actual
Percentage of Students who pass AP Exams **(Dataquest - CDE)** Baseline: 2014/15 Status Status: **34%** Change: **+1%** **LI: 31%** **EL: 42%** TARGET: **35.5%** **LI: 35.5%** **EL: 42.0%**	Not Met 29.21% LI: 25.62% (Not Met) EL: 41.95% (Not Met) (2017/18)

Expected	Actual
CTE Pathways Program and Course Enrollment, and Linked Learning Enrollment **(Atlas)** Baseline: 2015/16 Status CTE: **36.4%** **LI: 36.6%, EL: 29.9%; FY: 23.7%** Linked Learning: **48.4%** **LI: 50.0%, EL: 43.7%; FY: 26.5%** TARGET: CTE: **38.5%** **LI: 38.5%** **EL: 31.6%** **FY: 18.1%** Linked Learning: **26.0%** **LI: 24.0%** **EL: 24.0%** **FY: 12.0%**	CTE: Met 41.55% LI: 39.37% (Met) EL: 33.86% (Met) FY: 25.00% (Met) Linked Learning: 29.45% (Met) LI: 27.37% (Met) EL: 21.09% (Not Met) FY: 11.76% (Not Met) (2018/19)

Expected	Actual
Percent of 4-year cohort that completed a Linked Learning Pathway **(Atlas)** Baseline: 2014/15 Status Status: 25%	Met 36.92%
LI: 25% **EL: 23%** **FY: 22%** TARGET: **29.0%** **LI: 29.0%** **EL: 13.5%** **FY: 16.0%**	LI: 35.42% (Met) EL: 24.54% (Met) FY: 8.33% (Not Met) (2019/20)
English Learner Progress **(California School Dashboard)** Baseline: 2014/15 Status: **64.3% (low)** Change: **+3.3% (Increased)** TARGET: **69.3%**	Not Met 45.90% (2018/19)
English Language Proficiency Assessment for California (ELPAC) Performance targets to be determined once assessment results are available	Performance targets to be determined once assessment results are available

Expected	Actual
English Learner Redesignation **(Dataquest - CDE)** Baseline: 2015/16 Status: **18.1%** TARGET: **11.8%**	Met 16.68% (2018/19)
Broad Course of Study **(California School Dashboard)** Baseline: 2016/17 **AP sections offered: 285** **IB sections offered: 78** **English Language Development Sections Offered: 39** **Sections offered for Students with Disabilities: 659** TARGET: 2019/20 Update: Metric definition and source changed to align with new CA School Dashboard local indicator released in the Fall of 2018 % of students enrolled in and that have access to a Broad Course of Study (1st – 6th grade): 100% % of students enrolled in and that have access to a Broad Course of Study (7th – 12th grade): 100%	Met 100% - 1st – 6th grade Met 100% - 7th – 12th grade (2019/20)

Expected	Actual
Early Assessment Program for College Readiness - English Language Arts **(CAASSP)** Baseline: 2014/15 Status: **10%** **LI: 10.6%, EL: 0.8%, FY: 7.0%** TARGET: **16.2%** **LI: 13.2%** **EL: 5.2%** **FY: 11.2%**	Not Met 13.86% LI: 10.87% (Not Met) EL: 0.00% (Not Met) FY: 4.84% (Not Met) (2017/18)
Early Assessment Program for College Readiness – Math **(CAASSP)** Baseline: 2014/15 Status: **2%** **LI: 3.0%** **EL: 0%** **FY: 0%** TARGET: **3.8%** **LI: 3.8%** **EL: 1.8%** **FY: 0.8%**	Met 3.86% LI: 2.00% (Not Met) EL: 0.20% (Not Met FY: 0.00% (Not Met) (2017/18)

Expected	Actual
Days of Professional learning provided related to the implementation of state standards Baseline: 2016/17 All professional learning aligned with the state and ELD standards **1. K-12 teachers 2.5 days** **2. 7-11 math, science, and social studies 2 days** **3. New teachers 8 additional days** TARGET: **1. K-12 teachers 2 days** **2. New teachers 8 additional days** **3. Instructional coaches support implementation**	Met 1. K-12 teachers 2 days Met 2. New teachers 8 days Met 3. Instructional coaches support implementation (2019/20)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
41 Designated School Investment (increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17) Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments	$19.2 Million (LCFF) $14.9 M Certificated Salaries $3.7 M Employee Benefits	$18.4 Million (LCFF) $14.7 M Certificated Salaries $3.3 M Employee Benefits

• Data has shown that more time with an effective teacher has a positive influence on the achievement of unduplicated students • Designated schools receive: o An additional 30 minutes of direct instruction per day o Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students o One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students o No Designated School has less than 86% poverty rate These combined actions will increase access to effective first teaching for low income and English learner students which will translate to improve scores on state assessments	$0.5 M Materials and Supplies $0.1 M Services and operating expenses	$0.3 M Materials and Supplies $0.1 M Services and operating expenses
Student Interventions Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments • Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI as well as Multi-Tiered System of Support MTSS) to students living in poverty, English learners, and foster youth not identified as students with disabilities. Teachers whose ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback improves instructional outcomes for our students being served by specific interventions show an effect size of 1.0 (Hattie, 2009) • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time	$2.6 Million (LCFF) $1.8 M Certificated Salaries $0.8 M Employee Benefits	$2.6 Million (LCFF) $1.8 M Certificated Salaries $0.8 M Employee Benefits

○ MTSS is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning ○ The goal of MTSS is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers ○ The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a year. (Hattie, 2010) • Additional preschool programs added to support low income, foster youth or English learners' students with disabilities have been added to support students as necessary. • By combining these two supports, MTSS and RTI led by teachers who are able to guide students through the specific phases of intervention show the most impact. These actions will increase student performance on local and statewide assessments for the unduplicated student population.		
Student Technology Access & Annual Refresh Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms • Creating district-level responsibility for a minimum level of student computers in schools • Provides full class sets of student computers (by 2019/20) to support ELA and Math curriculum adoptions Resolves logistics issues related to technology for assessments and instruction • Keeps student’s computers current at all school sites with a regular refresh cycle • Investment includes:	$8.1 Million (LCFF) $0.1 M Certificated Salaries $0.3 M Classified Salaries $0.2 M Employee Benefits $7.5 M Materials and Supplies	$8.1 Million (LCFF) $0.1 M Certificated Salaries $0.3 M Classified Salaries $0.2 M Employee Benefits $7.4 M Materials and Supplies $0.1 M Services and operating

○ Student Devices ○ Personnel to support classroom technology Student Companion Device Initiative – Piloted in spring of 2018 with the intention of fully implementing with the start of the 2018/19 school year, the initiative will provide every PreK-Kindergarten & 9th -11th grade student with a companion device. This will allow for learning beyond the classroom, where many of our unduplicated students do not have access to devices or technology to support their learning. Devices in PreK thru Kindergarten will focus on supporting early literacy, while 9th-11th graders will have better access to college preparation content. To support the implementation and equip teachers for lesson delivery, an Ed Tech team will be created as well. The actions above will put technology in the hands of low-income students on a daily basis and will increase access to the core curriculum through technology. 2019/20 Expansion: The eLCD pilot, which provides access to technology beyond the classroom, will be expanded to include additional grade levels beyond PreK, Kindergarten, Transitional Kindergarten and 9th through 11th grades in the 2019/20 school year.		
Additional Teacher Supply Funds In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning.	$1.3 Million (LCFF) $1.3 M Materials and Supplies	$1.2 Million (LCFF) $1.2 M Materials and Supplies

• As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional $315 for supplies and materials to be utilized for services and instruction to students Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.		
3% Professional Learning Column This initiative will be phased out over time since actual participation did not match anticipated outcomes.	Not budgeted	$1.4 Million (LCFF) $1.2 M Certificated Salaries $0.3 M Employee Benefits
Middle and High School Redesign Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes ○ Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class ○ This disproportionately affected English learners by not allowing access to a broad course of study ○ This former schedule was not yielding academic improvement ○ With the redesign, English learners have access to electives and still receive the interventions needed	$10.8 Million (LCFF) $ 6.9 M Certificated Salaries $ 3.1 M Employee Benefits $ 0.7 M Materials and Supplies $ 0.1 M Services and operating Expenses	$9.6 Million (LCFF) $ 6.6 M Certificated Salaries $ 2.9 M Employee Benefits $ 0.1 M Services and operating Expenses

• Allow middle and high school teachers, teaching the same subjects, to have a common preparation time ○ Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) ○ According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement ○ With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups ○ Teachers share best practices and modify lessons based on this data ○ Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students ○ Teachers will analyze data for all unduplicated pupils • Additional Staff allocation to allow sites to design a master schedule to support in-school interventions for students. ○ Site leaders will leverage site resources to allow teachers to engage in job-embedded professional learning experiences like lesson study, collaborative planning, and action research. ○ Allows teachers to provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives ○ Unduplicated students will receive more enrichment opportunities ○ RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning ○ The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers.” The effect size for RTI is 1.07, meaning when		

implemented well, it has the potential of over two year's growth in a single year. (Hattie, 2010) o This action was implemented specifically for unduplicated students. o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) o Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments		
Implementation of State Standards Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low-income students. • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive three (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive supports as a part of an induction model that include on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New site leaders are assigned an administrative coach for two years who mentor all aspects of leading a site,	Total $19.0 Million $18.9 Million (Title I) $0.1 Million (Grant) $7.9 M Certificated Salaries $0.5 M Classified Salaries $2.8 M Employee Benefits $5.9 M Materials & Supplies $1.9 M Services & Other Operating Expenses	Total $13.5 Million $13.4 Million (Title I) $0.1 Million (Grant) $8.3 M Certificated Salaries $0.5 M Classified Salaries $2.7 M Employee Benefits $0.5 M Materials & Supplies $1.5 M Services & Other Operating Expenses

including building capacity of teachers and teams of teachers to effectively implement state and ELD standards to improve performance on state and local assessments for low income and English Learner students. State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students.		
Eliminate Elementary Combination Classes Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • The State Standards were written to group standards into "strands" • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level • Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math • Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students This action will increase access to effective first teaching of mathematics and increase state assessment performance	$3.9 Million (LCFF) $ 2.7 M Certificated Salaries $ 1.2 M Employee Benefits	$4.1 Million (LCFF) $ 2.6 M Certificated Salaries $ 1.4 M Employee Benefits

Beginning in 2018/19 this investment will expand to eliminate combination classes at all elementary grade levels where classroom space is available. The expanded investment will increase services to unduplicated students, by allowing course content to be focused to their grade level and support good first instruction, through better lesson plan design.		
National Board Certification Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide • Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board-Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs • Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation This rigorous certification process trains teachers and requires proof of implementation on research-based teaching strategies proven to be effective in meeting the needs of unduplicated students.	$0.08 Million (LCFF) $ 26,000 Certificated Salaries $ 5,000 Employee Benefits $32,000 Books and Supplies $17,000 Services and Operating Expenses	$0.05 Million (LCFF) $ 9,000 Certificated Salaries $ 2,000 Employee Benefits $36,000 Books and Supplies $5,000 Services and Operating Expenses
Instructional Supports	Total $1.5 Million	Total $1.4 Million

Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. Evaluation of Fresno Unified School District's implementation of the State Standards will come from a review of student state test scores and monitoring of teacher participation in trainings provided by the District. • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Utilizes multiple sources of quantitative data to assess and monitor instruction/improvement, creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement. • Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes. • Assist with school/department performance results in order to show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps. • Developing and implement process to monitor the school's/department's progress over time in meeting state, district and school/department goals to ensure all students are graduating, in a system of shared accountability. • Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement. • Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals. • Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with all stakeholders. • Staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom.	$ 1.0 Million (LCFF) $ 0.5 Million (Title I) $0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.3 M Employee Benefits $ 0.2 M Materials & Supplies $ 0.3 M Services & Other Operating Expenses	$ 0.9 Million (LCFF) $ 0.5 Million (Title I) $0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.3 M Employee Benefits $ 0.4 M Services & Other Operating Expenses

Resources aligned to this action will contribute to improved student academic outcomes.		
Additional Teachers Above Base Staffing The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. • Reduce large core classes in high schools (not a class enrollment cap) • Refer to the “annual update” for data on reduced class sizes • While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to ensure Fresno Unified School District has early access to high quality teachers This action is principally directed to low income, English learner, and foster youth students and will improve state assessments and A-G completion for high school students.	$11.2 Million (LCFF) $ 7.5 M Certificated Salaries $ 3.6 M Employee Benefits $ 0.1 M Services & Other Operating Expenses	$11.8 Million (LCFF) $ 8.1 M Certificated Salaries $ 3.5 M Employee Benefits $ 0.1 M Services & Other Operating Expenses
Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts Since introducing additional vice principals, Fort Miller continues to see improvement in academic achievement, suspension and expulsions. Meanwhile Gaston has seen improvement in academic achievement, while attendance rates have changed from 93.61% in 2014/15 to 94.09% in 2017/18. Suspensions decreased from 2016/17 but are above 2015/16 levels. The additional vice principals are principally directed toward unduplicated students and provide support to teachers and students the recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts.	$1.4 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits	$2.0 Million (LCFF) $ 1.4 M Certificated Salaries $ 0.6 M Employee Benefits

Middle Schools: Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District • Gaston unduplicated percent is 97.6% • Fort Miller unduplicated percent is 95.9% • Additional middle school Vice Principals for Gaston and Fort Miller Elementary Schools: The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal: • Birney 97.8% unduplicated • Olmos 98.8% unduplicated • Vang Pao 98.3% unduplicated • Ewing 90.3% unduplicated • Addams 99.4% unduplicated • Thomas 92.8% unduplicated • Pyle 96.3% unduplicated • Burroughs 98.4% unduplicated • Hamilton 90.9% unduplicated This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.		
Maintain 24:1 TK-third Grade Average Class Size With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15.	Discontinued	Discontinued

Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.		
Further Develop Early Childhood Education Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Early Learning • Prekindergarten teachers utilize Creative Curriculum and the Visual Arts Integrated Curriculum, • Teachers receive five days of professional learning to continue previous year work of Creative Curriculum, best practices to support Dual Language Learners using Personalized Oral Language Learning strategies, Teaching Pyramid, Adult Child Interactions, Engaging Conversations, and Desired Results Developmental Profile Assessment. • Provide support to children using a holistic model that includes supporting both children and families. • Support the internal and external transition of children from early learning programs to Transitional Kindergarten and Kindergarten Transitional Kindergarten • Teachers are using curriculum from McGraw Hill “World of Wonders” as a supplemental resource to the Visual Arts Curriculum. • Implementation of Creative Curriculum in the Dual Immersion Transitional Kindergarten classrooms. • Professional learning Modules in Social Emotional Learning and Math and Music Integration. <u>2019/20 Update</u> Beginning with the 2019/20 school year the instructional aide support for Transitional Kindergarten classrooms will increase from a 3-hour position to a 6-hour position. This change will ensure aide support is provided throughout the	$14.2 Million (LCFF) $ 7.1 M Certificated Salaries $ 1.8 M Classified Salaries $ 4.8 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.3 M Services and Operating Expenses	$15.9 Million (LCFF) $ 8.5 M Certificated Salaries $ 1.9 M Classified Salaries $ 5.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses

instructional block. Additionally, the change should lead to a reduction of vacancies and mid-year transitions in these position types, resulting in stability for students. Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners.		
Additional Supports for Libraries Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the “School Library Impact Study” (Gretes,2013) evidence from multiple library impact studies concluded: • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • As of 2017/18, Library Technicians at elementary schools are working an 8-hour workday • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated	$0.5 Million (LCFF) $ 0.5 M Materials and Supplies	$0.4 Million (LCFF) $ 0.4 M Materials and Supplies

students will have the resources to improve scores on state and local assessments.		
Equity and Access Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions. • Provide Pivot teams to facilitate interdisciplinary teams to promote innovative and solution-oriented thinking and improvement for our greatest areas of need as defined by the state's differentiated assistance (Students with Disabilities, African American, and Foster Youth). The teams will work to incorporate data science improvement methodologies and help develop action plans aimed at closing performance gaps between student groups. The teams will also work to develop performance targets for these groups upon analyzing both quantitative and qualitative data collected for all ethnicities and other subgroups. • Continue work with partners, UC Merced, to maintain and sustain counseling metrics and tools in order to promote and increase postsecondary college enrollment • Collaborate with external partners to coordinate data and resources to serve our students with the greatest need • Building and sustaining a monthly tool to review School Plan for Student Achievement (SPSA) performance (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion • Support families and students with school choice through analytics and outreach • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Provide yearlong professional learning to leadership cohort on Equity and Access	$2.0 Million (LCFF) $ 0.5 M Certificated Salaries $ 0.7 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses	$1.9 Million (LCFF) $ 0.5 M Certificated Salaries $ 0.7 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and Operating Expenses

These actions will increase student performance on local and statewide assessments for the unduplicated student population.		
GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. Elementary Schools • Expanding Yokomi GATE Program • All Manchester GATE teachers were GATE certified by the end of 2017/18 and Yokomi will complete the certification by the end of 2018/19 • Professional learning focused on strategies for accelerated learners • Summer professional learning at the California Association for the Gifted Institute will be available to all 2018/19 certified GATE cohort participants Middle Schools • IB Training for Cooper Academy • GATE cohort certified teachers can attend the California Association for the Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes High Schools • Funds to cover AP / IB exams for students o Advanced Placement exams allow students to receive college credit for high school courses o Exam fees can be prohibitive for families as each exam can cost $90 o Students can be eligible to take multiple exams	$2.3 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.1 M Services and Operating Expenses	$1.9 Million (LCFF) $ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.9 M Services and Operating Expenses

• Spring & Summer professional institute for AP • Fall & Summer professional learning for IB • AP Insight Online tools – College Board technology tool resources for providing planning and teaching support for AP teachers in all AP content areas • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students • Original credit summer school classes offered to allow opportunities for students to take AP courses during the year SAT / PSAT Fees • Unduplicated students have more barriers to attending a four-year college or university after high school • Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment • PSAT and SAT will be administered during the school day • For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades • For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade As a result of this action, more low income, English learners and foster youth will attend a four-year college or university. As a result of the services listed above, more unduplicated students will be successfully involved in these accelerated programs.		
Expand Alternative Education Some of our low-income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005).	$ 1.3 Million (LCFF) $ 0.8 M Certificated Salaries	$ 1.3 Million (LCFF) $ 0.8 M Certificated Salaries

• Add a principal to support JE Young and the Online Academy • Add a full-time social worker to each alternative education site to provide social-emotional supports for students including: o Substance abuse o Domestic violence trauma o Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade o Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: o Trauma informed practices o Non-Violent Crisis Intervention (NCI) o Instructional strategies for at risk students Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.	$ 0.4 M Employee Benefits $ 0.1 M Materials and Supplies	$ 0.4 M Employee Benefits
Maintain Additional Services for Phoenix Community Day School Expelled students and students at risk of being expelled need significant supports. • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support	$2.1 Million (LCFF) $ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.7 M Employee Benefits	$2.3 Million (LCFF) $ 1.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.7 M Employee Benefits

• The unduplicated student count at Phoenix Secondary school is 94.2% and the following services are principally directed to and effective in meeting the goals for the low-income pupils at this school
• Maintain inter-scholastic sports program and outdoor education trips
  o Includes strict behavior and academic criteria for participation
• Cross disciplinary professionals work together to address chronic absenteeism
• Maintain individual counseling program to reduce peer conflict and emotional outbursts
• Anger management
• Grief counseling
• Close monitoring of grades and academic interventions
• Linked students with postsecondary opportunities such as:
  o College campus visits
  o College application submission
  o Financial aid
  o Course advising
  o Work experiences
  o Opening bank accounts
  o Obtaining California ID's
•Improving the process of transitioning back to comprehensive high schools by establishing:
  o Communication protocols
  o Behavior plans
  o Orientation meetings with students and parents
 	
As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate.
	$ 0.1 M Services and Operating Expenses	

After School Tutoring Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments.	Total $7.1 Million $1.8 Million (LCFF) $1.1 Million (21st Century)	Total $6.4 Million $0.9 Million (LCFF) $1.1 Million (21st Century)

• Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase academic achievement o After school tutoring programs impact student achievement, especially for at-risk students o In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.	$4.2 (ASES) $ 1.3 M Certificated Salaries $ 1.6 M Classified Salaries $ 1.4 M Employee Benefits $ 1.1 M Materials and Supplies $ 1.7 M Services and Operating Expenses	$4.4 (ASES) $ 0.8 M Certificated Salaries $ 1.5 M Classified Salaries $ 1.1 M Employee Benefits $ 1.3 M Materials and Supplies $ 1.7 M Services and Operating Expenses
Extended Summer Learning Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning. • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • Elementary school o Kindergarten & 1st Grade Foundational Skills o EL Redesignation support o Services for students with disabilities • Middle school o Math Intervention o Transition to middle school o Special Education • High School o Math Intervention o Transition to high school	Total $9.3 Million $ 4.4 Million (LCFF) $ 4.9 Million (Title I) $ 6.3 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.5 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.4 M Services and Operating Expenses	Total $9.1 Million $ 4.1 Million (LCFF) $ 5.0 Million (Title I) $ 6.4 M Certificated Salaries $ 0.9 M Classified Salaries $ 1.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and Operating Expenses

○ Special Education These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments.		
Supports for Students in Foster Care Foster youth face greater challenges to high school graduation than their peers. For Fresno Unified, this student subgroup is of the lowest performing in suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance, illuminated through the California School Dashboard. The targeted supports summarized below aim to improve academic and social emotional services leading to increased student performance. • Maintain 9 Social Workers added to support foster students in grades 6-12 • Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible Foster Youth Roundtable • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables • Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Continue the increase in the number of high school foster youth mentor matches to 25 students 2017/18 Expand Social Emotional and Academic Support	Total $ 2.3 Million $1.6 Million (LCFF) $0.7 Million (Title I) $ 1.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.7 M Employee Benefits	Total $ 2.2 Million $1.6 Million (LCFF) $0.6 Million (Title I) $ 1.3 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Services and Operating Expenses

• Remove barriers for foster youth to allow for greater access to District and community resources • Continue the social worker and academic counselor support added in 2017/18 to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.		

All teachers are teachers of English Learner (EL) students
 	
English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments.
• Maintain four Teachers on Special Assignment (TSAs)
  ○ Providing job-embedded professional learning to teachers at schools with high numbers of EL students
  ○ Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction
• At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools
• Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long-Term English Learner students
• All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses
• Expanded After School Program for additional EL students
• Targeted literacy intervention is provided at 20 elementary schools with high number of identified EL students for K-1 intervention using a technology-based literacy program
 	
2018/19 expansion includes more access for direct services to students through increased after school and summer school programs, in addition to the creation of a new Saturday school offering.
	Total $13.4 Million
	
	$ 9.3 Million (LCFF)
	$ 1.9 Million (Title I)
	$ 0.4 Million (Migrant)
	$ 1.8 Million (Title III)
	
	$ 5.3 M Certificated Salaries
	$ 2.1 M Classified Salaries
	$ 3.0 M Employee Benefits
	$ 1.5 M Materials and Supplies
	$ 1.5 M Services and Operating Expenses
		Total $12.1 Million
		
		$ 8.3 Million (LCFF)
		$ 1.7 Million (Title I)
		$ 0.4 Million (Migrant)
		$ 1.7 Million (Title III)
		
		$ 5.3 M Certificated Salaries
		$ 1.9 M Classified Salaries
		$ 2.9 M Employee Benefits
		$ 0.7 M Materials and Supplies
		$ 1.3 M Services and Operating Expenses

These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.		
Expansion of Dual Language Immersion Programs English Learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level on state and local assessments than several other student groups. Dual Language Immersion Programs remove barriers while providing access to the core curriculum by: • Providing a well-established English learner program prek-12 grade • Providing instruction in the English learner student's primary language. • Having access to increase English literacy while maintaining the primary language as the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet the criteria to earn a Seal of Biliteracy upon graduation from high school. To support this effort, the district added • Add a Teacher on Special Assignment to develop Hmong curriculum and to teach in the after-school program at assigned schools Current Dual Immersion Programs: Ewing, Leavenworth, Rowell, Sunset, Wawona, Yosemite and McLane 2018/19 Expansion: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding and Vang Pao These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.	$1.7 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses	$1.7 Million (LCFF) $ 1.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.4 M Employee Benefits $ 0.1 M Services and Operating Expenses
Instruction	Total $ 381.9 Million	Total $ 382.2 Million

• All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	$ 348.9 Million (LCFF) $ 15.1 Million (Lottery) $ 17.9 Million (Other Revenue) $ 239.2 M Certificated Salaries $ 15.4 M Classified Salaries $ 111.0 M Employee Benefits $ 9.1 M Materials and Supplies $ 5.4 M Services and other operating Expenses $ 1.8 M Other Expenses	$ 349.5 Million (LCFF) $ 15.1 Million (Lottery) $ 17.6 Million (Other Revenue) $ 242.8 M Certificated Salaries $ 13.4 M Classified Salaries $ 112.1 M Employee Benefits $ 7.8 M Materials and Supplies $ 4.4 M Services and other operating Expenses $ 1.5 M Other Expenses
Recruitment, Selection and Retention of Human Capital • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association	Total $4.7 Million $ 4.4 Million (LCFF) $ 0.3 Million (Title I) $ 0.2 M Certificated Salaries $ 2.7 M Classified Salaries $ 1.5 M Employee Benefits $ 0.3 M Services and operating expenses	Total $4.7 Million $ 4.4 Million (LCFF) $ 0.3 Million (Title I) $ 0.3 M Certificated Salaries $ 2.7 M Classified Salaries $ 1.4 M Employee Benefits $ 0.3 M Services and operating expenses
Special Education	Total $143.5 Million	Total $143.5 Million

• Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment 2019/20 expanded investments are rooted in the focus areas the district received as part of the Council of Great City Schools comprehensive review. Initiatives are also informed by various strategic partnerships including a Special Education Committee with labor partners.	$ 65.8 Million (LCFF) $ 77.7 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) $ 59.6 M Certificated Salaries $ 24.0 M Classified Salaries $ 46.1 M Employee Benefits $ 1.1 M Materials and Supplies $ 10.6 M Services and other operating Expenses $ 0.1 M Capital Outlay $ 2.0 M Other Expenses	$ 70.3 Million (LCFF) $ 73.2 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) $ 60.4 M Certificated Salaries $ 25.1 M Classified Salaries $ 45.9 M Employee Benefits $ 1.0 M Materials and Supplies $ 9.5 M Services and other operating Expenses $ 0.1 M Capital Outlay $ 1.5 M Other Expenses
Professional Learning Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	Total $23.1 Million $ 10.2 Million (LCFF) $ 10.4 Million (Title II) $ 2.5 Million (Grants) $ 8.5 M Certificated Salaries $ 0.6 M Classified Salaries	Total $18.9 Million $ 7.5 Million (LCFF) $ 9.3 Million (Title II) $ 2.1 Million (Grants) $ 8.9 M Certificated Salaries $ 0.5 M Classified Salaries

	$ 2.6 M Employee Benefits $ 8.1 M Materials and Supplies $ 3.3 M Services and other operating Expenses	$ 2.7 M Employee Benefits $ 3.5 M Materials and Supplies $ 3.3 M Services and other operating Expenses
Technology Access and Support • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	Total $13.2 Million $ 12.0 Million (LCFF) $ 1.2 Million (E-Rate) $ 0.2 M Certificated Salaries $ 4.7 M Classified Salaries $ 2.5 M Employee Benefits $ 1.3 M Materials and Supplies $ 4.5 M Services and other operating Expenses	Total $13.5 Million $ 12.3 Million (LCFF) $ 1.2 Million (E-Rate) $ 0.2 M Certificated Salaries $ 5.2 M Classified Salaries $ 2.6 M Employee Benefits $ 1.0 M Materials and Supplies $ 4.5 M Services and other operating Expenses
Early Learning • Infants and toddlers • Preschool • Prekindergarten • Transitional Kindergarten	Total $0.9 Million $ 0.9 Million (Local Funding) $ 0.2 M Certificated Salaries $ 0.2 M Classified Salaries	Total $0.9 Million $ 0.9 Million (Local Funding) $ 0.2 M Certificated Salaries $ 0.2 M Classified Salaries

	$ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and operating expenses	$ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and operating expenses
Equity and Access • Research • Evaluation • Assessments • Eliminating disproportionality	Total $2.7 Million $ 1.6 Million (LCFF) $ 0.9 Million (Title I) $ 0.2 Million (Private Foundation Grant) $ 0.1 M Certificated Salaries $ 1.5 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Services and operating expenses $ 0.2 M Other Outgo	Total $2.7 Million $ 1.5 Million (LCFF) $ 1.0 Million (Title I) $ 0.2 Million (Private Foundation Grant) $ 0.1 M Certificated Salaries $ 1.4 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.4 M Services and operating expenses
African American Academic Acceleration The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest levels of suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this subgroup. Leadership Enrichment Position	Total $4.0 Million $ 2.5 Million (LCFF) $1.5 Million (Grant) $ 1.0 M Certificated Salaries	Total $2.9 Million $ 2.2 Million (LCFF) $0.7 Million (Grant) $ 0.7 M Certificated Salaries

• A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools. (Gottfredson, 2001) o Fresno Unified' s role in the African American Student Conference o Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses o African American Student Voices o African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno o African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced o Implement leadership mentoring cohort for selected African American MS students Academic Acceleration • Implement culturally responsive teaching strategies • Support for an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies • Eight resource counseling assistants to support students and teachers with alternative discipline strategies o Columbia o Kirk o Wilson o Slater o Balderas	$ 0.6 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.7 M Services and other operating Expenses	$ 0.6 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.0 M Services and other operating Expenses

○ Ayer ○ Wolters ○ Turner • Provide personalized academic support and monitoring for middle and high school students Investment expansion for 2018/19 includes the following: • Academic Advisor support at every middle and high school to identify students at-risk of falling behind and provide the needed interventions to get them back on track • An early learning pilot aimed at increasing foundational academic and social-emotional skills for students who are assessed as not ready to transition from kindergarten to first grade. Studies have shown that early learning interventions result in improved educational outcomes. • Data assessment tools to help support rigorous and informed academic programs for this subgroup. Adaptive tools will help pinpoint student needs, leading to targeted supports to assist with closing the achievement gap. • African American students are suspended at a disproportionately higher rate, which leads to missed instructional time. Tutoring support will be provided to help continue a student's learning and mitigate loss of instructional time • College Mentoring focused on providing pathways to internships, academic tutoring, college preparation and financial planning • Summery Literacy Program and ongoing support • Addition of a Principal on Special Assignment, Program Manager and an Analyst to support the implementation of programs, events and data reporting and analysis The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

District data, including not meeting targets for English language learners in the areas of English language arts (58.8 points below proficiency versus a target of 51.9 points below) and math (75 points below proficiency versus a target of 73.6 points below), as well as not making redesignation targets for English learners (45.9% making progress versus a target of 69.3%). In addition, feedback from student, teachers and parents early in the pandemic (April 2020 to July 2020) indicated the need to invest in supports for distance learning. Unexpended budgets at the time of school closures were redirected to support distance learning.

Most actions/services intended to support goal one was implemented according to the strategy outlined in the LCAP descriptions. Savings from program implementation, general savings from position vacancies, and the savings resulting from school closures supported students, families, teachers and staff in the following areas.

To accelerate distance learning due to COVID, the district created quarterly scope and sequence documents that outlined the essential standards and grade level materials for literacy and Math. Highlighted standards are prioritized to ensure teachers focus teaching and learning on the most essentials. Professional learning on how to effectively teach while in distance learning are offered to teachers by various departments, sites, and with outside partnerships (Dr. Doug Fisher, Ed Elements, The New Teacher Project). The District also invested in the purchase of Nearpod to compliment and support the Guaranteed Viable Curriculum. Nearpod is an interactive award-winning K-12 program and was designed to provide students with interactive lessons, videos, and formative assessments. It is built for distance learning, hybrid, and school-based settings implemented in response to teacher requests for more, interactive tools to support students with distance learning. Other investments made to support students were:

- Tutor.Com-available for students 24 hours a day for tutoring support
- Valley PBS Televised lessons created and taught by Fresno Unified teachers focused on foundational skills
- Fresno Chaffee Zoo and Fresno Historical Society partnerships for lessons on Science and Social Science
- Online library book checks out and electronic books through SORA. This allows all students to have access to reading materials every day.
- Middle School math instructors provided with professional learning and coaching from Si Swun Math in lesson design utilizing Go Math curriculum. Leaders also provided with coaching on improving middle school math instruction.

- Professional Learning Summit offered by internal FUSD departments to all teachers in FUSD which includes a variety of topics including improving pedagogy, use of technology, student engagement, and planning
- One to One Technology - The move to full-time distance learning in March of 2020 accelerated the planned move to a 1:1 district, where each student has a device for use in the classroom and at home/off-campus. Beginning in the spring of 2020, devices previously used in the classroom were repurposed to 1:1 device and provided to students for distance learning. In order to provide all 74,000 students with a district-issued device for the 20/21 school year, 24,000 additional laptops and 10,000 tablets were purchased and distributed to students over the summer.
- Technology Support - With students now attending class remotely, parents and students required new, additional supports for devices, connectivity, and applications. The Family Learning and Technology Support (FLATS) center was created to provide these supports. Three physical sites on school campuses were opened, with customer service staff and tech support specialists brought in to assist families. The ten members of the FLATS staff respond to 500-1,000 calls and emails each day, as well as provide in-person replacements for lost, broken, or malfunctioning devices.
- Reliable Internet - Student devices require reliable internet connectivity as a necessary condition for distance learning. Fresno Unified's multi-layered approach to remedy gaps in connectivity improves access for all students. Hotspots are available to students based on partnerships with two foundations: Sprint's 1 Million Project and T-Mobile's Project 10 Million, supported by district funding to provide enough bandwidth for online learning activities. Additionally, for students in SE/SW Fresno where strong hotspot cellular service is not consistent, a private LTE network is underway with radio/antenna placement at school sites, in conjunction with consumer premise equipment (CPE) in the student's home.
- Professional Learning to Support Digital learning - During Spring and Summer of 2020, professional learning was provided virtually to support teachers and leaders. Over 100 webinars were offered with a total of 5969 unique registrations. Sessions were recorded and have over 4,000 views. The PLi team (Personal Learning Initiative) has provided a combination of live webinars, pre-recorded webinars, and on-demand learning tools. Educators have also been provided with digital curriculum resource exploration in Go Math, Wonders, Springboard, Big Ideas, Khan Academy, and the iReady assessment to support the instruction of the state standards in a distance learning format. These levels were developed into a rubric for teachers and leaders to self-assess their status and progress in 2020-21 with professional learning phases.
- Summer School - The 2020 Summer School Program operated in a distance learning model and continued to offer programs to support literacy, math, foundational skills, English Learner Redesignation support, transition to middle or high school, special education, and high school credit recovery. Additional hours were required in order to support teachers with intentional school-to-home communication and connection with parents, families, and students. Additional professional learning was provided to teachers to allow them to develop new skills and strategies to effectively connect with students and families in a distance learning format. Additional efforts were put into place to ensure that all summer schoolteachers and students have access to technology at a 1:1 ratio. Technology support was also needed due to Summer Program being in a distance learning model. Library Technicians were added to Summer

Program staffing to provide technology and connectivity support to students and families. Class sizes for distance learning were smaller at 1:15 for elementary summer classrooms and 1:25 for middle and high school classrooms. Special Education (moderate/severe and ALPS) summer class ratios were even smaller with no more than 1:5. The smaller class sizes supported student learning in a distance learning model by increasing the opportunity for teachers to check in with individual students The 2020 Summer Program through distance learning served about 11,000 students district-wide and graduated 147 seniors.

- A4 (African American Academic Acceleration) Early Learning Pilot –The early learning pilot was held from July 13, 2020 – August 7, 2020 for 40 incoming kindergarteners. This program was shifted to a distance learning platform and allowed the students to become familiar with the district tablets, Atlas and TEAMS. There were weekly parent workshops to help parents assist their children with the technology process and the transition to distance learning.
- A4 (African American Academic Acceleration -The reading program model worked very well with distance learning and minimal modifications were made to adjust for a virtual platform.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes -

- Students at 41 Designated Schools received an additional 30 minutes of instruction
- Data available in 2019/20 indicated that the number of students referred for special education reduced due to early interventions.
- The number of students referred for special education evaluation decreased by 206 students. In addition, the distance from standard for students in Special Education as measured by the SBAC improved by 11.9 points in ELA and 13.1 points in Math, while the special education graduation rate improved by 5%.
- New teachers received a minimum of 50 hours of transitional professional learning including orientation and professional learning which supported a 95% retention rate for new teachers
- In 2019/20, support increased significantly in early childhood education as classroom aides moved from 3 hours per day to 6-7 hours per day
- Created additional supports for alternative education including social workers and social emotional curriculum
- Expanded Career Technical Education Construction Class offerings
- Launched eLearn Academy
- Increased the number and percentage 9th -12th students who participated in summer learning who are receiving a C or higher at quarter 1 in the subsequent class they participated in during summer learning.
- Increased the number and percentage of 1st -7th students who participated in summer learning and demonstrated ELA or Math growth on the most recent iReady assessment dependent on the program they participated in during summer learning.

- For foster and homeless students supported by the district's Project Access Team in the fall semester of the 2019/20 school year, 67% of students demonstrated a reduction in suspensions and 66% demonstrated a reduction in office discipline referrals.

Challenges –

- School Closures (March 2020) - A significant challenge to implementing the district's goal for academic achievement was the March 2020 closure of schools due to COVID-19
- Advanced Placement (AP) - AP Exams were redesigned by the College Board and administered virtually in the Spring of 2020, with reduced content to reflect learning expected through Quarter 3.
- International Baccalaureate - IB written exams shifted to a student work assessment method in the Spring of 2020
- SAT Exams (College Requirement) - SAT Spring 2019/20 was not administered
- After School Tutoring - Due to the pandemic, resources and funds that were originally allocated for After School Tutoring after March 2020 were re-allocated to support distance learning.
- Summer School 2020 - Additional teacher time was required in order to support teachers with intentional school-to-home communication and connection with parents, families, and students. School-to-home communication has always been important, but in a distance learning model, we recognize that it is essential to the academic success of students. In distance learning, students are unable to be in the same physical space with teachers, so it was extremely important that connections were made prior to the start of summer school and throughout summer school to ensure that students and parents/families were virtually connecting with teachers on a daily/regular basis to support student learning.

Goal 2

All Students will engage in arts, activities, and athletics

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School attendance rate **(Atlas)** Baseline: 2015/16 Status: **94.73%** TARGET: **94.9%**	Not Met 94.23% (2018/19)
Chronic absenteeism **(California School Dashboard)** Baseline: 2015/16 Status: **16.38% of students** **LI: 16.08%** **EL: 14.40%** **FY: 28.52%** TARGET: **14.28%** **LI: 14.29%** **EL: 13.38%** **FY: 26.84%**	Not Met 15.80% LI: 16.70% (Not Met) EL: 9.30% (Met) FY: 23.70% (Met) (2018/19)

Expected	Actual
Middle School dropout rate **(Dataquest - CDE)** Baseline: 2014/15 Status: **0.7% of students** **LI: 0.0% EL: 0.5% FY: 0.0%** TARGET: **0.51%** **LI: 0.51%** **EL: 0.36%** **FY: 0.51%**	Not Met 0.98% LI: 0.89% (Not Met) EL: 0.88% (Not Met) FY: 0.32% (Met) (2017/18)
High School dropout rate **(Dataquest - CDE)** Baseline: 2014/15 Status: **12.0%** **LI: 12.0%** **EL: 17.0%** TARGET: **10.0%** **LI: 10.0%** **EL: 14.7%**	Met 8.70% LI: 9.20% (Met) EL: 13.80% (Met) (2017/18)

Expected	Actual
High School graduation rate Note: Graduation Rate shown for the district without factoring in continuation schools and other important programs **(California School Dashboard)** Baseline: 2014/15 Status: **91.4% (high)** Change: **5.7% (increased significantly)** _____ LI: **90.8% (high)** EL: **87% (medium)** TARGET: **88.3%** **LI: 88.3%** **EL: 79.9%** MODIFIED With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying Graduation results. Therefore, the previous targets set are no longer applicable.	Not Met 87.60% LI: 87.60% Not Met EL: 75.00% Not Met (2018/19)

Expected	Actual
Number and percentage of unique students enrolled in any Goal 2 activity **(Atlas)** Baseline: 2015/16 Status: **61.97% of students** **LI: 62.46%** **EL: 49.61%** **FY: 51.25%** TARGET: **71.87%** **LI: 71.53%** **EL: 65.86%** **FY: 68.21%**	Not Met 60.45% LI: 60.05% (Not Met) EL: 53.44% (Not Met) FY: 49.67% (Not Met) (2018/19)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase School Allocations for Athletics Low income students report a lack of participation in extracurricular activities due to the cost of equipment, camps, etc. • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: o Uniform rotation schedule o Protective Gear o Safety Equipment o Equipment o Officials o Support for student participation in regional athletic events o Support costs for student body to attend playoff events o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation o Increased for 2018/19 - Stipends for after-school activities o Implement Unified Sports Competition (Basketball, Soccer, and Track)	$8.8 Million (LCFF) $ 3.6 M Certificated Salaries $ 2.2 M Classified Salaries $ 1.3 M Employee Benefits $ 1.3 M Materials and Supplies $ 0.4 M Services and other operating Expenses	$7.9 Million (LCFF) $ 2.9 M Certificated Salaries $ 2.4 M Classified Salaries $ 1.0 M Employee Benefits $ 1.1 M Materials and Supplies $ 0.4 M Services and other operating Expenses

○ Implement Competitive Sport Cheer The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance.		
District-Funded Educational Enrichment Trips Previously, field trips were more frequent at schools able to raise funds. Low-income students and foster youth were disproportionately affected. • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd: ○ TK: Storyland, Pumpkin Patch, Chaffee Zoo ○ Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland ○ First Grade: Discovery Center, Chaffee Zoo, CSUF Planetarium ○ Second Grade: Fossil Discovery Center, Chaffee Zoo, Discovery Center • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms: ○ Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake ○ Fourth Grade: Monterey Bay Aquarium, San Juan Bautista, Mariposa Mining Museum ○ Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips	$4.7 Million (LCFF) $ 1.1 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.7 M Services and other operating Expenses	$3.5 Million (LCFF) $ 0.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.4 M Materials and Supplies $ 2.2 M Services and other operating Expenses

○ All non-employee adults must be fingerprinted in order to serve as a chaperone In combination, the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low-income students.		
District Arts Collaborative Project Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved engagement, motivation, and sense of community (Smithrim and Upitis, 2005). • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population.	$0.1 Million (LCFF) $ 0.1 M Materials and Supplies	$0.1 Million (LCFF) $ 23,000 Certificated Salaries $ 5,000 Employee Benefits $ 38,000 Materials and Supplies $ 30,000 Services and other operating Expenses
Increased Funding for Music Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction.	$1.2 Million (LCFF) $ 0.8 M Certificated Salaries	$1.2 Million (LCFF) $ 0.8 M Certificated Salaries

Instrument Maintenance and Repair Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). • Funding will ensure that the increased inventory of music instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students Music Teachers for TK-Third Grade Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction. • In 2017/18 six music teachers were added providing and building the continuum of classroom music in 3rd grade classrooms across the district. • Expanding in 2018/19, an additional five music teaching positions will be added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basis. • Classroom music benefits students in language acquisition, social emotional growth, and academic development The combined actions above will lead to improved student performance on state and local assessments for low income students.	$ 0.4 M Employee Benefits	$ 0.4 M Employee Benefits $ 0.1 M Services and other operating Expenses
Elementary Campus Culture Experience Beginning in 2018/19 this pilot was expanded to include three additional schools: Addams, Heaton, and Pyle Elementary Schools. These schools were selected in large part due to the proportion of students living in disadvantaged circumstances. The unduplicated pupil percentage for these sites are as follows: • Addams – 99.4% • Birney – 97.8%	$0.1 Million (LCFF) $ 0.1 M Certificated Salaries	$0.1 Million (LCFF) $ 0.1 M Certificated Salaries

• Heaton – 95.0% • Pyle – 96.3% The Elementary Campus Culture TSA splits time at all four campuses each week and has one floating day to address specific site needs and attend events. A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). • Lunch League Intramural Sports League • Walk/Run Club • Academic Bear Readers Club • Meaningful Work • Expansion of Clubs and Activities The actions listed above are principally directed to low income students to increase connectedness to school and improve student performance on state and local assessments.		

Actions / Services

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of students (60.5%) participate in arts, activities or athletics during the school year and funding for these areas is typically a top priority for stakeholders in LCAP surveys and engagement.

Funds budgeted to support students in the engagement of arts, activities and athletics were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of equipment purchases, supplemental contracts, cancelled field trips, and reduced trainings due to school closures in March. Funding budgeted for athletics and field trips was used to support identified needs such as additional cleaning supplies, personal protective equipment and supports for distance learning such as technology and professional learning for teachers. Savings from arts and music programs were used to purchase Ukeleles and other non-wind musical instruments for students. Staff took advantage of school closures to facilitate athletic facility improvements at schools such as:

- New synthetic turf at Sunnyside Stadium
- New Aquatic Complex Renovation at McLane High
- New stadium video scoreboard and sound system at McLane Stadium
- New Audio/Visual elements installed or upgraded at all seven comprehensive high school gymnasiums (scoreboard, sound system, video projector and screen)
- New bleachers at six of our middle school gymnasiums
- New scoreboards for all 17 middle school gymnasiums
- New outdoor bleachers installed for sports viewing trackside at two of our comprehensive high schools: Fresno High and Roosevelt High

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes –

- During the 2019/20 school year, the collaborative work focused on resilience, women as agents of change, and the centennial of the 19th Amendment
- Prior to school closures, 96.2% of students participated in field trips.
- Since the onset of the COVID-19, TK-6th grade enrichment trips at each grade level were reimagined and designed for the virtual experience. The chart below lists the destinations, reservation rates, program duration and participation:

Grade Level	Destination	Program Duration	# Classrooms Scheduled	Avg Class Size	Approx. Student Partic.
TK-6th	Chaffee Zoo	30 minutes	285	23	6,555
1st, 2nd, 3rd. and 4th	River Parkway Trust	30 minutes	29	23	658
2nd ,3rd	Fossil Discovery Center	30 Minutes	75	24	1,800
6th	W.O.L.F 6TH GRADE CAMP	3 hours 9-12	74	28	2,072

Challenges-

- The timing of school closures required the cancellation of some spring sports and field trips
- The unpredictability of health metrics made planning for sports training, games and competitions challenging
- While elementary music teachers were added to the budget, recruitment of teachers were delayed due to COVID-19

Goal 3

All Students will demonstrate the character and competencies for workplace success

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd -8th grade SBAC Math Points below level 3 proficiency	See Goal 1
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1
11th grade SBAC Math Points below level 3 proficiency	See Goal 1

Expected	Actual
11th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1
A-G Completion 4-year cohort	See Goal 1
Percentage of Students who pass AP Exams	See Goal 1
CTE Pathways and Linked Learning Enrollment	See Goal 1
English Learner Progress	See Goal 1
English Learner Redesignation	See Goal 1
Broad Course of Study	See Goal 1
Early Assessment Program for College Readiness - English Language Arts	See Goal 1
Early Assessment Program for College Readiness - Math	See Goal 1

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Linked Learning, ROP and CTE Pathway Development Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students. • Linked Learning pathways grade-level expansion o Grades 9-12 o Demanding technical and academic courses	Total $19.7 Million $ 14.2 Million (LCFF) $ 4.0 Million (State and Federal CTE Grants) $ 1.5 Million (Apprenticeship) $ 5.8 M Certificated Salaries $ 2.2 M Classified Salaries	Total $18.0 Million $ 12.7 Million (LCFF) $ 4.0 Million (State and Federal CTE Grants) $ 1.2 Million (Apprenticeship) $ 5.7 M Certificated Salaries $ 2.2 M Classified Salaries

○ Personalized student supports ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit ○ Industry certifications for entry-level employment opportunities ○ Continuation of pathways expanded in 2018/19 • CTE Courses offered throughout the District Grades 7-12 ○ Taught by a CTE credentialed teacher ○ One class period in length ○ Career-themed or skill-specific curriculum ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit when appropriate ○ Industry certifications for entry-level employment opportunities when appropriate • ROP Courses o Classes for 11th and 12th grade students ○ Taught by a teacher with industry-relevant experience ○ Career-themed and skill specific curriculum ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit when appropriate ○ Industry certifications for entry-level employment opportunities when appropriate • California Partnership Academies ○ Grades 10-12 ○ Career-themed academy, limited in size ○ Academic and career technical courses ○ Industry Partnerships • International Baccalaureate Career Related Program ○ Grades 11-12 ○ Career-themed	$ 3.3 M Employee Benefits $ 3.4 M Materials and Supplies $ 3.3 M Services and other operating Expenses $1.7 M Capital Outlay	$ 3.3 M Employee Benefits $ 2.3 M Materials and Supplies $ 3.8 M Services and other operating Expenses $0.7 M Capital Outlay

○ Includes: personal & professional skills course, service learning, language development and a reflective project These combined actions will increase access to CTE pathways, programs, and courses for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.		
Kids Invent! Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. • Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) • Research indicates that instructional approaches or learning opportunities that engage students actively increase skill acquisition and information retention, encourage more positive attitudes toward STEM disciplines, and strengthen retention of students in STEM majors. (Committee on STEM Education National Science and Technology Council, May 2013) • Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship • STEM tailored- learning for every 5th and 6th grade student / classroom in the District • 60-minute weekly modules • All supplies provided to teachers • Identified "Career Connections" added in each 5th grade lesson • Expanded Inventor's Log for student reflection and increased literacy focus • Quarterly training opportunities provided for grade level liaisons on lesson facilitation and feedback (added for 2019/20)	$1.3 Million (LCFF) $ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.0 M Services and other operating Expenses	$1.1 Million (LCFF) $ 0.1 M Certificated Salaries $ 1.0 M Services and other operating Expenses

These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments.		
Patiño Entrepreneurial High School Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 was the first year the school had 10th, 11th and 12th grades • Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions • Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application Beginning with the 2018/19 school year, the program will be expanded to offer access to 9th grade students. This expansion will help reduce the number of	$2.9 Million (LCFF) $ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.8 M Employee Benefits $ 0.4 M Services and other operating Expenses	$3.0 Million (LCFF) $ 1.7 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.8 M Employee Benefits $ 0.4 M Services and other operating Expenses

student transitions, create a stronger student culture and connection to the school. This expansion will also enable students to take coursework that introduces skills critical to success within the program. The expansion will allow the school to serve approximately 80 – 100 more students. These combined actions will increase access to Linked Learning and CTE Pathways for low-income students which will increase student performance on state and local assessments		
Design Science Early College High School Fresno Unified School District's low-income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support. • Design Science Early College High School is a program in which students in the 11th and 12th grade earn college credits while completing graduation requirements • Students are able to earn an associate degree or transfer as a college junior • Fresno Unified School District's low-income students often report unreliable transportation • Utilizing current classrooms on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 73.3% unduplicated students and averages over a 90% four-year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012)	$ 5.7 Million (LCFF) $ 5.7 M Other Expenses	$ 0.7 Million (LCFF) $0.7 M Capital Outlay

• Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011) The new facility on the college campus will mitigate transportation barriers, and increase program access therefore, increasing college readiness for low-income students.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Since initiating investments in CTE pathways, Fresno Unified has seen increasing numbers of students take advantage of these programs. In some of the latest data, 41.6% of students are enrolled in a CTE pathway. Participation is strong for the district, but lags for the district's foster youth where only 8.3% of students completed a CTE pathway.

Fresno Unified created more opportunities to reach out to the district's foster youth to encourage participation in CTE pathways. Recruitment for the School Choice Expo focused on ensuring more foster students were aware of the many pathways available to them.

Funds budgeted to support Goal 3 were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of Linked Learning and CTE pathways, as well as for Design Science Early College High School. For Design Science, the construction of a new building was initiated, but construction will continue in future years. Due to the forced cancellation of the Kid Invent! Innovation day, a new virtual program was created called the Virtual Innovation Program (VIP). It represents, an expansion of the foundational concepts of innovation and creativity and was launched during the Summer of 2020. VIP allows for students to participate in monthly challenges that promote problem solving, critical thinking, creativity, and innovation. Students complete the challenges at home and upload documents and photographs/videos for review and feedback.

The Phillip J. Patiño High School has made several adjustments to accommodate distance learning. In Spring of 2020, not only did instruction move to a virtual format, but the Senior Showcase (in which students present the culmination of the entrepreneurship experience with their own small businesses) was done completely online.

To better accommodate distance learning in CTE courses, NearPod was purchased. NearPod is a new digital tool teachers can utilize to create formative assessments to provide insights into student learning, Know where every student is in their learning and adapt instruction in real time with in-the-moment feedback, and build authentic connections for students through checkpoints and activities.

Since many CTE courses relied on hands on learning, new online copies of textbooks and curriculum were purchased for students to access content.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to March school closures, programs associated with Goal three were implemented as described in the LCAP. After March CTE courses, pathways and programs continued to offer opportunities that connect students to our broader community.

Successes –

- Online simulations, videos and certification opportunities were incorporated.
- Guest speakers from throughout our nation virtually met with students during this time of online or distance learning and virtual workplace tours have been opened to students from throughout the district based on interest rather than specific to a school site or course.
- Linked Learning students A-G on track have increased from 50.80% in 2016/17 to 66% in 2019/20
- Enrollment in Linked Learning Pathways was 4,391 in 2016-17 and increased to 6,317 in 2019/20
- Enrollment in CTE courses, grades 7-12 was 10,716 in 2016/17 and increased to 12,647 in 2019/20
- Industry Certifications in 2016/17 were 1,111 and increased to 3,415 in 2018/19
- Dual Enrollment: 1,854.5 college credit units earned by 669 students in 2018/19

Challenges -

- CTE dual enrollment participation was a challenge for students as several courses were cancelled in March 2020 because the content requires in-person, hands-on laboratory participation and evaluation.
- Similarly, several industry-specific certifications that required hands-on and in-person demonstration and assessment were cancelled such as the Automotive Service Excellence (ASE) certifications. Online simulations, videos and certification opportunities have been incorporated as hands-on CTE content is not possible during distance learning.
- Kids Invent! was scheduled for May 19, 2020 but had to be cancelled due to March school closures. Professional learning for the event took place in February 2020.
- Design Science dual enrollment high school experienced some challenges brought about by the closure of Fresno City College campus.

Goal 4

All Students will stay in school, on tract to graduate

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Efforts to seek parent input in decision making **(Parent Survey)** District will promote parent participation in programs for English learners, foster youth, and students living in poverty District will promote parent participation in programs for individuals with exceptional needs Baseline 2015/16: 1. I feel welcome to participate at this school. 92.6% favorable (Agree or Strongly Agree) 2. School staff treats me with respect. 94.2% favorable (Agree or Strongly Agree) 3. School staff takes my concerns seriously. 89.9% favorable (Agree or Strongly Agree) 4. School staff welcomes my suggestions. 89.9% favorable (Agree or Strongly Agree) TARGET: 1. I feel welcome to participate at this school. 93% favorable (Agree or Strongly Agree) 2. School staff treats me with respect. 93% favorable (Agree or Strongly Agree) 3. School staff takes my concerns seriously. 90% favorable (Agree or Strongly Agree) 4. School staff welcomes my suggestions. 90% favorable (Agree or Strongly Agree)	Not Met 1. 92.88% favorable (Agree or Strongly Agree) Met 2. 94.31% favorable (Agree or Strongly Agree) Not Met 3. 89.94% favorable (Agree or Strongly Agree) Met 4. 90.16% favorable (Agree or Strongly Agree) (2018/19)

Expected	Actual
Student safety and connectedness as measured by the student survey **(Student Survey)** Baseline 2015/16: 1. There is a teacher or some other adult who really cares about me. 65% favorable 2. I feel like I am part of this school. 63% favorable TARGET: 1. There is a teacher or some other adult who really cares about me. 72.0% favorable 2. I feel like I am part of this school. 69.0% favorable	Not Met 1. 62.09% favorable Not Met 2. 57.69 % favorable (2018/19)
Student Suspension Rate **(California School Dashboard)** Baseline: 2015/16 Status: 6.4% (high) Change: -0.9% (Declined) LI: 6.9% (high) EL: 4.5% (medium) TARGET: **5.5%** **LI: 5.8%** **EL: 4.4%**	Not Met 7.00% LI: 7.40% (Not Met) EL 4.40% (Met) (2018/19)

Expected	Actual
Student Expulsion Rate **(Dataquest - CDE)** Baseline: 2014/15 Status: **0.2%** TARGET: **0.2%**	Not Met 0.21% (2018/19)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Student Peer Mentor Program Some low income and foster youth students exhibit irregular attendance which affects academic performance. • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Continuation of expansion from 2017/18 resulting in over 400 students served through the program • Mentors selected based on: o Submitting application	$0.5 Million (LCFF) $ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Services and Other Operating Expenses	$0.4 Million (LCFF) $ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Services and Other Operating Expenses

○ Interview ○ References ○ Counselor and/or teacher recommendations • Mentees selected based on: ○ GPA ○ Attendance rate ○ Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service-Learning Projects This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors. Supports are principally directed toward low income and foster youth students including student subgroups providing eligibility for Differentiated Assistance (African American & Foster Youth).		
Men's and Women's Alliance The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. • Self-management development correlates with longer-term outcomes such as higher-grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010) • The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher	$1.4 Million (LCFF) $ 0.3 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies	$1.2 Million (LCFF) $ 0.3 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies

• Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum • School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program o AVID trains educators to use proven practices in order to prepare students for success, especially students traditionally underrepresented in higher education Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students. Supports in this action are principally directed towards low income students and foster youth including student subgroups providing eligibility for Differentiated Assistance (African American and Foster Youth).	$ 0.5 Services and other Operating Expenditures	$ 0.4 Services and other Operating Expenditures
Social Emotional Supports Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. School based Social Emotional Support Specialists (Clinical Social Worker) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)	$3.8 Million (LCFF) $ 1.5 M Certificated Salaries $ 0.9 M Classified Salaries $ 1.3 M Employee Benefits $ 0.1 M Services and other Operating Expenditures	$3.4 Million (LCFF) $ 1.4 M Certificated Salaries $ 0.9 M Classified Salaries $ 1.1 M Employee Benefits $ 0.1 M Services and other Operating Expenditures

• Focus on providing social emotional interventions and classroom support at all comprehensive middle schools
 	
Resource Counseling Assistants
• Increase social emotional support to high need / priority middle schools
  o Provide conflict resolution, social skills and individual supports to students
 	
Elementary School Supports
• Continuation of three social workers added in 2017/18 to provide additional social emotional supports and interventions
• Three schools chosen based on high disadvantaged student counts, high crime rate, high counts of registered sexual predators. Below is the percentage of disadvantaged students at each school:
  o Hidalgo, 98.6%
  o Mayfair, 98.6%
  o Wilson, 95.3%
 	
Child Welfare & Attendance Specialist (CWAS) positions
 	
• According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom
  o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color
 	
• The following actions are implemented in order to decrease chronic absenteeism of low-income students
• Provide services districtwide and direct intervention at 29 high-need elementary schools		

• Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence Multi-tiered System of Support (MTSS) is a systemic, continuous-. improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, design to support their specific needs. Tier I: Universal interventions provided for all students. Tier II: Targeted short-term interventions provided to some students in a small group setting. Tier III: Intensive longer-term interventions provided to a few students usually in an individual, one-on-one basis. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions. Tier III (2018/19 Expansion): • Add nine positions to service school sites districtwide and provide site based behavioral analysis and support for student's preschool-second grade. • Add one school counselor to work directly with foster and homeless students in grades 8-12. • Partnership with Fresno County superintendent of Schools to support expelled students requiring intensive social emotional support.		

Tier II (2018/19 Expansion): • Add 18 Tier II Intervention Specialists (CWAS) positions to coordinate and provide interventions to students in need of Tier II support. Services include small group skill building, case management, goal setting and other direct supports • Add a Community Education Specialist to support the expansion of mentoring programs districtwide • Add Manager II to oversee the design, implementation, monitoring and supervision of Tier II services and personnel. The actions listed above will increase state and local assessment performance for low income students by increasing attendance and social emotional support. The actions listed above will identify and reduce the barriers to learning by providing targeted interventions, increasing student attendance and social emotional supports. Research shows that social emotional wellbeing has a strong positive impact on academic achievement. This action is designed to improve social emotional wellbeing contributing to increased performance in suspension and graduation rates for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).		
School Climate and Culture Expansion Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals	$7.8 Million (LCFF) $ 3.6 M Certificated Salaries $ 1.2 M Classified Salaries $ 2.3 M Employee Benefits $ 0.3 M Materials and Supplies	$7.1 Million (LCFF) $ 3.3 M Certificated Salaries $ 1.2 M Classified Salaries $ 2.1 M Employee Benefits $ 0.1 M Materials and Supplies

• School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • In alignment with the district's developing MTSS (Multi-tiered system of support), provide direction and support to staff to strengthen school climate, including integration of social emotional learning • Supports include: o Tier I –social emotional and behavior supports needed by all students o Tier II -student re-teaching targeted interventions for identified student groups o Tier III -intensive interventions targeted interventions for individual students Climate and Culture Specialist Positions (2018/19 Expansion): • Add 15 positions to build the capacity of and provide support to classroom teachers as they improve Tier 1 conditions and incorporate social emotional skill building into academic instruction • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide job imbedded professional learning opportunities for all staff, including teachers, noon-time assistants, paraprofessionals and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students • Support monthly staff participation on site-based Climate/Culture teams designed to improve classroom conditions, build community, and develop social-emotional literacy.	$ 0.4 M Services and Other Operating Expenses	$ 0.4 M Services and Other Operating Expenses

The actions above are provided to increase social-emotional learning and student performance on state and local assessments. These supports are designed to improve school climate, student-teacher relationship and student sense of belonging. Increased positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Improvements will contribute to increased performance in graduation rates. Research shows that exclusionary discipline has a negative impact on student academic performance. Increased time in front of engaging, high quality instruction will lead to improved achievement on state and local assessments for the student groups identified to receive differentiated assistance (African American, Foster Youth and Students with Disabilities)		
Restorative Practices / Relationship Centered Schools Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including those student groups identified for the State's Differentiated Assistance (African American, Foster Youth and Students with Disabilities). • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University	Total $3.5 Million $0.7 Million (LCFF) $2.8 Million (Title I) $ 2.2 M Certificated Salaries $ 0.9 M Employee Benefits $ 0.4 M Services and Other Operating Expenses	Total $3.6 Million $0.6 Million (LCFF) $3.0 Million (Title I) $ 2.3 M Certificated Salaries $ 0.9 M Employee Benefits $ 0.3 M Services and Other Operating Expenses

The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator • Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009) • Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Partnership with Fresno Pacific University Center for Peacemaking to provide Victim Offender Restorative Program (VORP) mediation and family group conferencing services for students involved in specific, first time, misdemeanor crimes committed on campus. Participation is in lieu of criminal prosecution • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided Student Voice / Relationship Centered Schools Campaign • Partnership with Community Based Organizations to promote relationship centered schools • Promoting student voice • Provide training to students and staff The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).		
Parent Engagement Investments Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local	Total $3.9 Million $ 2.3 Million (LCFF)	Total $3.6 Million $ 2.0 Million (LCFF)

assessments, and also demonstrate some of the lowest rates of parental engagement • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) Parent University: Empower, engage, and connect families to support student achievement • More than 40,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to support curriculum development, staff professional learning and academic counseling support for parents and families • Provide parent learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP engagement workshops, special education, English learners, nutrition, behavior and discipline workshops in English, Spanish, Hmong, Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Operating the District Parent Resource Center that includes a parent engagement training facility, recruitment call center, community resource center, and childcare enrichment training center, early learning enrollment, and volunteer fingerprinting • Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system	$ 1.6 Million (Title I) $ 0.2 M Certificated Salaries $ 1.2 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 1.6 M Services and Other Operating Expenses	$ 1.6 Million (Title I) $ 0.4 M Certificated Salaries $ 1.0 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 1.4 M Services and Other Operating Expenses

• Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions • Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops • Expansion of the parent learning team to support African American parent engagement three West Fresno Elementary schools • New parent technology to support ALTLAS Workshops and Student Scholarship opportunities • Implementation finger printing station at the Parent Resource Center to facilitate parent school volunteerism • Additional customer services support for the pre-school registration process. 2018/19 will include increased partnerships with the listed community-based organizations to reflect additional service levels to families of African American and Southeast Asian families: • Street Saints will increase delivery of culturally appropriate outreach and recruitment strategies to the African American Community. This expansion will include parent facilitation to serve King, Columbia and Sunset families. • The Fresno Center, previously known as Fresno Center for New Americans will expand service to Southeast Asian families in the McLane regions in addition to the current Sunnyside region families and our districts Khmer and Punjabi families. • In support of the district's partnership with the City of Fresno to support the restoration of 13 of our student community by building residential leadership capacity; Parent University recommends the conversion of two 3- hour Hmong Home School Liaison Positions to one 6-hour Hmong Community Liaison in support of the developments of this effort within our Southeast Asian resident families.		

Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low-income students.		
Expanded Student, Parent and Community Communication Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) • Community outreach campaign through English, Spanish and Hmong television to encourage community engagement and feedback, Parent University learning sessions, teacher recruiting efforts, student safety, early learning registration, attendance and student supports. • Maintain 11 monthly issues of the district's Building Futures publication reaching 150,000 homes • Fresno Unified Scholarship Banquet to celebrate and award scholarships given to graduating seniors • Update district website to improve accessibility for visually impaired Actions listed above will lead to increased low-income student performance on state and local assessments by informing and involving community, parents, and students.	$0.2 Million (LCFF) $ 0.2 M Services and Operating Expenses	$0.2 Million (LCFF) $ 0.2 M Services and Operating Expenses
High Quality School Site Health Services Fresno Unified School District's low-income students have limited access to health care and are some of the lowest performing student groups on state and local assessments.	$9.0 Million (LCFF)	$9.4 Million (LCFF)

• Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers • Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites • Expansion in 2018/19 includes 10 registered nursing positions • Expansion in 2019/20 includes two additional school nurses, a manager position and the conversion of health assistant positions to licensed vocational nurse positions Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.	$ 3.5 M Certificated Salaries $ 2.0 M Classified Salaries $ 3.2 M Employee Benefits $ 0.3 M Services and Operating Expenses	$ 3.6 M Certificated Salaries $ 1.9 M Classified Salaries $ 3.1 M Employee Benefits $ 0.3 M Services and Operating Expenses $0.5 M Capital Outlay
Mental Health Support Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments. • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students • Prevent unnecessary referrals for special education services	$ 3.1 Million (LCFF) $ 2.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.9 M Employee Benefits	$ 3.0 Million (LCFF) $ 2.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.8 M Employee Benefits

In 2017/18 five additional school psychologist positions were included to support this work. 2018/19 will include an additional five positions, meaning ten added over the last two years to support student needs. 2019/20 investment expansion will include an additional five school psychologist positions. Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students including subgroups providing eligibility for Differentiated Assistance (African American, Foster Youth and Students with Disabilities).		
Expanded Transportation Services Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low-income student engagement and improved performance on state and local assessments.	Total $ 2.0 Million $0.2 Million (LCFF) $1.8 Million (Title I) $ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 1.8 M Services & Other Operating Expenses	Total $ 2.0 Million $0.2 Million (LCFF) $1.8 Million (Title I) $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 1.7 M Services & Other Operating Expenses
Upgrading Access to Technology	$1.1 Million (LCFF)	$1.1 Million (LCFF)

Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms. • Support district technology through: o Integration of technology, instruction and learning o Field technology support at school sites o Professional learning to develop leader and teacher capacity o Computers for students and teachers o Technology infrastructure The actions above will ensure technology in use for low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.	$ 1.1 M Materials and Supplies	$ 1.1 M Materials and Supplies
Department of Prevention and Intervention • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions	Total $ 8.3 Million $ 5.9 Million (LCFF) $ 2.4 Million (Title I) $ 3.5 M Certificated Salaries $ 1.3 M Classified Salaries $ 1.8 M Employee Benefits $ 0.7 M Materials and Supplies $ 1.0 M Services & Other Operating Expenses	Total $ 6.4 Million $ 4.0 Million (LCFF) $ 2.4 Million (Title I) $ 2.9 M Certificated Salaries $ 1.1 M Classified Salaries $ 1.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.6 M Services & Other Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for to support Goal 4 were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of social emotional supports and the expansion of climate and culture supports. Student surveys (prior to COVID) indicated that only 62% of students feel there is a teacher or some other adult who cares about them. In addition. 57.69% of students feel like they are part of the school. In addition, the target for suspension rates was 5.5%, but the district suspension rate was 7% in the last reported year. On the onset of school closures and because students were at home, health data and information was unfolding quickly in the spring of 2020 and supports for outreach and communication with families became even more critical. The Parent University team pivoted quickly with the onset of the pandemic to create supports for families. Primary Language Specialists staffed the COVID-19 Call Center receiving over 23,000 phone calls in English, Hmong, and Spanish. Primary Language Instructional staff provided support to FLATS Call Center, receiving over 10,000 phone calls in English, Hmong, and Spanish.

Utilizing existing TV contracts in English, Spanish and Hmong, Communications shifted messages to include how students could access technology, free meals, and social emotional supports during shelter in place orders and school closures. Messaging would also include important updates around school surveys, reopening plans, the FUSD I Pledge campaign to virtually raise money for the district's scholarship fund and support seniors pursuing a post-secondary education. The billboard at Manchester Center and 41 supported Public Service Announcement campaigns and served as another touch point in reaching families with supports, including instructional supports through PBS, Exercise your Brain, eLearn at My School, Tutor.com, the COVID call center and the Family Learning and Technology Support Center.

As part of our overall communication plan, Peachjar graphics and flyers were designed in multiple languages to update families around everchanging conditions and supports. Flyer messages communicated free meal locations, technology distribution and support, social emotional supports, community resources, COVID safety practices, the COVID call center, senior celebrations, virtual town halls, Livestream conversations, school schedules, and reopening plans to name a few.

Parent engagement banners were expanded as were radio commercials to encourage families to update their ATLAS parent portals to ensure teachers/schools could reach them during distance learning and help students stay connected and actively learning. School sites added school closure banners at all sites providing contact information to families while schools were closed.

Prior to COVID, our Building Futures newspaper was a print publication and went to 150,000 homes. In response to COVID, the paper went to a 100% online tool, ending print distribution. The paper is now distributed on fresnounified.org, social media and Peachjar.

The pandemic and local health conditions caused the district to shift the annual State of Education scholarship fundraising efforts to a virtual run/walk event. The event launched a newly established campaign—I Pledge -- and raised $50,000 in corporate/community partner donations.

Social Emotional supports for students became critical as the stress and isolation of the pandemic impacted many students. Supports for the mental health of students remained a priority for Fresno Unified School District. Peer mentoring expanded services by incorporating an English Learner peer mentor support group in January of 2020. The group continued to meet after the onset of the pandemic. The peer mentoring model was also expanded to include the first high school to elementary peer mentoring group which included Edison High School and Kirk Elementary school. The team launched service-learning activities in January 2020 and the activities will resume next year.

The Men's and Women's Alliance team utilized data to recruit African American students and purchased a new digital curriculum called School Connect. School Connect provides 36 individual lessons to facilitate social emotional learning between mentors and mentees.

Social Emotional support services have been delivered virtually via Teams, telephone or other HIPPA compliant platform during distance learning. During distance learning, Clinical School Social Workers (CSSW) continued to provide mental health and counseling interventions virtually through telehealth. They have provided the following interventions to students:

971 students received an intake, psychosocial, and risk assessment

862 students received individual Counseling

103 received intensive Case Management

1,168 received supportive counseling

607 received Case management

225 received crisis intervention

The Clinical School Social Workers also provide Suicide Prevention training to both students and staff. Suicide awareness month is a time when all 8th and 10th grade students are presented the Signs of Suicide (SOS) curriculum go educate students on suicide awareness, depression, and community resources. After each presentation students have the opportunity to complete a form indicating if they would like to speak with a mental health professional about themselves or a friend. During distance learning there were 9,245 students who attended a SOS presentation. Of these students:

592 students requested to speak with a mental health profession for themselves

131 students requested to speak with a mental health professional about a friend

Resource Counseling Assistants (RCA) continue to provide interventions to students through referrals provided by the school sites and reviewing past suspension rates of students. They provide any conflict resolution, and lower level social emotional counseling to students as well as communicating with parents.

For the fall Semester the Child Welfare and Attendance Specialists continue to support sites as well as a focus on high needs elementary schools providing services to address chronic absence. During distance learning Child Welfare and Attendance Specialist (CWAS) continue to complete phone calls and when appropriate, home visits to educate parents on the compulsory attendance laws, community resources, and assist with any technology concerns. In addition, CWAS continue to facilitate social emotional groups via

Teams that include content on the importance of attendance and its impact on academic achievement. Due to the significant increase in chronic absence, the Attendance and SARB team will also be increasing focus on reviewing data of African American students identified as Chronically Absent and focusing efforts on providing increased interventions for these students and families

While School Psychologists remain committed to conducting special education assessments, focus shifted to partnering with staff from our department of prevention and intervention to provide comprehensive mental health supports to address the impacts of the pandemic including isolation, anxiety, depression, and familial risk factors. School psychologists and other support staff responded to Gaggle alerts which were triggered from monitoring of students use of technology to detect situations which could result in harm. On-call response teams were formed for around the clock response and protection for students. There has been an increase in the need for our mental health support staff to connect families to community resources, and the same staff responded to requests for support through a student survey. School Psychologists also increased time providing coaching to parents on behavioral interventions as some struggled to effectively manage their role in distance learning to support learning away from campus. There has also been an increase in parent requests for special education assessments which has resulted in more time observing students in virtual classrooms and ensuring academic and behavioral interventions are in place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to school closures in March, programs associated with Goal 4 were implemented as described in the LCAP.

Successes –

- Student mental health professionals quickly refocused to support students virtually after March 2020
- Tele-health and online referral services were available by the summer of 2020
- Fifteen school sites successfully transitioned High School/Middle School peer mentoring in a virtual environment in the summer of 2020
- Alliance team increased collaboration with Curriculum and Instruction to calibrate instruction and professional learning
- Parent University staff flexed as necessary to create support networks for families in terms of call centers and customer service

Challenges -

- Most support services, normally conducted in person, had to be executed virtually.
- Initially there were challenges with technology as staff and families struggled to receive communication
- Childcare was also a challenge for many families and the Department of Prevention and Intervention provided referrals, as necessary.
- Restorative Counselors shifted during virtual learning to provide more social emotional supports, as campus conflicts were not prevalent in a virtual learning environment.
- The Alliance Career / Job Readiness initiative was postponed and will launch at a later date
- School Culture had to pivot and redesign professional learning, which was challenging given the nature of the topics, but the resulting virtual formats were able to reach a broader audience.

Goal 5

Contributes to all Fresno Unified School District Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
See Metrics / Indicators above for each of the four district goals	See Metrics / Indicators above for each of the four district goals

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School Site Allocations to be Prioritized by each School's Site Council The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth	Total $29.6 Million $ 20.4 Million (LCFF) $ 9.2 Million (Title I) $ 6.6 M Certificated Salaries $ 3.9 M Classified Salaries	Total $23.0 Million $ 17.3 Million (LCFF) $ 5.7 Million (Title I) $ 6.3 M Certificated Salaries $ 3.4 M Classified Salaries

• Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the	$ 4.1 M Employee Benefits $ 7.9 M Materials and Supplies $ 7.1 M Services and Operating Expenses	$ 3.8 M Employee Benefits $ 4.5 M Materials and Supplies $ 5.0 M Services and Operating Expenses

outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.		
Supplemental Student Supports Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o Teachers meet in subject specific or grade specific accountable communities and analyze data; for low income, English learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers o RTI is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning	Total $31.2 Million $ 11.6 Million (LCFF) $ 19.6 Million (Title I) $ 12.1 M Certificated Salaries $ 5.8 M Classified Salaries $ 11.5 M Employee Benefits $ 1.0 M Materials and Supplies $ 0.8 M Services and Operating Expenses	Total $28.3 Million $ 9.6 Million (LCFF) $ 18.7 Million (Title I) $ 10.8 M Certificated Salaries $ 6.0 M Classified Salaries $ 10.2 M Employee Benefits $ 0.6 M Materials and Supplies $ 0.7 M Services and Operating Expenses

○ The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers” ○ The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in one academic year (Hattie, 2010) • Early Childhood Classroom Aides ○ Supporting early learning classrooms to improve low income students’ performance in reading by third grade • Counselors ○ Experience has shown Fresno Unified School District’s low-income students have limited access to college and career information, therefore school counselors are utilized at a higher rate ○ Added 5 additional counselors for 2017/18 to support middle schools ○ 2019/20 investment expansion will include an additional nine academic counselors to reduce student to adult ratios at middle and high schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District’s unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.		
Central Office Administration • Board of Education • Superintendent • Communications	$ 4.7 Million $ 0.2 Million (LCFF) $ 4.6 Million (other revenue) $ 0.5 M Certificated Salaries $ 2.1 M Classified Salaries	$ 4.8 Million $ 0.0 Million (LCFF) $ 4.8 Million (other revenue) $ 0.6 M Certificated Salaries $ 2.2 M Classified Salaries

	$ 1.1 M Employee Benefits $ 0.4 M Materials and Supplies $ 0.6 M Services and Operating Expenses	$ 1.2 M Employee Benefits $ 0.4 M Materials and Supplies $ 0.5 M Services and Operating Expenses
Administrative Services • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grants Office	Total $10.2 Million $9.1 Million (LCFF) $1.1 Million (Title I) $ 0.4 M Certificated Salaries $ 4.1 M Classified Salaries $ 2.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.0 M Services and other Operating Expenses	Total $10.1 Million $ 4.1 Million (LCFF) $ 6.0 Million (Title I) $ 0.5 M Certificated Salaries $ 4.2 M Classified Salaries $ 2.4 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.9 M Services and other Operating Expenses
Operational Services • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	Total $138.7 Million $ 129.3 Million (LCFF) $ 9.4 Million (Other Revenue) $ 46.4 M Employee Benefits $ 42.2 M Materials and Supplies	Total $141.8 Million $ 130.0 Million (LCFF) $ 11.8 Million (Other Revenue) $ 48.2 M Classified Salaries $ 29.1 M Employee Benefits

	$ 37.5 M Services and other Operating Expenses $ 9.3 M Capital Outlay $ 3.3 M Other Expenses	$ 7.7 M Materials and Supplies $ 33.1 M Services and other Operating Expenses $ 17.0 M Capital Outlay $ 6.6 M Other Expenses
Other Expenses • Health contribution • Retirement	Total $32.8 Million $ 1.8 Million (LCFF) $ 31.0 Million (STRS) $ 31.0 M Employee Benefits $ 1.8 M Other Expenses	Total $39.0 Million $ 1.8 Million (LCFF) $ 37.2 Million (STRS) $ 37.3 M Employee Benefits $ 1.8 M Other Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for to support Goal 5 were not fully implemented due to school closures during the pandemic. Savings primarily existed in site funds planned for by each school's School Site Council as 22% of these funds went unspent by the end of the year. With quick, unplanned school closures, many schools found that some site funds were not spendable. In addition, schools that had placed orders for additional, supplemental technology in the Spring of 2020 were not able to get all orders filled. In response to this, Fresno Unified School district made the decision to allow schools to carryover some funds from the 2019/20 school year into 2020/21. Staff worked with schools to reassess student needs in light of the pandemic and adjust spending plans over the summer to support a distance learning model for the school year. Schools were able to refocus site funds on needs articulated by parents, students, and teachers at their school sites. About 84% of schools increased investments in technology as a result of the emerging pandemic. Schools also invested in teacher supplies (about 18% of schools), parent outreach supports (24%) and mental health supports (8%).

Most funding for supplemental student supports was spent as planned because these are all key positions in the district. Fresno Unified Instructional Coaches started the 2020-2021 school year in support of Distance Learning with virtual learning opportunities and virtual

coaching. Instructional Coaches led the professional learning for teachers during the Virtual New Teacher Conference (414 participants), the Virtual Super Week that included a Virtual PL Summit (14,000 unique registrations and 2,861 teachers), Buyback Day (all sites) , and 2 Institute Days (all sites). Intervention teachers, instructional coaches and lead teachers helped support and collaborate with teachers as they navigated a new way of teaching and learning. Virtual coaching took place individually, in professional learning communities, and in whole staff learning sessions. Instructional Coaches utilized digital resources to provide support to sites, including digital curriculum, Fresno Unified's Instructional Practice Guide, the Nearpod platform and other helpful tools. Virtual coaching activities support a teacher's or team's short and long-term goals in the following ways: modeling or co-teaching virtual instruction, collecting observation and providing feedback on virtual instruction, holding virtual planning sessions, sharing resources & strategies, and partnering with new teachers to complete virtual induction coaching cycles.

The Instructional Lead Teachers play a critical role at the site in identifying and addressing student needs through analyzing data, establishing goals, implementing appropriate strategies to address needs, and monitoring implementation and impact. They serve as site leadership and facilitators of their grade level/subject area collaborative teams. Their role has become even more critical in the 20/21 school year, as teams have navigated the needs of students and staff through the shift to distance learning. The Instructional Lead Teachers have been key in helping to identify appropriate data to collect and analyze and in determining necessary training for staff to meet the needs of students. This summer, the district purchased the Distance Learning Playbook for all administrators and teachers. In August prior to the start of school and again in Quarter 2, the author, Doug Fisher, led professional learning on distance learning to over 2500 teachers and leaders. Instructional Lead Teachers have been critical team members for sharing learning and supporting other teachers at their sites with best/emerging practices for distance learning.

During the pandemic, Early Childhood paraprofessionals have been working collaboratively with the teachers on a daily basis. The Para's collaborate in the planning and delivering daily distance learning lessons and connectivity with children and families in multiple languages. Classroom Para's were provided a technology device to support their distance learning work with children. In addition, they have access to ongoing support on usage of technology. Paraprofessionals were and continue to be provided with professional learning on distance learning and best practices in child development.

School Counselors have continued to provide academic, career and personal-social support to students throughout the period of distance learning but have shifted to providing critical services virtually to students and families. Counselors have leveraged the use of digital tools, including our district partnership with the California College Guidance Initiative and their platform, CaliforniaColleges.edu to ensure successful completion of California Community College (CCC), California State University (CSU) and University of California applications. Over 2000 students have completed one of more CCC application and nearly 1700 students have completed one or more CSU application so far this school year. School Counselors are guiding students through use of the Xello platform to provide career exploration options to students and provide 1:1, small group, and grade level advising to students, outside of their classroom instructional time. School Counselors serve as an initial point of identification and response when students are experiencing social emotional concerns.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The quick onset of the pandemic created many new and unanticipated student, staff and family needs that required quick planning and execution. Examples include food delivery, communication with families, distribution of technology, the acquisition of Personal Protective Equipment, and the cleaning and sanitation of facilities. Most Fresno Unified School District staff had to quickly pivot but the demand for altered methodologies immediately impacted the Operational Services team.

Successes –

- Working quickly with school sites over the summer of 2020 to reimagine and reprioritize site funds for distance learning.
- Recreating professional learning and coaching in a virtual environment. The virtual environment created more opportunities because of reduced downtime for travel to school sites.
- Quickly developed resources and training to prepare for the possibility of distance learning by subject area

Challenges

- Navigating coaching teachers in a virtual environment; which while efficient, does not create the same level of trust
- Operational challenges including transportation, food distribution, facilities cleaning and security

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff	$1,962,537	$3,664,294	N
Cleaning and sanitation supplies to enhance health and safety measures for students and staff	$1,377,700	$2,009,090	N
Plexiglass and necessary configurations of student and staff workspace to ensure health and safety	$513,987	$2,254,223	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included $198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or $2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The biggest barrier to in-person instruction for the 2020/21 school year was the trajectory, volatility, and unpredictability of health metrics, which made planning for in-person instructional offerings challenging. Early in August, planning began for in-person instruction for Special Education and English learner students as needed. The week of September 29th, in-person mental health and social-emotional support services for students for whom online services are not conducive/appropriate. Also, in-person 'soft-landing' supports for English learner Newcomer students, including translation services, out-of-country transcript support, Rosetta Stone and L1 content glossaries, connection to school and community resources. Small cohorts of students (10 to 20 foster youth, special education, English learner or other students struggling to access digital learning) participated in classroom instruction at each school on October 12, 2021. In addition, in-person Designated Instructional Services, provided to students with the most acute needs. DIS includes Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Speech Language Pathologists, Orthopedic Impairment, Visual Impairment, Deaf & Hard of Hearing, Assistive Technology, Orientation & Mobility, Adaptive PE, and Audiology--as outlined in student IEPs. Cohorts expanded the week of November 2nd. Elementary schools had up to two cohorts and secondary schools had up to four cohorts. Elevated case rates forced cohorts to close from December break to February 15th. The cohorts resumed February 22nd. March 8th began Monday in-person targeted supports. As health metrics improved, the option of in-person instruction in a hybrid model was made available for all students to return in April 2021 for two days a week.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
#1 Students living in low socio-economic circumstances lack equitable access to learning materials, including books, and other stimulating materials to create a positive literacy environment (Bradlley, Corwyn, McAdoo, & Garcial Coll,	$2,131,175	$3,361,560	Y

2001; Orr, 2003). This action provides resources above baseline instructional supply levels to address these gaps based on identified student and teacher need to provide supplemental materials in support of the district's distance learning program. Additional resources will equip students with the supplemental resources needed to address impacts of learning loss for students living in low socio-economic circumstances. Access to resources at home has been affected for families/guardians resulting from depressed economic activity related to the pandemic.			
Students living in low socio-economic circumstances frequently face challenges to participate in extra-curricular or co-curricular activities. This can negatively affect a student's sense of school connectedness. Often the cost of equipment, camps and other items create barriers for their participation. This action commits resources that allow students to have access to virtual field trips, music equipment/instruction and the ability to participate in practice or athletic events when deemed safe to do so. Modifications made allow for these experiences to continue during a remote learning environment, with a focus of providing enriching opportunities for students, where research has shown students are more likely to engage in healthy behaviors and have a greater sense of school connectedness as a result.	$27,719,453	$26,224,596	Y
Students living in disadvantaged circumstances lack equitable access to learning resources and experiences beyond the instructional day. These resources and experiences help to enrich a student's educational experience and provide opportunities for closing learning and performance gaps that have been compounded by the effects of the COVID-19 pandemic. This action will provide resources such as learning software, tutoring licenses, access to instructional content through Public Broadcast System (PBS) and other digital experiences to help provide a well-rounded educational experience. These supports will have meaningful impact in addressing the effects of the pandemic by addressing the resource barriers and additional needs students have.	$14,570,372	$3,666,876	Y
Students living in low socio-economic circumstances lack the supports to ensure a successful transition to college and career opportunities upon graduation. Prospective college students from low socio-economic circumstances are less likely to have access to informational resources about college (Brown, Wohm, & Ellison, 2016). A study also showed that individuals from socio economic backgrounds generally had less career-related efficacy	$7,432,741	$7,742,345	Y

when it comes to vocational aspirations (Ali, McWhirter, & Chronister, 2005). Also, those from higher social class backgrounds tend to be more successful in developing career aspirations and are generally better prepared for the world of work because of access to resources such as career offices, guidance counselors, better schools, high level “social actors,” and familial experience with higher education (Diemer & Ali, 2009).Lastly, compared with high socio economic counterparts, young adults from low income backgrounds are at a higher risk for accruing student loan debt burdens that exceed the national average (Houle, 2014) Academic Counselors will support middle and high school students with proper course assignments and access to pertinent college and career information. These actions will help provide students increased awareness of how to access helpful information, including financial assistance opportunities, along with planning assistance to prepare for them entry to a college or career.			
Students living in disadvantaged circumstances generally do not have reliable access to technology to support their learning needs which becomes critical in a distance learning model. This action supports the purchase of additional learning devices and access to internet connectivity for students and staff. These devices principally benefit low-income, English Learners, and Foster Youth students, for whom the lack of this equipment would exacerbate the challenges for optimizing learning.	$16,692,139	$23,260,619	Y
Students living in disadvantaged circumstances have particular barriers in their educational experience, which require teachers to be will equipped in providing effective instructional and intervention strategies aimed at improving outcomes. This action provides professional learning opportunities for veteran teachers through continued learning. Course content will be oriented towards teaching through new digital teaching platforms, supporting the unique needs of English Leaners, and social-emotional support for students living in poverty. Through continued and targeted learning, teachers will be more effective and highly skilled in addressing the effects of the pandemic for these students and the specific barriers they face in a distance learning model.	$1,217,712	$1,221,445	Y
The role of campus safety staff has been adjusted to support other needs given that campuses are closed to students. Many of the needs currently being addressed by campus safety staff, such as food insecurity and technology challenges, are particularly burdensome for families living in poverty. Examples	$11,306,642	$10,744,787	N

of how campus safety staff support other activities include meal and technology distribution and assisting with district help desk calls for families and students.			
This action will support the supplemental needs for students that are English Learner's (ELs). Identified needs include access to supplemental materials, effective teaching strategies to support the barriers of not speaking English as a primary language and effective engagement with families/guardians to support learning. Resources include professional learning, instructional coaching and academic planning support for teachers and leaders to address the needs of ELs. Learning also includes effective strategies for engaging with parents, and how to offer language support in virtual/digital formats. Additionally, the ongoing monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students are supported by strategies developed through the School Plan for Student Achievement, rooted in data driven decision making. Resources also support the virtual transition for district dual language immersion programs which remove barriers for Els while providing access to core curriculum. Action resources will meet the needs of students by adjusting strategies and interventions to accommodate virtual learning and address learning loss that has occurred. Resources will also help engage and inform families/guardians of new and different ways they can support their students learning in a distance learning model.	$16,717,541	$14,900,627	Y
Most recent data for foster youth in the state of California indicates that they have higher chronical absenteeism, higher suspension rates, and lower academic achievement in both English Language Arts and Mathematics. Challenges inherent with distance learning can be magnified for marginalized groups. This action is principally directed in supporting students living in Foster Care or who are homeless and will enable virtual emotional wellness checks and social emotional intake assessments via telehealth services or a HIPPA compliant video platform, resulting in providing critical services and supports. The resulting effect of these supports will lead to increased student engagement, attendance and improved academic performance.	$1,833,897	$1,855,004	Y
Students living in disadvantaged circumstances require additional support and interventions to ensure equitable instructional access through robust distance learning and designed to meet individualized needs. Through response to intervention and the multi-tiered system of support, this action provides teacher time to support early interventions of individualized student needs at the earliest	$2,686,754	$3,094,974	Y

possible opportunity, improving student academic and social-emotional competencies.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included $198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or $2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

For instructional supports, much was unknown at the writing of the LCP about the types of instructional supports that would be needed. In fact, at the beginning of the pandemic there were additional assumptions for needed instructional supports, that did not come to fruition due to a delay of returning to school. Actual supports needed were largely technology based. Additional Allocations were made for necessary technology and included funding for devices, hotspots, keyboards, etc. as well as a FLAT Center to support student and family technology needs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes:

Fresno Unified School district was able to provide consistent distance learning instruction to all students for the 2020/21 school year.

The quality of online instruction was enhanced with new tools like Nearpod, which created quality, interesting interactive experiences for students.

Options for families, in the form of a simultaneous teaching model, became available in April

Challenges:

Varying health metrics as well as shifting state and federal guidance made planning for distance learning challenging for the 2020/21 school year.

While some students excelled in online learning, other students struggled with learning in a virtual environment. When safe, attempts were made to bring students struggling with online learning back to school in small cohorts.

Access to Devices and Connectivity:

Success:

The move to full-time distance learning in March of 2020 accelerated the planned move to a 1:1 district, where each student has a device for use in the classroom and at home/off-campus. Beginning in the spring of 2020, devices previously used in the classroom were repurposed to 1:1 devices and provided to students for distance learning. In order to provide all 74,000 students with a district-issued device for the 20/21 school year, 24,000 additional laptops and 10,000 tablets were purchased and distributed to students.

With students attending class remotely, parents and students required new, additional supports for devices, connectivity, and applications. The Family Learning and Technology Support (FLATS) center was created to provide these supports. Three physical sites on school campuses were opened, with customer service staff and tech support specialists brought in to assist families. The 10 members of the FLATS staff respond to 500-1,000 calls and emails each day, as well as provide in-person replacements for lost, broken, or malfunctioning devices.

Hotspots were made available to students based on partnerships with two foundations: Sprint's 1 Million Project and T-Mobile's Project 10 Million, supported by district funding to provide sufficient bandwidth for online learning activities.

Challenges**:**

Repurposing classroom technology, purchasing new technology and distributing devices to students learning at home in a short window took significant funding and staff coordination to execute for the start of school.

Student devices require reliable internet connectivity as a necessary condition for distance learning. For students in SE/SW Fresno where strong hotspot cellular service is not consistent, a private LTE network is underway with radio/antenna placement at school sites, in conjunction with consumer premise equipment (CPE) in the student's home

Pupil participation and Progress

Successes:

Fresno Unified developed processes for both capturing engagement and participation during online learning and responding when students were not engaged or not participating. Teachers took attendance daily to capture student engagement in live or "synchronous" sessions using Fresno Unified School District's ATLAS student information system. This approach allowed for quick district and site support and response along with family supports for students who were not engaging in online learning.

Teachers assigned adopted curriculum, assessments, assignments, and digital resources/apps for students' asynchronous engagement.

Teachers also indicated where internet access or devices were required so appropriate supports could be provided to students. This data was stored in the student information system.

To maximize an effective response and support system, Fresno Unified continued to expand its system of data analytics. Fresno Unified School District combined its use of data from its student information system along with other analytics including engagement time within Teams, use of digital resources through Clever, and student learning from i-Ready.

Fresno Unified School District was one of the first educational systems globally to have access to Microsoft's Edu Systems Analytics that showed time spent daily per student in Teams Meetings, Communications and Assignments. From the district's partnership with Microsoft emerged analytics for teachers and school leaders built into Teams - Insights for Teachers and Insights for Leaders. These data dashboards provided indicators of student participation and engagement.

Similarly, the district partnered with Clever in the spring of 2020 to develop a daily digital participation record indicating if a student had visited one of the district's adopted digital learning resources/apps like Houghton Mifflin Harcourts' GoMath, McGraw Hill Wonders, or Khan Academy.

Challenges:

The abundance of data around engagement and attendance indicated that most students were not appropriately engaged in online learning.

Distance Learning Professional Development

Successes:

Plan for distance learning professional development was created and executed in a very short window of time

Plan intentional, instructional approaches to include demonstration, collaboration, coaching and feedback, and independent practice

Current technology supported effective implementation with the addition of quality student headsets with microphones, teacher blue tooth headsets, web cams, and a connection hub

Training provided to teachers, classified staff and substitutes

Initial training focused on tools, like Microsoft Teams and Nearpod

A key component of the planning needed to include surveys of teachers so that the learning was tailored to teacher needs.

Efforts were made to accommodate scheduling by recording sessions and allowing teachers to access as their schedule permitted.

Challenges:

Video, visuals, and audio become critical, especially in support of collaboration

Ensure technology supports high quality instruction

Experience to understand technology tools is critical, so technology is not “in the way”

Opportunities needed to be created to check for understanding using digital resources for both in person and online

Challenges existed in ensuring access appropriate technology (and software) and the pacing of necessary updates to technology.

Staff Roles and Responsibilities

Successes:

Most staff executed their normal roles but utilized different techniques in the distance learning environment.

Staff pivoted as necessary to minimize negative impacts of distance learning for students.

Maintained positive and productive relationships with labor partners,

Instructional Coaches demonstrated lessons virtually, with several teachers at one time, eliminating travel time and multiplying the teachers supported.

Professional learning videos and recorded sessions enabled an expanded library of ideas and supports for teachers that can be accessed when needed.

Created a Principal’s Advisory Group to better vet the impacts of decisions on schools and staff

Efficiencies created by a virtual environment in the areas of professional learning and coaching.

Challenges:

Instructional coaches and teachers on special assignment found that more time was required to build trust and repour with both teachers and students.

Teachers in general found that building relationships with students took more time and effort online.

Negotiations with labor partners were ongoing in 2020/21 as discussions about in-person and online roles and responsibilities required careful planning.

Flexibility was required by campus safety staff as they were deployed to different school sites and had altered roles and responsibilities.

Supports to Pupils with Unique Needs

Successes:

Some students with exceptional needs excelled in distance learning while other students struggled in this environment.

Staff was successful utilizing technology to reach student in creative ways and collaborated well with each other to build on proficiency.

Families also became more engaged in their student's day to day learning as they were often in proximity as the learning was happening in homes.

Related services such as Speech Therapy, Occupational Therapy, Physical Therapy, etc. were provided via remote learning to the greatest extent possible with providers being very creative in their planning and equipment use. Some targeted students who could not benefit from remote services were provided in-person one-on-one services within all health and safety guidelines.

Challenges:

Some students with exceptional needs excelled in distance learning while other students struggled in this environment.

Some services are extremely difficult to provide remotely such as behavior therapy, physical therapy, etc.

Student learning was helped by district efforts to provide internet connectivity to all

In general, student with moderate to severe disabilities did not respond well to learning received from the computer screen

In general, student with moderate to severe disabilities did not respond well to learning received from the computer screen.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students living in disadvantaged circumstances are at high risk of learning loss due to the pandemic's effects on the learning environment. Therefore, it is critical to have systems in place helping to discern the level of learning loss and progress made throughout the year in closing these gaps. Monitoring student participation and progress will be done by utilizing digital tools: Adaptive online programs to monitor pupil progress with English Language Arts, English Language Development, and Mathematics. Monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the English learners, foster youth or students living in poverty are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes.	$5,805,432	$5,975,730	Y
Students living in disadvantaged circumstances require additional supports and interventions to address learning loss. Schools, and groups of students at schools, often have particular needs that are illuminated and addressed locally through school site planning. Through assessment of local performance data aided by district analytical tools, schools detail the needs and strategies for addressing learning loss experienced and impacted by the pandemic. School site councils, individual to each school site, work to develop and inform planning of the School Plan for Student Achievement to address identified needs and gaps for their English learners, foster youth and students living in poverty. Site specific plans must also address the needs of the school's English Learners. These site-specific actions work to identify and address performance gaps that exist through targeted supports and interventions to be provided virtually. Plan development is supported by collaboration of district departments, who also work to review and approve each plan to ensure action planning is rooted in improvement science and meet the needs of students living in disadvantaged circumstances.	$18,295,787	$18,856,224	Y

Students from low socio-economic families enter high school with average literacy skills 5 years behind those of high-income students (Reardon, Balentino, Kalogrides, Shores, & Greenberg, 2013). In addition, English language learners, foster youth and students from low socioeconomic circumstances all perform behind the district average in English language arts and the mathematics according to 2019 California School Dashboard data. These students are at risk of falling further behind due to the impacts of the COVID-19 pandemic. The Designated School model continues to increase the instructional day by 30 minutes, adds up to ten additional professional learning days for teachers and provides an additional certificated staff member at each school. These action elements target supports to help address barriers faced for these students at the 41 schools identified as having the highest population of disadvantaged students. These resources will address the needs of students by providing extended time to accelerate learning and close the gap of learning loss resulting from the pandemic.	$20,026,770	$21,160,860	Y
According to Corwyn, McAdoo, & Garcia-Coll, 2001 and Orr, 2003, Lower socioeconomic households have less access to learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment. Additional supports and learning opportunities, including tutoring help address the learning loss that has occurred for the district's disadvantaged student population. To supplement the lost instructional time, after school and summer school offerings will target gaps identified for students. These additional offerings will help address the needs of students by adding and building on the instructional day that all students have access to throughout the daily school schedule. The additional learning will assist in addressing learning loss that has occurred.	$14,646,167	$12,478,200	Y
Independent study options are important in the current distance learning environment because some families require flexible scheduling and students need opportunities to make up lost instructional time. This flexibility can be even more important for families living in low socioeconomic circumstances. This action will	$915,646	$1,324,215	N

address learning loss and support students unable to attend the regular day through an independent study model			

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included $198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or $2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Expenses originally budgeted for Saturday Academy and Extended Day Programs did not come to full fruition resulting in savings.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

Several tools to assess pupil learning loss including i-Ready reporting, “Signals” of student engagement, Microsoft Clever analytics – (single sign on system allows students to digitally access all curriculum, and allows engagement tracking through logins and use), Microsoft Teams analytics (allows tracking to see how students are participating in live sessions, digital assignments, and interactions online) and ATLAS analytics

All students were provided with a device and access to wi-fi if needed so they could be in distance learning with teachers.

Contracted with Tutor.com to provide students in K-12 a virtual on-demand tutoring in any area students needed help in.

Provided teachers and students with digital curriculum that provided students with more practice opportunities and teachers with analytics to see where students still needed help in addressing standards.

Provided more online books to students through Sora and provided teachers with analytics to assure students were building literacy skills during this time.

Challenges:

Connecting 100 percent of students digitally was an early challenge as well as distributing devices to all 74,000 students in FUSD

The decrease in time that students have had in school in comparison to previous years.

Teachers struggled to engage students in distance learning as many students have opted to keep their cameras off.

Student D and F rates have increased throughout this school year by more than 10% points.

Efforts to address Pupil Learning Loss:

Digital curriculum analytics have shown that students are more engaged in the student learning practice opportunities in English, Math, Science, and Social Science. Microsoft analytics have shown an increase in student engagement while in session with teachers. Sora analytics have shown an increase in students reading independently.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

The district provided a wide array of social emotional supports to students and families during distance learning. The Department of Prevention and Intervention and the Special Education Department designed a coordinated social emotional services model through creation of Regional Social Emotional Support Teams, which served approximately 5,500 students and their parents/caretakers. Clinical School Social Workers, Psychologists, Restorative Practices Counselors, Behavior Intervention Specialists, Intervention Specialists, and other social emotional support staff worked together in this new model. Staff shared virtual and community resources; discussed student and family needs and maximized the delivery of social emotional supports during this unprecedented time.

Social emotional support providers adapted to best meet the social emotional needs of students during the pandemic through wellness check-ins, mentoring, supportive counseling, mindfulness interventions, group counseling, individual mental health services and parent learning/support groups. To strengthen the ability to meet the social emotional needs of our students we were able to:

- Develop a crisis response protocol for students with immediate needs.
- Create and implement an online social emotional support referral (English, Spanish, Hmong) for students, families and staff to discreetly request support.
- Enter into partnership with CareSolace to connect students/families to community based mental health or substance use treatment services.
- Our practitioners had a targeted focus on students entering the 7th and 9th grade, as well as those in residing in motels, shelters and foster care. Recognizing that some students may reside in living situations that are not conducive to telehealth services, our practitioners were able to deliver in person counseling and social emotional interventions when needed.

Challenges:

Difficulty to read body language/mannerisms via telehealth

Some students don't want to have their cameras on, as they don't want the social worker or counselor to view inside their home. This makes it challenging to see the student's facial expressions etc.

Many students are less likely to reach out and request assistance via email, as opposed to stopping by the social workers office to ask for help.

Often, a lack of confidential space in the student's home where they can confidentially receive counseling.

Group counseling in virtual setting is especially challenging as the students can't interact & empathize in the same manner as they would in an in-person group session.

Some students don't have access to reliable internet to facilitate telehealth services.

"Zoom fatigue". The social workers make every effort to not pull the students from class and to meet after school or during lunch, but many students lose motivation to participate virtually.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Success:

Providing Communication and establishing connections in family's home language: All family learning opportunities were offered virtually in English, Hmong, and Spanish at various times to address family distance learning commitments

Transitioned all Parent University family learning curriculum to web-based learning through Microsoft Teams platform

Transitioned community partners to virtual family learning using Zoom platform and Facebook Live platforms for English, Hmong, Spanish, Lao, and Mixteco speaking families

Establishing connections with families and addressing family technology and connectivity: Primary Language Instructional Specialist staffed the COVID-19 Call Center receiving over 23,000 phone calls in English, Hmong, and Spanish

Primary Language Instructional staff provided support to FLATS Call Center, receiving over 10,000 phone calls in English, Hmong, and Spanish

Supporting Attendance Intervention: Parent University alongside other district leadership partners established the African American Student Chronic Absenteeism Attendance Action Team. Build connections with site leadership to identify families, conduct home visits, and exchange in culturally proficient two-way communications to address absenteeism challenges and nurture healthy attendance practices with African American families.

Family supports have included the following at the pilot school sites (Anthony, Heaton, Homan, and Lowell)

Challenges:

Family digital literacy challenges

Navigating virtual platforms were challenging for staff and families

Understanding new technology equipment (Hotspots, internet connections, etc.)

Challenges meeting the translation needs of families as the volume of communication from school to home increased

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Food Services department worked with the Communications department to create meal passes to be distributed to all enrolled children to ensure the integrity of the meal program.

Since the district had made the decision early on to not only feed eligible children but to also feed needy adults, no one has been denied a meal when schools closed on March 13th, 2020.

Since school sites closed on March 13th, 2020, the Food Services department has served over 11 million meals. Many partnerships were made during this time to help support meal service and access to meals for the community of Fresno. Over 1 million of the 11 million meals served went to needy adults. A partnership with the City of Fresno helped support a portion of the adult meals served during this time.

During distance learning extensive outreach was in place to engage our neediest students. Food Services began providing home delivered meals in June of 2020 to students with disabilities whose families were unable to pick up meals from our meal distribution sites. Albertsons Companies Foundation provided a grant for $100,000 to purchase two additional vans to allow for expansion of home delivered meals.

Two local non-profits, Live Again Fresno and Marjaree Mason Center have been receiving meals daily from distribution sites. The children and families served by these organizations rely heavily on daily meals while school is in session and would otherwise be unable to access meals during distance learning.

No Kid Hungry provided two grant opportunities to ensure access to meals over Spring Break 2020 and a safe reopening of schools. A $109K grant was awarded to serve meals every day of Spring Break 2020. This paid wages for staff that were working on non-contracted days.

A $160K grant was awarded in December 2020 to support a safe reopening of schools with contactless point of service equipment for our middle and high school sites. This will allow for multiple meal service locations on a campus and maintain the integrity of the meal program.

Since March 16th, 2020, Food Services has provided meals Monday through Friday including all holidays. In November 2020, Food Services began providing breakfast and lunch meals for the weekends as well, and students and the children of community have had access to a breakfast and lunch every single day.

On April 6th, 2021 Fresno Unified will reopen their schools to all children in a hybrid model. Students participating in distance learning will be able to receive a breakfast and lunch at their nearest school site daily between 7-8am. Students on campus will be served breakfast and lunch at their scheduled mealtimes. All safety protocols will be followed such as physical distancing, hand washing, hand sanitizing, and mask wearing. Masks can be removed while eating but must be worn when receiving meals and entering or exiting the cafeteria. Additional seating will be available around campus or at outside tables.

Challenges:

Over 70 USDA waivers related to child nutrition were released over the past year. Navigating the frequent changes at the state and federal levels.

Motivating staff and working through fears associated with the pandemic while requiring staff to be essential workers providing meals directly to the public.

Early in the pandemic there were food chain supply issues as all school districts transitioned to grab and go meals. Vendors had challenges providing the necessary menu items. With federal waivers and several menu changes we were able to ensure that all meal distribution sites had food to serve daily.

Tracking adult and child meals separately to ensure only meals served to eligible children were claimed for reimbursement.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Health Services staff will provide identification, intervention, referral and follow-up with students, in need of mental health services, which will include video conferencing with students and parents to support addressing any health concerns	$4,387,129	$6,435,094	N
Mental Health and Social and Emotional Well-Being	Low socioeconomic status and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). In addition, toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Lastly, perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). This action includes virtual supports, including student access to school psychologists, for students and educators to promote a positive distance learning environment through	$22,135,514	$22,191,636	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	social emotional learning and classroom community building and bullying prevention. Direct services to students are provided virtually and include small group social emotional skill building and mentoring as well as intensive individualized mental health counseling and behavioral intervention. This action will help address the needs by providing supports targeting the effects of trauma resulting from the pandemic. Additionally, students will be provided with new skills required to interact in a virtual learning environment in a healthy and meaningful way.			
Pupil and Family Engagement and Outreach	Supporting connections and communication with parents and students through media, online supports, print publications and other strategies. Resources will assist with navigating the requirements of the distance learning model and supporting needs for families and students.	$2,172,288	$2,267,058	N
Pupil and Family Engagement and Outreach	Students living in disadvantaged circumstances are at risk of becoming disengaged from the educational experience which becomes even more challenging in a virtual learning environment. High School Reengagement Center Teachers are providing individual and small group behavioral and academic interventions virtually for students that are struggling to be successful in a distance learning environment and students who are disconnected due to the impacts of COVID. Interventions are short term and designed to support students successful return to the virtual classroom setting. These supports will address behavioral skill building and help students with a sense of connectedness to their teachers and peers.	$1,258,603	$1,211,318	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	The following factors have been found to improve the quality of schools in low socioeconomic neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009) This action will target families/guardians of students living in disadvantaged circumstances that face barriers in accessing information and engaging in their students educational experience. Through the district's Parent University network, supports include training and information for how families/guardians can support through the distance learning model, which includes access to translation services. These resources are intended to meet the needs of families/guardians by maintaining connections and providing services, so they feel empowered to support their student's new and different learning environment.	$2,548,876	$2,569,876	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Total investments outlined in the LCP included $198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or $2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Additional Health Services staff and supply allocations necessary after the adopted budget to mitigate pandemic impacts.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Last year, the district undertook the development of a strategic plan which will include a new mission, vision, values and goal. Key elements of this new plan were approved by the Board of Education in October and during the pandemic. Processes are underway to consider both leading and lagging indicators of performance which will align to the requirements of the LCAP and inform investments and actions.

Other efficiencies gained during distance learning will be maintained. An example includes professional learning. Sessions conducted virtually generally require less cost and time to implement and can be recorded for future reference and use. Travel and other costs and barriers can be eliminated utilizing this format. The pandemic has influenced how professional learning takes place in the future.

Lessons learned and information gained from both distance learning and simultaneous instruction were used to inform the planning of the LCAP, as it is anticipated that students and teachers will come back to campus for the 2020/21 school year with new and different needs. As each department considered the needs of students after a year of distance learning, actions were changed, and plans were altered to better meet the needs of the district's high need students.

Fresno Unified School District began the year implementing distance learning for all students. Key tools were implemented to better engage students online and to monitor interest and engagement. Later in the fall and continuing through spring, small cohorts of students were brought back to school as it was determined that distance learning without the supports of the school site were a barrier to some students. As the district planned for the return of students on April 6, 2021, Fresno Unified adopted Simultaneous Teaching as the instructional model for all teachers. Approximately 60% of students were identified to enter campus in a hybrid, face to face model in A and B cohorts. 40% of students planned to remain online. In preparation to support district implementation of Simultaneous Teaching, Fresno Unified School District designed intentional phases to learn from and alongside teachers regarding best instructional strategies, approaches, and optimum use of technology starting in December of 2020. The three phases included: Phase 1) a small pilot of simultaneous teaching with 8 educators, Phase 2,) a large pilot with over 100 educators across 45 school sites and, Phase 3) district implementation based upon lessons gained from our teachers.

Education Elements Training in Partnership:

Fresno Unified, in partnership with Education Elements, developed and engaged teachers and site/district leaders in foundational training for Simultaneous Teaching. Over 700 teachers and over 75 administrators engaged in foundational sessions. All videos and instructional resources from these sessions are available for access and download on the Fresno Unified Simultaneous Teaching site.

Simultaneous Teaching Phase 1:

In December, a small group of educators engaged students in simultaneous instruction, testing both practices and different technologies. From this phase, district determined that simultaneous instruction could occur with current technology platforms (Teams,

Nearpod) and tools with the need to enhance student to student interaction. With quality teacher and student headsets, the level of student-to-student interaction and possibilities increase in a simultaneous approach. Therefore, the District used one-time funds to purchase corded, high-quality student headsets, teacher blue tooth headsets, web cams, and USB hubs to support facilitation of simultaneous instruction and student discussion and collaboration.

Phase 2:

Phase 2 focused on learning best simultaneous teaching instructional and technology practices from over 100 teachers across all grade levels and subject areas. Teachers tested and applied strategies and worked alongside site leaders to report their findings in preparation for district support.

Data will be collected from students and teachers about the effectiveness of the simultaneous teaching model and practices will be adjusted as new insights are gained.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Year to year, students learn new content and develop new skills; assessments are designed to measure student growth throughout the year towards grade-level standards. Concerns about “learning loss” are concerns that students aren’t learning content and mastering skills at the same rate that they typically would be. Given the disruptions in schooling since March 2020, some students may learn less over the course of the pandemic. The difference between what they would have learned in a normal year and what they learn during the pandemic is what we refer to as “learning loss.” Formative assessments will be used to monitor how student learning this year is different from that of prior years, and to measure how quickly (or slowly) students are “catching up” academically to where we would predict they would typically be by the end of a typical school year.

Students with unique needs will be carefully monitored as it was identified that some students with exceptional needs excelled in distance learning while other students struggled in this environment. Some family engagement benefits gained during the pandemic will be maintained. Some services, such as Speech Therapy, Occupational Therapy, Physical Therapy, and others were not as effective in the distance learning model and efforts will be made to catch students needing those services up as quickly as possible. Fresno Unified is planning on adding the following additional positions and services to support students with unique needs in the 2021/22 school year:

Phase 3 Grade Span Adjustments – add 6.0 FTE Teachers and 12.0 FTE Aides – $1.6 million *(Already contemplated in the multi-year projections)*

Add the following positions (9.0 FTE):

5.0 FTE Speech Language Pathologists – $660,000

1.0 FTE Teacher for Preschool Inclusion – $92,000

1.0 FTE Orthopedic Impairment Spec. – $145,000

1.0 FTE Assistive Technology Teacher – $115,000

1.0 FTE Technical Specialist – $95,000

Digital assessments annual contract – $195,000

Increase technology refresh – $100,000

One-Time Stimulus:

Digital Assessments – $40,000

Accelerate learning through Summer & Winter Sessions, Tutoring, and Intervention – $1.7 million

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Total investments outlined in the LCP included $198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or $2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

At the beginning of the pandemic there was additional assumptions for instructional supports, that did not come to fruition due to a delay in returning to school. In contract, other expenses, such as Technology, ended up requiring a much bigger investment.

Saturday Academy and the extended day program expenses were reduced over the original budget due to program savings.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021/22 through 2023/24 LCAP contains very little that is the same as the LCP or prior LCAP. The pandemic and resulting year of distance learning has changed everything from what students now need, to the resources available to meet those needs, and student and staff perceptions of teaching and learning. In coming years, entire books will be written about student outcomes from the pandemic

and the start of the next school year will likely be spent better understanding specific outcomes. Some changes likely to stay will be helpful. More electronic communication to students, staff and families will likely improve efficiencies and reduce costs. Travel and professional learning will be more flexible and less costly. Lessons learned about utilizing technology for teaching and learning will benefit students and staff.

Other outcomes of the pandemic more specific to student learning and wellbeing are not so positive. Emerging data has indicated the need to focus on learning recovery strategies. Several district investments, made with both LCAP Supplemental and Concentration funds, as well as one-time stimulus funds, will invest in more learning time for students and include summer school, after school, and a longer school day.

A second emerging trend is the need to support the social emotional and mental health needs of students. Several district investments, including additional Social Workers, Child Welfare and Attendance Specialists, Psychologists, and contracted services are designed to better support the mental health of students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Fresno Unified School District (Fresno Unified) is the third largest school district in California located in the Central Valley. The district serves more than 73,000 students from preschool through grade 12. Fresno Unified nurtures and cultivates the interests of students by providing an excellent and equitable education in a culturally proficient environment. The district serves a diverse population, where students, families, and staff are valued and empowered. In total, students attending Fresno Unified schools reflect the celebrated diversity of Fresno, with families speaking 59 different languages.

Fresno Unified values the vast array of people that comprise our community. Students are encouraged to become live long learners, demonstrating positive behaviors and personal accountability. Many Fresno families face extraordinary circumstances, including extreme poverty. To promote progress, Fresno Unified established goals for students, staff, and families with objectives that are actionable and measurable as part of a new district strategic plan. This plan guides program evaluation and equitable allocation of resources to enrich academic performance, expand learning experiences, and increase inclusive opportunities for students and their families in order to achieve the greatest potential outcomes.

LCAP Executive Summary

2021/22

LCFF
Local Control Funding Formula

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

LCAP
Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students.

During the 2020/21 school year, Fresno Unified School District held numerous meetings and workshops to gain community input on how best to serve students.

8 State Priorities

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

District Overview

MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

SCHOOLS 108 TOTAL

66 Elementary Schools	14 Middle Schools	10 High Schools
3 Special Education Schools	6 Alternative Education & Adult Schools	9 Charters

EMPLOYEES 10,000+ TOTAL

STUDENT ENROLLMENT 73,833 TOTAL

2,973 Pre K	41,015 TK – 6
10,734 7 – 8	19,111 9 – 12

STUDENT DIVERSITY

African American	8.2%	Hispanic	69.1%
American Indian	0.5%	Two or More Races	2.2%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.8%

STUDENT ENROLLMENT BY PROGRAM

English Learner	17.5%
Socioeconomically Disadvantaged	85.0%
Students with Disabilities	10.9%
Foster Youth	1.0%

Reflections: Successes

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

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) and local data, Fresno Unified has maintained continuous and ongoing improvements toward improving student outcomes. Careful planning, research, and strategic decision-making has led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including i-Ready Diagnostic assessment tools, Early Intervention, districtwide multi-tiered systems of support (MTSS), Middle and High School Redesign, credit recovery, after-school intervention programs, a solid technology infrastructure with 1:1 Chromebooks and the development of an African American Parent Advisory Committee contribute to continuous improvement on the metrics outlined in this section. Our district has focused on synthesizing and making accessible state and local data to help our schools achieve better outcomes for students through the development of data resources and tools that measure performance by growth and achievement. In 2019, Fresno Unified's district goals were sunsetting and our environment was ripe for a deep dive to create a collective vision that encompasses all voices and diverse perspectives. Our district recognized the need to develop a collective vision embedded in a student-centered learning environment to create a democratic environment for all learners, while connecting the learning through relationships, relevance, and authenticity. Fresno Unified embarked on a multi-year journey with our stakeholders focused on deep engagement, goal setting, evaluation, realignment, and continuous improvement. During Year 1, a cross-departmental team was developed to engage in a process to gather input from our Board, students, parents, staff, labor partners, and community members. A multi-method suite of research methodologies including listening sessions with principals, teachers, and students, focus groups, surveys, and phone interviews were conducted with various stakeholder groups.

In collaboration with an external research firm, Hanover, Equity and Access, Prevention and Intervention, Communications, Fresno Teachers Association (FTA) President, and Student Engagement department partnered to plan a multi-layered approach to gathering stakeholder voice. Hanover analyzed data to gather stakeholder perceptions using both quantitative and qualitative methodological approaches. Additional closed- and open-ended questions were included in our district's annual spring Climate and Culture student survey for students' grades four through twelve. 15,190 elementary students and 21,979 secondary students provided input on the survey. In addition to the survey, six heterogenous virtual student focus groups were conducted with secondary students enrolled in Summer Academy. A random, diverse sample of students were selected and invited to participate in our virtual student focus groups. These students represented mixed ethnic/racial backgrounds and included EL students, foster youth, GSA club members, and students with disabilities. In addition to gathering student voice, our district gathered input from parents and staff. Additional closed- and open-ended questions were included in the spring Climate and Culture parent and staff surveys. 24,812 parents and 4,465 staff provided input on the survey. Additionally, 282 parents were interviewed by phone to gain insights on their perceptions of a welcoming school environment, school involvement, school engagement and connectedness, and online learning. Six focus groups with Fresno Unified Staff were also conducted to identify priorities and help inform mission, vision, values, and goal development. After collecting input from over 67,000 stakeholder voices, we embarked on a process to use the information to develop a collective vision, mission, values, and goals.

Vision

Fresno Unified School District is where students, families and staff are valued and empowered to achieve their greatest potential.

Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Goals

Student – Improve academic performance at challenging levels

Student – Expand student centered and real-world learning experiences

Student – Increase student engagement in their school and community

Staff – Increase recruitment and retention of staff reflecting the diversity of our community

Family – Increase inclusive opportunities for families to engage in their students' education

After the adoption of our Strategic Plan in October 2020, our district focused on gathering input from our stakeholders to start processing the meaning of our vision, mission, values, and goals and to understand how they are responding to and explaining how our Strategic Plan will be lived. During this post-adoption phase, we held 17 virtual student focus groups with approximately 500 diverse students in grades 4-12 during the month of November. In addition to students, we gathered parent and community voice during December and January through 6 town hall meetings, including Spanish- and Hmong-speaking parents. During December, we engaged principals in large and small group sessions to gather their input on how our Strategic Plan lives at the school site and what actions might be aligned to our goals. We also asked principals to take our Strategic Plan to their school site to engage their staff in a discussion to gather their collective feedback. In addition, in December, we engaged Cabinet department leaders in a deep dive into our vision, mission, values, and goals and charged them with taking it to their department staff to weigh in on the conversation. The qualitative data from our principals, school site staff, cabinet members, students, parents, and community members was intended to inform our thinking for priority objective development. In Year 2, our district has focused on realigning our Local Control and Accountability Plan (LCAP) as well as our School Plan for Student Achievement (SPSA) to our newly adopted Strategic Plan. Objectives and key results (OKRs) have evolved from the adoption of the stakeholder input gathered during the post-adoption phase. The OKRs are aligned to the California School Dashboard and the goals in our Strategic Plan. There are five priority OKRs and 15 additional OKRs. All departments and sites will develop their own work plans and next level OKRs in alignment to these five priorities which will be part of the cycle of reviews. An additional 15 OKRs have been developed to help guide and align site and district plans. Fresno Unified has recently embarked on gathering and organizing relevant data from a variety of sources to identify trends and set measurable targets for each OKR. Our district has identified data trends through collaboratively analyzing and interpreting at least three years of performance and outcome data aligned to our Strategic Plan. The

Strategic Plan has afforded Fresno Unified the opportunity to reevaluate its priorities and set measurable targets toward monitoring and measuring performance and progress to California Dashboard-aligned metrics.

In addition to the development and adoption of the Strategic Plan, Fresno Unified continues to monitor and make progress in the poorest performing indicator - College/Career Indicator (CCI). Our district has made advancements in preparing students for college, with State data showing an increase in the percentage of our graduates who met each of the measures in the CCI Prepared level. In 2019, 38.4% of Fresno Unified students were prepared and in 2020, 49.6% of graduates were prepared. In addition to the State indicators, Fresno Unified met all of the local indicators including the Basics, Implementation of academic standards, parent engagement, and our local student climate survey. The Strategic Plan provides our district with a unique opportunity to dig in more deeply to parent engagement and our local student climate survey, as we now have a district-wide family goal accompanied by OKRs.

Our work in Differentiated Assistance (DA) helped us to address the multiple needs of our students and their families. In 2019, three student groups were identified in need of differentiated assistance—foster youth, homeless students, and students with disabilities. Foster youth and students with disabilities are no longer red in suspension rates and ELA, but they have two red indicators for graduation rates and college and career. Homeless students have two red indicators in chronic absenteeism rates and suspension rates. To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention, Equity and Access, and College and Career Readiness have formed a cross-departmental team and partnered with the Fresno County Superintendent of Schools (FCSS) to apply an improvement science approach centered on continuous inquiry and learning. The team has identified the problem of practice as a lack of process for identification and enrollment of foster and homeless youth which may impact a delay in intervention and additional support. If students are identified upon enrollment, it will allow schools and Project ACCESS to monitor foster and homeless youth early and identify any barriers to graduation as well as monitor attendance and suspension rates. During this year, the team is focused on developing and implementing an aligned process and standardized protocol for foster and homeless identification and enrollment. The team is also working closely with school sites and stakeholders regarding the necessary changes to the current enrollment process. The collaborative teams support through a continuous improvement science process which involves a shift from compliance to capacity building and “doing with” instead of “doing to” schools, identifying strengths and areas of need, and gathering and reviewing evidence to encourage reflection throughout the process. In addition, the Special Education Department and seven high schools have continued to collaborate with Fresno County Superintendent of Schools (FCSS) as part of a Network Improvement Community (NIC) to continue digging into low performance special education students on indicators for Graduation and the College and Career Indicator (CCI). The Special Education Department continued the partnership with The New Teacher Project (TNTP) to support district and school leaders to be aligned in their shared commitment to Inclusive Education and Regional Instructional Managers service to sites will facilitate the visible and continuous improvement of practices related to Inclusive Education.

During COVID-19, new CSI schools were afforded the opportunity to slow down and learn the process of Continuous Improvement (Bridge meetings). CSI sites have continued with their Guiding Coalition meetings and adapt the structure of the meetings to fit our virtual environment. Sites have also continued to use tools/strategies learned from the CSI Guiding Coalition meetings, to implement and guide faculty/staff through new procedures/processes. Optional CSI Guiding Coalition Meetings provided sites and various departments the opportunity to learn and grow from each other; developing strategies, procedures, and policies that benefit our system. CSI sites also spent time reviewing research questions/data collection to ask, "what do we want to learn about our system", following Bridge and Guiding Coalition meetings, sites focused on examining qualitative and quantitative data to inform Root Cause Analysis. Based on the research and data, CSI sites progressed from Root Cause Analysis and Focus on Theory of Action (what are some theories we have about addressing the Root Cause/Problem), to focusing on Aim & Driver (based on the theories, what are some goals that we can set to address the problem) and Change Ideas (based on aims and drivers, what are some ideas for changes that we can test). More recently, CSI sites have participated in Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Fresno Unified did experience success and progress. As reported on the 2019 California School Dashboard:

Progress Indicators

3rd – 8th & 11th Grade SBAC scores on Math – Experienced improvement in the distance from proficiency of 6.3 points. Low Income students increased 6.5 points.

3rd – 8th & 11th Grade SBAC scores on ELA – Experienced improvement in the distance from proficiency of 4.2 points. Low Income students increased 4.4 points.

Graduation Rate – Maintained 0.9%

As a system, there are other areas to highlight the work that has gone forward since our last LCAP in response to COVID-19. We were able to pivot in the span of a week to Distance Learning; this meant that we had contacted almost all students to ascertain their immediate basic needs and developed a plan for rectifying their concerns. In addition, Fresno Unified distributed over 64,000 laptops to students along with 11,000 hotspots. Along with the technology, we supplied school supplies including leveled readers, tablets, basic manipulatives, to name a few items. In order to see success from beyond a basic needs stance, we supplied instructional staff with educational technology and training to help teachers and partners in creating Microsoft Teams sites, Tutor.com, Edgenuity Digital Lessons, and Nearpod. Instructional coaches supported content development for teachers and students that was inviting and successful. In an effort to continue to provide online learning opportunities for our students, we leveraged our local assessment, i-Ready, toward increasing "My Path" usage.

Fresno Unified School District will continue to build upon successes, by building into the forward plan additional instructional time during the school day for students, as well as expanding learning opportunities outside of the traditional school day (including Summer and Winter learning and after school programs). Plans have also been developed to target specific student groups and areas of instructional need such as math, literacy and credit recovery.

Professional learning will be expanded to include a professional learning summit where teachers get to select the topics of most interest and need for them as individuals. Based on impacts to school communities from the pandemic, strategies are being developed to re-engage school communities.

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.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Fresno Unified continues to take an active role in addressing the district's greatest needs and performance gaps. According to the State Dashboard (2019), our overall performance levels were orange in Chronic Absenteeism, Suspension, and College/Career. Performance in these indicators earned us the opportunity for DA Year 2, to utilize an improvement science approach centered on continuous inquiry and learning. Using improvement science, we learned that the common hindering forces to systemic success were in three main areas: foster and homeless youth identification, foster and homeless youth enrollment, and CTE opportunities for students with disabilities.

Additional LCAP actions implemented to support these performance indicators are:

Student Interventions, Middle and High School Redesign, Additional Vice Principals for Elementary and Middle Schools with High Counts of low-come, foster youth and English learners, Equity and Access, Expand Alternative Education, Supports for Students in Foster Care, Increase School Allocations for Athletics, District Funded Educational Enrichment Trips, African American Academic Acceleration, Student Peer Mentor Program, Men's and Women's Alliance, Social Emotional Supports, School Climate and Culture Expansion, Restorative Practices / Relationship Centered Schools, Parent Engagement Investments, Mental Health Supports, School Site Allocations to be Prioritized by each School's Site Council, and Supplemental Student Supports.

Students with disabilities continue to be one of the lower performing student groups. For students with disabilities, specific needs vary greatly. These needs include auditory, visual, cognitive, and physical. With the recommendations from the Council of Great City Schools, the district continues to focus its intentions and serve students with disabilities by continuing to develop partnerships with other departments, teaching staff and parents. The Special Education Department provides a medium for parents and community members to engage in the strategies, issues and information on current programs and services utilizing both the Special Education Committee and the Community Advisory Committee for Special Education.

Beginning in the 2019/20 school year, Fresno Unified began implementation of a three-year, phased in approach to expanding services for students with special needs. Planned additional investments totaled $12 million and included additional teachers, paraprofessionals, services, instructional coaches and professional learning.

On the California State Dashboard for graduation rate, English Language Arts, and Mathematics, Fresno Unified School District achieved a "yellow" score, but some student groups received scores of "red". For Graduation rate, foster youth and students with disabilities scored "red". For English Language Arts and Mathematics foster youth scored in the "red" category.

Through services provided from the Project ACCESS office, the district continues to address the needs of homeless students. Students that are facing homelessness tend to be one of the lower performing student groups in the areas of suspension and chronic absenteeism. In response to these needs, the district has partnered with local agencies such as the Department of Social Services, Fresno Housing Authority and shelters including Marjaree Mason Center. There is also a dedicated social worker that coordinates various services, such as transportation, social emotional intervention and case management. Laptops and educational tutorial resources are also provided. Services provided to students that are homeless or living in shelters include individual/group counseling, case management services, school supplies and vouchers to support participation in extracurricular activities and trips.

The district continues to address the needs of students residing in foster care, through the services provided by the Project ACCESS office, within the Department of Prevention & Intervention. Students in foster care are one of the lower performing student groups in the areas of graduation rate and college and career readiness. To improve outcomes for these students, the department has strengthened partnerships with the Department of Social Services, local group homes and other organizations supporting youth in foster care.

The district remains engaged with a wide array of stakeholders as part of the Project ACCESS Roundtable. Foster parents, foster youth and community providers attend the Roundtable, which is held three times per year to identify needs, communicate resources and incorporate student voice into future planning activities.

Progress Indicators

ACADEMIC	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
3rd -8th, 11th SBAC Math below level 3	2018/19	-62.1	-68.1	-75	
	2017/18	-68.5	-74.7	-77.2	
3rd -8th, 11th SBAC ELA below level 3	2018/19	-34.1	-40.8	-58.4	
	2017/18	-38.3	-45.2	-56	
A-G Completion 4-year cohort	2017/18	47.27%	45.10%	28.03%	12.99%
	2016/17	43.59%	41.18%	24.32%	12.50%
% of Students who pass AP Exams	2017/18	29.21%	25.62%	41.95%	
	2016/17	25.53%	23.10%	36.65%	
4-year cohort completed Linked Learning Pathway	2019/20	36.92%	35.42%	24.54%	8.33%
	2018/19	37.27%	40.11%	25.74%	18.18%
English Learner Progress	2018/19	45.90%			
	2017/18	N/A			
English Learner Redesignation	2018/19	16.68%			
	2017/18	13.90%			

SCHOOL CONNECTEDNESS	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
School attendance rate	2018/19	94.23%			
	2017/18	94.34%			
Chronic absenteeism	2018/19	15.80%	16.70%	9.30%	23.70%
	2017/18	15.80%	16.50%	10.20%	24.50%
Middle school dropout rate	2017/18	0.98%	0.89%	0.88%	0.32%
	2016/17	0.73%		0.43%	
High school dropout rate	2017/18	8.70%	9.20%	13.80%	
	2016/17	10.30%	10.80%	16.20%	
High school graduation rate	2018/19	87.60%	87.60%	75.00%	
	2017/18	88.20%	88.70%	79.50%	
% students enrolled in any engagement in school and community	2018/19	60.45%	60.05%	53.44%	49.67%
	2017/18	66.59%	66.37%	59.67%	53.85%
Student suspension rate	2018/19	7.00%	7.40%	4.40%	
	2017/18	7.30%	7.60%	4.80%	
Student expulsion rate	2018/19	0.21%			
	2017/18	0.25%			

OPERATIONAL	SCHOOL YEAR	DISTRICT
Fully credentialed in area taught	2019/20	92.35%
	2018/19	91.31%
Teachers misassigned	2019/20	0.19%
	2018/19	0.75%
Teacher vacancies	2019/20	0.59%
	2018/19	0.69%

OPERATIONAL	SCHOOL YEAR	DISTRICT
Access to instructional materials	2018/19	100%
	2017/18	100%
Facilities are properly maintained	2018/19	97.64%
	2017/18	97.20%

LCAP Highlights

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

Through stakeholder input via surveys, focus groups, and community forums and our collaborative process of Strategic Plan development, Fresno Unified identified the following areas for continuous improvement.

Student Goal - Improve academic performance at challenging levels

Fresno Unified schools will improve academic performance of students at challenging levels in several ways. Our district will ensure excellence in teaching and learning through a system of aligned professional learning structures which include site-embedded coaching, professional learning summit, observations with targeted feedback, site-based coalition teams, Middle and High School redesign with ELA- and math-focused professional learning communities, professional learning updrafted system (PLUS) teachers, instructional practice walks, regional lead teacher sessions, one-on-one coaching sessions, foundational skills learning, and cultural professional learning opportunities. Our district will prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as to promote opportunities for intervention, remediation, acceleration, and access to a broad course of study. Fresno Unified has also provided early interventions, additional teacher supply funds, personalized learning supports and support interventions for students, eliminating combination classes, and expanding academic and behavioral supports for students with disabilities, English learner students, and other struggling students. In addition, Fresno Unified has focused on expanding our physical and mental health support for students. Further, our district has increased dual immersion opportunities for students. Our continued data collection and analysis will allow us to monitor and adjust our program as needed to achieve this goal. Below is a detailed list of additional actions taken by our district to achieve this student goal:

Student Goals – Improve academic performance at challenging levels

Designated School Investment: $19.9M
- Additional 30 minutes of instruction each day
- Ten additional professional development days
- One additional teacher to be prioritized by the school

NEW/EXPANDED
Early Interventions: $3.1M
- RSP teachers provide academic supports to high needs students

Additional Teacher Supply Funds: $1.3M
- Each teacher-member receives an additional $315 above base classroom funding for additional supplies and materials

Middle & High School Redesign: $12.9M
- Provides a broad course of study for EL students
- Personalized learning supports and student interventions

Eliminate Elementary Combination Classes: $4.3M
- The District maintains its commitment to eliminate combination classes

National Board Certification: $0.1M
- Designed to develop, retain, and recognize accomplished teachers

Instructional Supports: $1.1M
- To build the collective capacity to improve instruction

Additional Teachers Above Base Staffing: $14.9M
- Additional teachers have been added to reduce class sizes at all grade levels

Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts: $2.2M

NEW/EXPANDED
African American Academic Acceleration: $3.5M
- Promoting school connectedness through extracurricular activities before and after school and through student clubs
- Academic acceleration through summer literacy program, academic advisor support, college mentoring

NEW/EXPANDED
Early Childhood Education Developmental Screening: $16.7M
- Summer program for incoming kindergarten

NEW/EXPANDED
Additional Supports for Libraries: $0.5M
- Provides E-books and E-readers
- Student backpacks and books K-6

NEW/EXPANDED
Equity & Access: $2.4M
- Identify gaps and supports for students with the greatest need
- Support families/students with school choice options and outreach
- Cultural proficiency training
- GATE assessments and development

NEW/EXPANDED
GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees: $2.3M

NEW/EXPANDED
Expand Alternative Education: $2.1M
- Summer and Winter sessions

Maintain Additional Services for Phoenix Community Day School: $4.7M
- Behavior modification program for expelled students
- Individual counselling program to reduce peer conflict

NEW/EXPANDED
After School Tutoring: $6.1M

NEW/EXPANDED
Extended Summer Learning: $5.3M
- Expand winter sessions to all sites
- Expand summer session to third session
- Summer Camps

NEW/EXPANDED
All teachers are teachers of English Learner (EL) students: $15.1M
- Middle and High ELD extra period
- Expand Rosetta stone license for middle school

Expansion of Dual Language Immersion Programs: $2.0M
- Dual Language Immersion Programs at 14 sites
- Access to increase English literacy while maintain primary language

Base: Instruction: $394.2M
- All costs associated with the delivery of instruction to students
- Professional Learning Summit
- Edgenuity digital libraries
- PBS lessons
- Nearpod digital lessons
- Tutor.com

Base: Special Education: $163.4M
- Serving student with disabilities

Base: Professional Learning: $46.7M
- Job-embedded learning opportunities for teachers, administrators, and classified employees

Base: Technology Access and Support: $17.3M
- Includes all school and district department applications and hardware

Base: Early Learning: $0.5M
- Infant, toddler, preschool, transitional kindergarten programs

Base: Equity and Access: $3.1M
- Eliminating disproportionality

NEW/EXPANDED
High Quality School Site Health Services: $11.1M
- Nurses

NEW/EXPANDED
Mental Health Support: $1.1M
- School psychologists

Expanded Transportation Services: $2.0M

NEW/EXPANDED
Upgrading Access to Technology: $1.1M
- Integration of technology, instruction and learning

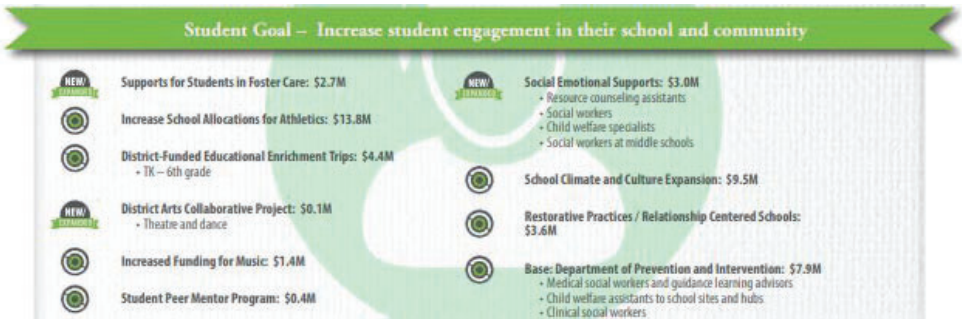
Student Technology Access and Annual Refresh: $6.7M
- Full sets of student computers in ELA and math classes
- Student companion device initiative
- eLearning companion device
- Student internet access

M Million | Ongoing Initiatives | NEW/EXPANDED New/ Expanded Initiatives for 2021/22

Student Goal – Expand Student-centered and real world learning experiences

In addition, Fresno Unified will continue to develop coherent and transparent systems for operational excellence to support each students' success by establishing systems and structures to engage students in their school and community. One way we do this is through a developed and successfully implemented positive and transformational school culture using a MTSS model. This structure allows for appropriate data collection, training, and implementation of protocols that work to provide the opportunity and support for students to develop skills in academic and behavior including positive behavioral intervention and supports (PBIS), social emotional learning (SEL), and restorative practices (RP). We will continue to use dedicated Climate and Culture Specialists (CCS) in a more concentrated and continued effort at meeting the social and emotional needs of our students via Social and Emotional Learning (SEL) strategies and intervention, both embedded in the daily experience and taught as weekly courses through our teachers, counselors and other supportive staff persons. Over the next three years Fresno Unified will phase in the implementation of Discipline Guidelines district-wide, which has shown promising outcomes for the initial 18 school sites who are currently implementing. Discipline Guidelines provide parameters and guidance to site leaders in responding to intensive behaviors that may lead to suspension. In addition, it provides guidance on alternative discipline responses to address the root of the behavior and reduce the likelihood of recurrence.

Student Goal- Increase student engagement in their school and community



Staff Goal- Increase recruitment and retention of staff reflecting the diversity of our community

Recruitment, Selection and Retention of Human Capital

Recruitment, selection, retention, and operations

Fresno Unified will continue to increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, alcohol, tobacco and other drugs prevention/intervention including vaping, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of the students, parents, staff and other stakeholders with the schools.

Family Goals- Increase inclusive opportunities for families to engage in their students' education

Contributes to all Fresno Unified School District Goals

Comprehensive Support and Improvement

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

Schools Identified

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

Ahwahnee Middle

Cambridge Continuation High

DeWolf Continuation High

Elizabeth Terronez Middle

Heaton Elementary

Irwin O. Addicott Elementary

King Elementary

Lowell Elementary

Phoenix Elementary Academy Community Day

Phoenix Secondary

Scandinavian Middle

Tehipite Middle

Tenaya Middle

Webster Elementary

Yosemite Middle

Support for Identified Schools

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

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

Sites are provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites and district leadership form guiding groups called Coalitions Teams. These teams are comprised of a variety of site personnel, multiple representatives from the central office and partners from the County Office of Education. Teams work in tandem to support student performance growth. In addition, a designated leader from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

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

During plan development, sites are provided a rubric by instructional superintendents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborate to construct the rubric to ensure compliance, alignment with district goals, and

concurrence with site practices and investments. The rubric poses clarifying questions such as, “Were you able to implement your actions and are you on target to meet your goals based on the following metrics?”. Additionally, it prompts site to include specific information such as the gaps of specific student groups and evidence-based interventions in place to support those students. This helps guide the work for schools as they create their site plan and budget.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, use of funds and strategies to support student achievement. Guiding Coalition Teams assist in identifying appropriate evidence-based interventions. Sites utilize the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the school. The menu includes central office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the designated district CSI representative and other CSI support staff consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data.

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

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

Monitoring and Evaluating Effectiveness

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

The designated CSI representative, with the support of Equity and Access, School Leadership, and State and Federal, works directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Guiding Coalition Meetings which include various staff and/or departments within the school district to assist with the implementation plan. During the monthly CSI Guiding Coalition Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review including Dashboard, reports, interviews, surveys), to develop a research plan, and provide one-on-one support with the designated CSI representative.

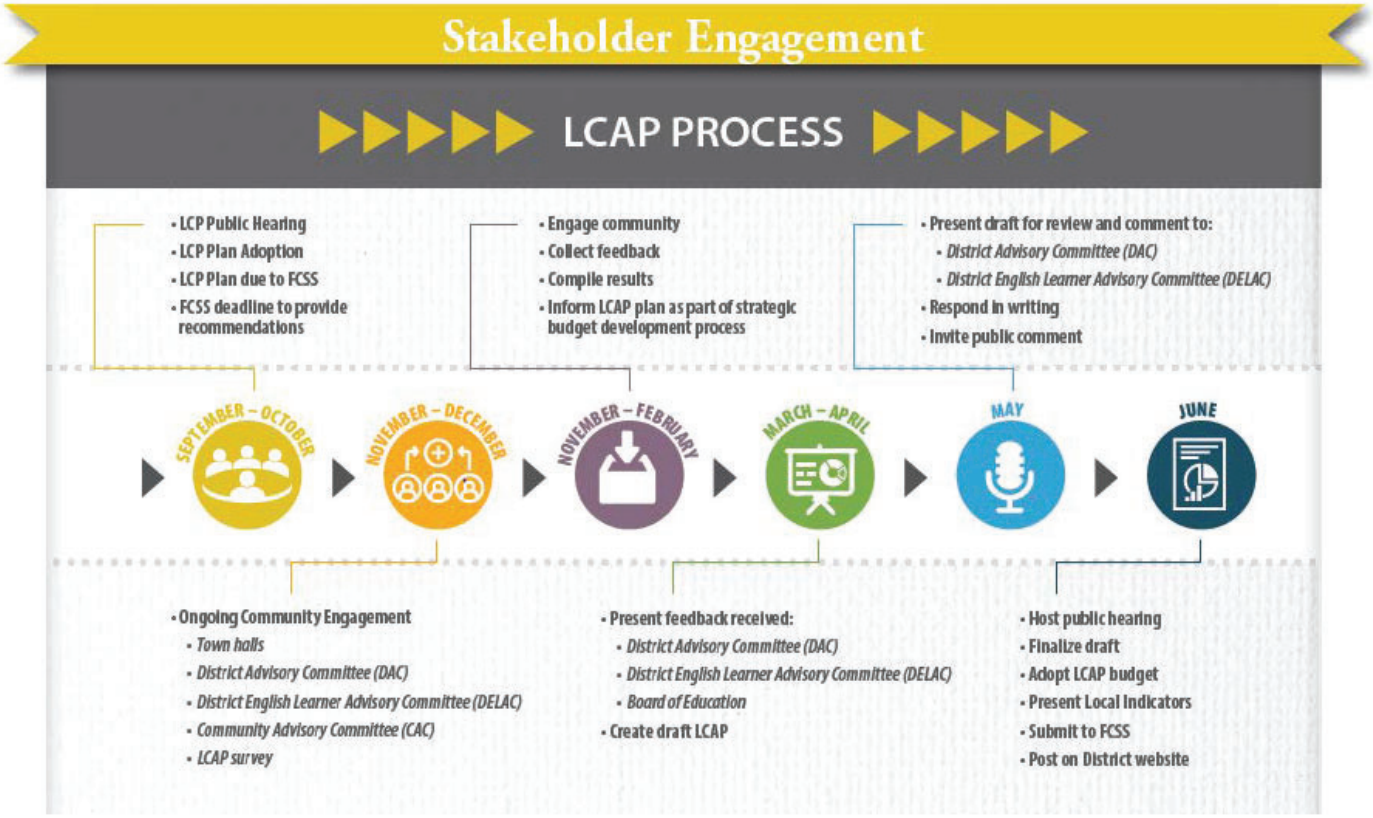
Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure sites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

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with District Administrative Cabinet twice a year to provide updates, surface requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or how the plan is improving/impacting the system as a whole.

Stakeholder Engagement

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

Ongoing stakeholder engagement is an integral part of the planning process and district efforts continue to exceed statutory requirements. As listed in this section below, numerous meetings held throughout the year provided students, families, staff, bargaining partners and community groups an opportunity to provide input. All engagement experiences were organized around three important elements; 1) an update on current LCAP initiatives/investments, 2) an update on improvement outcomes demonstrated with data visualizations and 3) an opportunity to provide feedback.



In addition to the challenges of a pandemic, this year has afforded some unique opportunities. The work of updating the strategic plan began early in 2020 and included 17 student focus groups, 6 parent town halls, and input from all site principals and departments. This is important work as the resulting vision, mission, values and goals will create a base from which Fresno Unified built the LCAP.

This year Fresno Unified partnered with a recent high school graduate to create 5 videos highlighting some of the work of the district outlined in the LCP and the LCAP. The 5 videos feature:

General LCAP information
EL Services
Homeless and Foster Youth
Technology Services
Social Emotional Supports for students

In December, staff met with leadership from each labor partner to better understand the priorities of members.

Beginning in January and continuing into February Fresno Unified conducted 12 Town Halls with a total of 495 participants. Seven Town Halls were conducted in English, three were in Spanish, and one was in Hmong. In addition, one town hall was conducted with the district's Student Advisory Board. At each town hall, information was shared about the district, general information about the LCAP, metrics, as well as some information about investments in the previous LCAP. Staff facilitated a community ThoughtExchange to allow stakeholders to engage with each other about ways the district could improve outcomes for students.

ThoughtExchange is a new engagement platform used this year. As opposed to other mediums where staff can influence or even direct the conversion, a ThoughtExchange is driven by the thoughts and ideas submitted by stakeholders. In the first step of the exchange, ideas are shared by participants and represent issues important to stakeholders. For each Exchange, the district asked the same question, namely "What are the most important things to focus on

as we continue our work to support all students?" In the second step of the exchange, stakeholders were asked to use a star ranking (from 1 star to 5 stars) to rank the thoughts or ideas most important to them. The last step of the process was the Discover step. This is where stakeholders discovered the ideas that the collective group care most about. All participation was confidential. A summary of the key themes and top thoughts from the ThoughtExchanges is included in the next section of the LCAP.

While the themes vary for each exchange, stakeholders expressed concerns about mental health, technology and the academic needs of students. It is important to note that due to the new and technology-based nature of this tool, it would be expected that there would be both positive and negative feedback. In contrast, the feedback received on this tool was 100% positive with the most excitement coming from non-English speaking members of our Fresno Community.

Fresno Unified School District also engaged with the district's District Advisory Committee (DAC), District English Language Advisory Committee (DELAC) , Community Advisory Committee (CAC) and Student Advisory Board (SAB) to receive input on the plan.

In the fall, a team was pulled together to discuss and revamp the district's LCAP survey. The survey was available starting November 05, 2020 with opportunities to respond through the first week of February. Invitation to participate was sent to every parent of a student attending a district school, additional phone messages to families, targeted invitations to all staff members, radio and television public service announcements and social media inviting the public. In total, Fresno Unified had almost 5500 people take this year's LCAP survey with slightly less than half of participants being students. This year's survey represented the five new district goals. While the themes vary throughout the LCAP survey, stakeholders identified topics such as mental health, technology, help for students to navigate college applications, campus safety, professional learning for staff, language supports for parents, academic needs of students as some of their top priorities.

A draft of the LCAP was available beginning April 19, 2021 with opportunities for stakeholders to provide feedback. The draft LCAP was presented to the District Advisory Committee on May 6, 2021 and to the District English Learner Advisory Committee on May 13, 2021 with no comments and feedback provided. The public hearing on the Budget and LCAP was held on June 02, 2021. The adoption of both the budget and LCAP and presentation of the Local Indicators was held on June 16, 2021, per Ed Code 52062(b)(2).

Participating Group	Targeted Audience	Date
Student Voice Initiatives	Students	Fall, 2020
GO Fresno	Community Partners	Fall, 2020
Student Voice Initiatives	Students	Fall, 2020
Foster Youth Roundtable	Community Partners, Staff, Students, Administrators/Principals	Fall 2020
District Advisory Committee (DAC)	Parents, Administrators/Principals	Fall, 2020
Student Voice Initiatives	Students	Fall, 2020

District English learners Advisory Committee (DELAC)	Parents, Administrators/Principals	Fall, 2020
LCAP Student Advisory Committee Recruitment Meeting	Students	Fall,2020
Student Voice Initiatives	Students	Fall, 2020
Leavenworth Elementary parents	Parents	Fall, 2020
LCAP Student Advisory Committee Meeting	Students	Fall,2020
District Advisory Committee (DAC)	Parents	Fall 2020
Student Voice Initiatives	Students	Fall, 2020
California School Employees Association (CSEA) 125	Staff	Fall 2020
FTA (Fresno Teachers Association)	Staff	Fall 2020
Service Employees International Union (SEIU)	Staff	Fall, 2020
International Association of Machinists & Aerospace Workers	Staff	Fall, 2020
California School Employees Association (CSEA) 143	Staff	Fall, 2020
FASTA (Fresno Area Substitute Teachers Association)	Staff	Fall, 2020
Trades	Staff	Fall, 2020
Californians for Justice	Community Partners	Fall 2020
Student Voice Initiatives	Students	Fall 2020
Californians for Justice	Community Partners	Fall, 2020
Student Advisory Board (SAB)	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
Student Advisory Board (SAB)	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
Student Voice Initiatives	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021

LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators/Principals, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community Partners, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Hmong)	Parents, Community Partners, Staff, Students	Spring, 2021
Winchell Elementary parents	Parents	Spring, 2021
LCAP Home School Liaison (HSL) Professional Development	Staff	Spring, 2021
Community Advisory Committee (CAC) / SELPA	Parents	Spring, 2021
Community Advisory Committee (CAC) / SELPA	Special Education Leadership	Spring, 2021
Student Voice Initiatives	Students	Spring, 2021
District English learners Advisory Committee (DELAC)	Parents	Spring, 2021
Foster Youth Roundtable	Community Partners, Staff, Students	Spring, 2021
District Advisory Committee (DAC)	Parents	Spring, 2021
District Advisory Committee (DAC) Feedback on the Draft	Parents	May 6, 2021
District English learners Advisory Committee (DELAC) Feedback On the Draft	Parents	May 13, 2021

A summary of the feedback provided by specific stakeholder groups.

LCAP Town Hall / ThoughtExchange

Top Generated Themes – From Stakeholders

Town Hall	Top Theme	Second Highest Theme	Third Highest Theme	Fourth Highest Theme
Hoover	Post Secondary	Academic	Engagement	Mental Health
Roosevelt	Families	Mental Health	Post Secondary	Technology
Fresno High	Technology	Mental Health	Back to Campus	Staff Supports
McLane	Academic	Mental Health	Engagement	Families
Bullard	Mental Health	Technology	Post Secondary	Engagement
Edison	Families	Mental Health	Technology	Academics
Sunnyside	Technology	Mental Health	Post Secondary	Safety
Spanish	Families	Academic	Mental Health	Nutrition
Hmong	Dual Immersion	Mental Health	Academic	Engagement
Student Advisory	Engagement	Mental Health	Safety	Post Secondary

Question: *What are the most important things to focus on as we continue our work to support all students?*

LCAP Stakeholder Survey: Make School More Academically Challenging

**# of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Access to technology beyond the classroom	**768**	25	203	877	117	**22**	**1,340**
Library Services for Students	706	30	**215**	818	95	17	1,161
Classroom Technology (online learning and 1X1 tablets	711	21	187	904	**119**	21	1.085
Supports beyond the classroom (study hall, homework support, etc.)	662	27	190	714	76	19	1,080
Reduced student / teacher class size ratios	747	18	192	**1,005**	93	14	634
After School Tutoring	641	**32**	194	642	80	17	1,090
Classroom instructional aide support	683	26	209	714	84	16	827
Rigorous academic programs such as Advanced Placement (AP), International Baccalaureate (IB), and Gifted and Talented (GATE) programs	612	16	161	690	87	8	818
Summer / Winter break learning opportunities	573	23	174	585	90	11	787
Dual Language Immersion Programs where students receive instruction in two languages	571	27	146	535	78	12	857

LCAP Stakeholder Survey: Expand Student-Centered and Real-World Learning

**# of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Help for students to navigate college application requirements	**717**	**32**	184	806	104	21	**1,229**
Relevant instruction/learning tied to real life job skills	669	**32**	189	795	**110**	20	1,218
Project-based or hands on learning opportunities	690	22	190	826	102	17	1,106
Technology related skills and competencies (learning /using digital tools and cyber safety)	710	28	**191**	**840**	**110**	20	1,024
Dual enrollment (allows high school students to take college courses)	675	30	**191**	762	104	21	1.071
Training of job search skills, including applications, resumes, and interviewing	608	**32**	181	712	98	**23**	1,138
Career Technical Education (CTE) course offerings (Finance & Entrepreneurship, Medical Education & Research, Video Production, etc.)	621	31	183	761	86	19	996
Job Shadowing Experiences	631	24	175	741	91	21	976
Internship and apprenticeship opportunities	631	20	176	773	103	16	930

Cultural sensitivity training to prepare students for diverse workplaces in a global economy	610	24	159	636	90	15	977

LCAP Stakeholder Survey: Student Engagement in School and Community

**# of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Campus safety	**846**	**40**	**210**	935	116	23	**1,528**
Free enrichment/field trips	805	36	190	**961**	125	**26**	1,456
College exposure trips	764	32	180	185	126	22	1,529
Athletic opportunities	733	**40**	186	882	119	23	1,455
Career exposure trips	741	32	182	838	122	22	1,489
Social-emotional supports for students	766	31	203	931	**129**	20	1,298
Music opportunities	777	34	187	898	117	21	1,266
Visual or Performing Arts opportunities	698	27	172	860	115	21	1,069
Transportation to increase student participation	660	25	173	780	106	21	1,083
Funding for school clubs	631	26	164	779	107	16	1,068

LCAP Stakeholder Survey: Opportunities for Families to Engage in their Student's Education

**# of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Opportunities to communicate with families in languages other than English	760	31	**196**	**915**	115	**19**	**1,287**
Communications translated in native languages	691	**33**	190	882	**117**	13	1,184
Student, family, and parent communication	783	25	184	831	111	18	1,069
Parent/student/teacher conferences	**824**	25	193	801	102	14	887
Investments in school climate and culture	587	26	132	659	102	13	969
Parent meetings held at sites (FAFSA, Grade level meetings, etc.)	637	19	163	701	88	11	768
Resources prioritized by each school through their School Site Council	575	24	134	588	87	**19**	825
Parent workshops provided by Parent University	513	22	159	640	72	13	673

LCAP Stakeholder Survey: Recruitment / Retention of staff to reflect Community Diversity

** # of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Professional learning for educators	**675**	29	**182**	**699**	**99**	13	**1,013**
Cultural proficiency professional learning opportunities for staff	580	28	163	596	90	15	893
Programs to encourage people to become educators	488	20	161	593	89	16	861
Efforts to encourage students to become educators	553	**30**	147	569	82	**30**	770
Opportunities for teachers to obtain National Board Certification	583	20	160	475	58	20	774
Programs to encourage staff to become administrators	488	20	134	424	85	20	793

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

Student Goal: Improve Academic Performance at Challenging Levels

Townhalls: “Programs available to students and families that help close reading and math gaps”
-Designated School Investment
-Early Interventions
-Additional Teacher Supply Funds
-Middle & High School Redesign
-Eliminate Elementary Combination Classes
-Additional Teachers Above Base Staffing
-Additional School Site Administration for Elementary and Middle Schools with High Counts of low-income, foster youth and English learners
-African American Academic Acceleration
-Early Childhood Education Developmental Screening

LCAP Survey: Access to Technology
-Upgrading Access to Technology
-Student Technology Access and Annual Refresh

LCAP Survey: Library Services
-Additional Supports for Libraries

Student Goal: Expand Student Centered and Real-World Experiences

LCAP Survey: Help for students to navigate College Application Requirements
-GATE / Advanced Placement (AP) / International Baccalaureate (IB) / SAT / PSAT Fees

LCAP Survey: Relevant Instruction / Learning Tied to Real Live Job Skills
-Linked Learning, ROP, and CTE Pathway Development
-Kids Invent!

Student Goal: Increase Student Engagement in School and Community

LCAP Survey: Health and Safety

-High Quality School Site Health Services

LCAP Survey: Enrichment / Field Trips
-District-Funded Educational Enrichment Trips

LCAP Survey: Social Emotional and Mental Health Supports
-Mental Health Support
-Student Peer Mentor Program
-Social Emotional Supports
-School Climate and Culture Expansion
-Restorative Practices / Relationship Centered Schools

Staff Goal: Increase Recruitment and Retention of Staff Reflecting the Diversity of our Community.

-LCAP Survey: Professional Learning for Educators
-National Board Certification
-Instructional Supports

Family Goal: Increase Inclusive Opportunities for Families to Engage in their Student's Education

LCAP Survey: Opportunities to communicate with Families in languages other than English
-Parent Engagement Investments
-Expanded Student, Parent and Community Communication

LCAP Survey: Resources Prioritized by the School Site Council:
-School Site Allocations to be Prioritized by each School's Site Council

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Fresno Unified will close the achievement gaps through an equity lens and research-based instructional and intervention practices. Fresno Unified will provide accelerated learning through pedagogical academic supports and equitable access to rigorous courses grounded in high expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard on CAASPP – English Language Arts (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 35.6% EL: 16.5% FY: 22.2% SED: 31.7% iReady 3: Progress: All: 16.8% EL: 11.0% FY: 17.7% SED: 15.9% DataYear: 2020-21 DataSource: iReady (Local benchmark)				Local benchmarks will be used until CAASPP results become available. iReady 3 - On or above grade level: All: 38.9% EL: 20.6% FY: 25.0% SED: 35.9% iReady D3 – Progress: All: 20.1% EL: 15.1% FY: 21.0% SED: 20.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard on CAASPP – Math (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 28.6% EL: 13.7% FY: 18.0% SED: 24.8% iReady 3- Progress All: 11.7% EL: 8.8% FY: 10.9% SED: 11.0% DataYear: 2020-21 DataSource: iReady (Local benchmark)				Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 31.9% EL: 17.8% FY: 22.1% SED: 28.9% iReady 3- Progress: All: 15.0% EL: 12.9% FY: 15.0% SED: 15.0%
Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level on the ELPAC assessment	All EL: 45.9% Data Year: 2018-19 Data Source: California Dashboard – English Progress Indicator				All EL: 49.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner Redesignation – Percent of students redesignated annually, based on the State of California's redesignation cycle	All EL: 10.4% State of California: 13.8% Data Year: 2019-20 Data Source: DataQuest – English Learner Annual Reclassification (RFEP) counts and rates				EL: Meet/Exceed State Redesignation rate
Progress implementing state standards	Initial Implementation (Level 3) Data Year: 2019-20 Data source: (Local) State Standards Rating System				Outcome: Full Implementation (Level 4)
Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 44.9% EL: 2.4% FY: N/A SED: 41.9% Data Year: 2018/19 Data Source: CAASPP Test Results				All: 48.2% EL: 6.5% FY: N/A SED: 46.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – Math (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All 15.5% EL 1.5% FY N/A SED 13.1% Data Year: 2018/19 Data Source: CAASPP Test Results				All: 18.8% EL: 5.6% FY: N/A SED: 17.3%
Percent of students having access to instructional materials	100% Data Year: 2020-21 Data source: Williams Act Data set				100%

Action #	Title	Description	Total Funds	Contributing
1	**Designated School Investment**	The action equates to an additional 30 minutes of instruction directed to Economically Disadvantaged students and English learners performing below grade level. Additionally, up to ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of low-income, foster youth, and English learner students such as providing increased differentiation, scaffolds and culturally responsive teaching strategies. Schools under this action also benefit from one additional certificated staff member per school to be prioritized by the school site. Schools within this action utilize some form of the following strategies: • Small group tiered leveled support • Individualized instruction to intervene on below grade level achievement • Whole class instruction to reinforce tier one rigorous instruction	$19,853,885	Y

These combined strategies used in coordination with the strategy's teachers learn through the described professional learning opportunities have increased access to effective first teaching for low income and English learner students which translated to improve scores on state assessments.

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	12.8%	14.5%	13.7%	14.9%	15.1%
Fresno County (with FUSD)	8.3%	10.6%	12.9%	14.6%	14.0%
Fresno County (Excluding FUSD)	11.3%	14.2%	16.7%	16.1%	15.9%
Comparable Group	6.4%	7.2%	5.1%	6.4%	8.7%
Never Designated	12.4%	8.2%	10.5%	14.3%	12.4%
Cohort 1 (Began 2014/15)	12.0%	10.3%	13.4%	14.6%	11.5%
Cohort 2 (Began 2015/16)	8.5%	6.9%	7.8%	10.7%	10.6%
Cohort 3 (Began 2016/17)	8.0%	6.9%	8.8%	11.9%	10.6%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	13.0%	14.5%	14.7%	15.2%	15.5%
Fresno County (with FUSD)	8.8%	11.5%	13.2%	14.4%	14.6%
Fresno County (Excluding FUSD)	11.0%	13.5%	16.0%	15.3%	15.6%
Comparable Group	6.5%	5.7%	5.8%	6.2%	7.0%
Never Designated	11.9%	12.5%	13.5%	14.8%	13.1%
Cohort 1 (Began 2014/15)	12.4%	11.3%	12.5%	17.2%	15.7%
Cohort 2 (Began 2015/16)	9.1%	8.3%	9.7%	11.5%	12.2%
Cohort 3 (Began 2016/17)	7.3%	9.2%	9.7%	12.3%	12.1%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	27.7%	32.2%	32.6%	36.3%	37.9%
Fresno County (with FUSD)	25.7%	31.2%	33.5%	37.4%	39.7%
Fresno County (Excluding FUSD)	28.5%	35.0%	36.4%	39.8%	42.4%
Comparable Group	19.4%	23.3%	24.0%	25.4%	28.1%
Never Designated	28.6%	33.0%	36.6%	41.0%	42.8%
Cohort 1 (Began 2014/15)	22.6%	26.7%	31.9%	34.3%	34.8%
Cohort 2 (Began 2015/16)	16.3%	20.8%	24.1%	29.3%	30.5%
Cohort 3 (Began 2016/17)	18.1%	21.3%	24.7%	29.0%	33.4%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	21.1%	24.8%	26.2%	28.7%	30.5%
Fresno County (with FUSD)	19.3%	24.6%	27.8%	30.8%	34.3%
Fresno County (Excluding FUSD)	20.2%	26.9%	29.8%	32.1%	35.1%
Comparable Group	15.0%	16.6%	17.6%	17.8%	19.3%
Never Designated	22.6%	27.7%	31.5%	34.7%	38.6%
Cohort 1 (Began 2014/15)	16.2%	22.1%	26.2%	29.9%	33.8%
Cohort 2 (Began 2015/16)	11.9%	16.2%	20.3%	24.9%	28.3%
Cohort 3 (Began 2016/17)	11.7%	15.8%	20.5%	25.5%	30.3%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

An additional 30 minutes of direct instruction per day and up to 80 additional professional learning hours for teachers has been critical to student achievement successes. All school sites utilize the extra time to intervene with students who struggle with results from District Diagnostic Universal Screeners, Teacher Unit Curriculum Formative Assessments, Common Formative Assessments to name a few. Teachers utilize results to deliver tiered levels of interventions to student groups that are exhibiting the greatest struggle.

		By continuing to provide an additional instruction, a support teacher at each site, and professional development we expect to continue to see increased access to effective first teaching which has translated to improved scores on state assessments from 2017-2019 for our low-income, foster youth, and English learner student population.		
2	**Early Interventions**	Fresno Unified School District's low-income, foster youth, and English learner students are some of the lowest performing student groups on state and local assessments. Low-income, foster youth, and English learner students are also over-represented in Special Education. This action aims to increase academic support systems and early interventions for low-income, foster youth, and English learner students by adding Resource Specialists (i.e. RSP teachers)—who are experts in identifying and helping students to close skills gaps—to provide early, intensive support in Reading and Mathematics for students living in poverty, English learners, and foster youth who have not yet been identified with disabilities. This action is intended to reduce overidentification of students with disabilities by remediating skill deficits early so that students can be successful in grade level skill mastery and will get the support needed within a multitiered system of support to prevent unneeded identification for Special Education. o The RSP teacher position has been identified to help provide this early, intensive support in Reading and Math because research indicates that teachers whose ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback improves instructional outcomes for our students being served by specific interventions show an effect size of 1.0 (Hattie, 2009) Every school site has been allocated a minimum of one FTE with additional FTE allocated to sites based on need. This allocation is a supplement to FTE allocated to serve students with IEP's. o Early Interventions are a part of our district Multi-tiers Systems of Support (MTSS) framework. The goal of MTSS is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers. The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a year. (Hattie, 2010) These actions increased student achievement as measured by local and statewide assessments in English-Language Arts and Math and decreased the number of students being identified for Special Education services by providing intervention prior to identification. The 2019 data shows the number of students referred for special education evaluation decreased by 206 students. In addition, the 2019 SBAC data shows a districtwide increase of 4.2 points in ELA and 6.3 points in Math. The 2020	$3,061,849	Y

		results of the local diagnostic assessment, iReady, show a districtwide increase of 6.1% of students scoring on or above grade level in ELA and an increase of 5.9% in Math. The district anticipates that there will continue to be an increase in state and local ELA and Math achievement and a decrease in the over identification of low-income, foster youth, and English learner students for Special Education.		
3	**Additional Teacher Supply Funds**	Experience has shown that most students identified as low income, are not able to provide supplemental instructional supplies to support learning that are needed to be successful in the classroom. The low-income, foster youth, and English learner students would benefit significantly from using supplemental resources that provide access to grade level materials based on the learning needs of low-income, foster youth, and English learner students. • Each teacher-member will be provided an additional $315 for supplies and materials to be utilized for supplemental instructional supplies to be provided to the students most in need. Feedback from teachers and parents indicates that additional classroom supplies are needed to ensure students living in poverty have access to high quality supplemental instructional materials. Access to supplemental student supplies allows the low-income, foster youth, and English learner students greater access to the resources needed to access grade level content. This action is to provide instructional supplies to support students with aligned materials in the classroom and at home in order to achieve at high levels. FUSD anticipates an increase in student achievement on local and state assessments. Since implementation, student performance has improved in both English language arts and Math on State SBAC scores. From 2016/17 to 2018/19, the district improved 11.3% in English language arts and 11.9% in Math.	$1,310,104	Y
4	**Middle & High School Redesign**	The Middle and High School Redesign programs have evolved but are still focused on providing Response to Intervention (RTI), access for all students to elective coursework, additional counseling support, and lower class sizes which combined help meet the needs of English learners, foster, and low income students. **Middle School Redesign-** The below strategies are designed to help English learners, low income and foster youth students close the achievement gap in ELA and math. **Action #1** – Previous district data showed that disadvantaged students and English learners did not have equitable access to elective courses. FUSD will provide a broad course of study for student by ensuring that disadvantaged students have access to electives as well as academic intervention and ELD classes. The Middle School Redesign will provide English learner students with access to both	$12,930,751	Y

		electives and academic intervention through increased FTE and scheduling redesign. By providing English learners and disadvantaged students with access to a broad course of study students will have increased opportunities to participate in elective courses that support academic achievement through increased engagement, hands-on learning opportunities, and interest based courses. With the redesign, English learners have access to electives while still receiving needed academic interventions. The middle school redesign will provide equitable access to a broad course of study for all low-income, foster youth, and English learner students and in turn will continue to increase student engagement and academic performance. **Action #2** - In order to close the student achievement gap in ELA and math, teachers need more time to focus on academic instruction with each student individually or in groups during the school day. FUSD will establish smaller class sizes in English and Math to practice effective implementation of Tier 1 and Tier 2 instruction for English learners, foster youth and students living in poverty: • Tier 1: effective, standards-based, high quality and culturally relevant instruction by highly qualified teachers for ALL students using the adopted curriculum. • Tier 2: targeted intervention during the day for students who need targeted support. Average class sizes in English/Language Arts and math classes have been reduced, ranging from 22-26 students per class at 11 out of 12 school sites. The additional teachers helped establish lower class sizes in English Language Arts and math to allow staff to implement high quality Tier 1 and Tier 2 instruction to meet the individualized needs of our low income, English learner and foster students. As a result of the reduction in class size, teachers can spend more time focused on providing increased opportunities for individualized instruction in order to reduce the achievement gap. The middle school redesign will provide greater support for low-income, foster youth, and English learner students and in turn continue to increase student academic performance. **Action #3** - In addition, 10 out of 12 schools utilize an additional teacher in the redesign model as an intervention teacher who works closely with each ELA and Math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery. Two out of 12 schools utilize the additional teachers in the classroom to increase intervention support for students identified below grade level through small group and individualized support. This additional intervention teacher will support the acceleration of learning by providing additional instructional opportunities that will contribute to the reduction of the achievement gap and continue to increase student performance in ELA and Math.		

		Action #4 - Though increasing the FTE FUSD will provide common preparation time for middle school teachers. Most middle school teachers, teaching the same subjects, are scheduled to have a common preparation time: Teachers meet in subject-specific accountable communities to share best practices, create common formative assessments, and modify lessons based on data in weekly collaboration. Additional teaching staff in middle school and common preps to plan have ensured low income, English learner, and foster youth students are the primary beneficiaries of this practice because teachers analyze data for these students during this time and determine best teaching strategies and supports to accelerate learning. Shift in practice has led to full implementation of our guaranteed, viable curriculum and increased the number of teachers implementing small group lessons to support instruction as evidenced by monthly administrative instructional practice walks. An increase in collective teacher efficacy and use of data and deliberate instructional strategies will result in continued increased student performance. **High School Redesign -** The below strategies are designed to help 9th grade English learners, foster and low-income students close the achievement gap in ELA and math which will increase graduation rates. **Action #1** Utilize additional teachers (called PLUS teachers, which stands for Professional Learning Updraft System) at high schools to provide support and intervention. Each comprehensive high school has three additional teachers, credentialed in math or English/Language Arts, History Social Science or Science. Additional teachers support each site in one or more of the following areas: Provide side by side learning through whisper coaching, co-teaching, and immediate feedback in effective implementation of standards-based curriculum. • Provide side by side learning through whisper coaching, co-teaching, and immediate feedback in effective implementation of standards-based curriculum. • Work with small groups of low income, English learner or foster youth students to close achievement gaps		

		• Take-over for the classroom teacher so they can attend professional learning to improve their instructional practice • Support professional learning communities in developing common formative assessments, data analysis and content planning. • Teach sections within the master schedule to support high school specialty programs or CTE pathways to provide more elective courses above baseline Providing three additional teachers for academic intervention and support to each school has provided opportunities for additional teachers to work with small groups of low income, English learner or foster youth students to close gaps in achievement and will continue to increase student performance in ELA and Math. **Action #2** - In addition to additional teachers, each high school is allocated one additional counselor to reduce student to counselor ratio. With this investment Fresno Unified can provide more direct support to students and families. Supports include student and family conferencing, college application, matriculation and supporting educational financing options. Current counseling ratio per student is the following: • Bullard (277 to 1) • Duncan (368 to 1) • Edison (279 to 1) • Fresno High (252 to 1) • Hoover (258 to 1) • McLane (248 to 1) • Roosevelt (260 to 1) • Sunnyside (288 to 1) Allocating an additional counselor helps support English learners, foster students and low-income students by supporting and monitoring students course completion and pathway towards graduation. This provides direct support to students and families to help them navigate the school system and prepare for post-secondary opportunities and will continue to increase student graduation rates. Overall these efforts have led to increased student performance on state and local assessments.		

		Graduation Rate (2017) Increased: All students and all low-income, foster youth, and English learner youth Graduation Rate (2018) Increased: All students and all low-income, foster youth, and English learner (maintained for Foster Youth) Graduation Rate (2019) Maintained: All students Increased: Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities Declined: English Learners ELA Indicator (2017) Maintained: All students Increased: English learner, Socioeconomically Disadvantaged Maintained: Foster Youth ELA Indicator (2018) Increased: All students, English learners, Socioeconomically Disadvantaged, Foster Youth ELA Indicator (2019) Increased: All students, Socioeconomically Disadvantaged Maintained: English learners and Foster Youth Math Indicator (2017) Increased: All students and all low-income, foster youth, and English learner youth Math Indicator (2018) Increased: All students and all low-income, foster youth, and English learner youth Math Indicator (2019) Increased: All Students, Socioeconomically Disadvantaged Maintained: Foster Youth, English Learner		
5	**Eliminate Elementary Combination Classes**	Combination classes tend to occur more frequently at schools with higher poverty and newer teachers. To rid this trend, and ensure teachers and students have optimal conditions for success, Fresno Unified will add additional teachers so that no elementary classroom is a combination classroom. English learners, foster youth, and students living in poverty will receive more time and attention from teachers who can focus on students with similar grade level standards. Eliminating combination classes in all elementary grades will support student learning by increasing individualized support to low-income, foster youth, and English learner students and allowing course content to be focused to an individual	$4,257,209	Y

		grade level. This action increased access to effective first teaching of mathematics and English language Arts leading to an increase in performance on state assessments. Initially, combination classes at Fresno Unified were eliminated for 5th and 6th grades. This was due to 5th grade and 6th grade having different academic "strands" for mathematics under the California state standards. The differences in those strands made it very difficult for teachers to teach both 5th and 6th grades. Feedback from 5th and 6th grade teachers indicated that this action from the 2017-2019 LCAP allowed for increases in student learning and support for California state standards. In addition, for fifth grade , English Language Arts improved from 31.41% of students scoring proficient in 2016/17 to 37.62% of students scoring proficient in 2018/19. In Math for 5th grade students went from 20.12% of students scoring proficient in 2016/17 to 28.35% of students scoring proficient in 2018/19. For 6th grade students went from 35.19% proficient in English Language Arts to 39.72% proficient in 2018/19. In Math, students in 6th grade went from 26.65% proficient to 32.09% proficient.		
6	**National Board Certification**	National Board is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. The National Board Program was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. This action supports student groups that include foster youth, English learners, and low-income students; some of the lowest performing student groups on state and local assessments. Recent state assessment scores for English learners and low-income students indicate that their scores lag considerably behind the overall District. National Board will help to address the unique needs of these groups. National Board Certification is a performance-based, peer review process created for teachers, by teachers. The rigorous process to earn the National Board Certification builds the capacity of teachers in ways that increase student achievement and close the achievement gap. Fresno Unified has implemented the National Board Program to effectively meet the needs of low-income, foster youth, and English learner students by: • Setting a goal to recruit 75 candidates over 5 years • Partnering with the National Board Resource Center at Stanford University to learn best practices	$73,978	Y

		• Providing job embedded professional learning that specifically trains teachers to narrow the achievement gap for low-income, foster youth, and English learner students that include foster youth, English learners, and low-income students • Focusing on the achievement of low-income, foster youth, and English learner students and planning first teaching • Focusing on learning state standards and improving student scores on state redesignation of English Learners This rigorous certification process trains teachers and requires proof of implementation on research-based teaching strategies proven to be effective in meeting the needs of low-income, foster youth, and English learner students. The assessment components include addressing the needs of foster youth, English learners and low-income students. Fresno Unified is partnered with The National Board Resource Center at Stanford University and candidates have attended support sessions both at Stanford and in Fresno. Support is specific to the four components that teachers are assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Data literacy as an effective and reflective practitioner. Two of these components specifically require teachers to examine their practices with socioeconomically disadvantaged student populations, English learners, and Foster Youth. During the summer and fall of 2020, Fresno Unified School District recruited a sixth cohort of National Board candidates and provided onboarding into the program. Between 2015-2020, 87 participants were selected, surpassing all the recruitment goals established at the onset of the program. Fresno Unified has implemented an ongoing support Saturday for all cohorts, each month. Fresno Unified currently has 39 National Board Certification teachers. (NBCT) Candidates are in different stages of implementation: completion, mid program, or just starting. Candidates have a total of three years to complete certification, with two retake opportunities. Fresno Unified is collaborating with The National Board Resource Center at Stanford University and other National Board Networks in California and the nation. Fresno Unified is co-teaching the renewal course with the National Board Resource Center at Stanford. Six National Board teachers will pursue a Maintenance of Certification/Renewal in May 2021, receiving status updates in December 2021. Four out of the six teachers are from Cohort 1.		

All Fresno Unified Cohorts with candidates who have completed the necessary requirements have **exceeded the national average pass rate of 40%**. Currently 45% of candidates enrolled in the Fresno Unified National Board Certification Program are in progress of their certification. Pass rates in each year will continue to increase as candidates finish the process of certification. As a result of the success of the program, Fresno Unified will continue to recruit and support teachers in obtaining their National Board Certification.

National Board Certification National Pass Rate Average	Cohort 1 2017 Pass rate	Cohort 2 2018 Pass Rate	Cohort 3 2019 Pass Rate	Cohort 4 2020 Pass Rate	**National Board Candidates in Progress of Certification**
40%	93%	72%	64%	60%	45%

National Board Certification Teachers (NCBT's) are showing improvement of student achievement. The iReady assessment, which has a high correlation to the results on state assessments, is showing positive-growth trends. NBCTs have shown significant growth in moving students into becoming more proficient through the iReady assessment. NBCTs have increased the percentage of students on or above grade level in ELA by 6% and math by 17%. NBCTs have decreased the percentage of students below grade level by 7 % in ELA and 18% in math. It is anticipated that National Board Certification Teachers will continue to show improvement in student scores.

National Board Certification Student Assessment Change Summary:

English Language Arts				
SBAC**	17/18 to 18/19	18/19 to 20/21	i-Ready***	19/20 to 20/21
Standard Not Met	5%	NO SBAC due to pandemic	2+ Behind	-7%
Standard Nearly Met	1%		1 Behind	2%
Standard Met	-2%		On Level	5%
Standard Exceed	-4%		1+ Above	1%

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<tr><th colspan="5">Math</th></tr>
<tr><td>SBAC**</td><td>17/18 to 18/19</td><td>18/19 to 20/21</td><td>i-Ready***</td><td>19/20 to 20/21</td></tr>
<tr><td>Standard Not Met</td><td>0%</td><td rowspan="4">NO SBAC due to pandemic</td><td>2+ Behind</td><td>-15%</td></tr>
<tr><td>Standard Nearly Met</td><td>3%</td><td>1 Behind</td><td>-3%</td></tr>
<tr><td>Standard Met</td><td>1%</td><td>On Level</td><td>15%</td></tr>
<tr><td>Standard Exceed</td><td>-4%</td><td>1+ Above</td><td>2%</td></tr>
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<td>7</td>
<td><u>Instructional Supports</u></td>
<td>Providing the listed teacher supports focused on high quality instruction as outlined in our district Instructional Practice Guide (IPG) and facilitating professional learning communities utilizing the “Learning by Doing” resource, as well as building the collective capacity of teachers to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development, the instructional skill sets of our teachers will improve which will have positive effects on student learning as reflected in their assessment scores. In addition, evaluation of Fresno Unified School District’s implementation of the State Standards comes from reviewing student test scores, including for English learners, foster youth and students living in poverty and monitoring of teacher participation in trainings provided by the District.

• This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development
• Utilizes multiple sources of quantitative data to assess and monitor instruction/improvement, creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement
• Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes
• Develops and nurtures highly effective Professional Learning Communities
• Assist with school/department performance results to show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps
• Developing and implementing process to monitor the school’s/department’s progress over time in meeting state, district, and school/department goals to ensure all students are graduating
• Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement
• Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals</td>
<td>$1,132,223
(Total investment)

$720,053
(Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)

$412,170
(Federal funds, Non-Contributing)</td>
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		• Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with stakeholders
		• Staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom
		
		Resources aligned to this action will contribute to improved student academic outcomes.
		
		<u>Curriculum Supports</u>
		
		Effective implementation of the District's guaranteed viable curriculum Math K-8 (Go Math), Math 9-12 (Big Ideas), English Language Arts (ELA) K-6 (Wonders) and ELA 7-12 (Springboard) instructional materials are supported in the following ways:
		
		• Professional learning to sites focused on high quality instruction outlined in our district Instructional Practice Guide (IPG) and professional learning communities utilizing the "Learning by Doing" resource.
		• Professional learning provided through the following structures:
		  o Instructional Practice Walks
		  o Regional Lead Teacher Sessions
		  o Principal Meetings
		  o Co-Administrator Meetings 184 of 357
		  o One on one coaching sessions
		  o Principal professional learning teams
		  o Teacher leaders teaching each other through simultaneous teaching and learning
		  o Foundational skills
		  o Lab experiences
		  o Teacher optional trainings lead by their own colleagues and peers
		• Curriculum companion documents assist teachers to effectively use the curriculum to meet student needs (Instructional Practice Guide, scope and sequence, quarterly planners, pacing guides, Common Core Companions, Mathematical Practice posters, Wonders text set document, Wonders Foundational Skills Planning document, Springboard Unit Planners)		

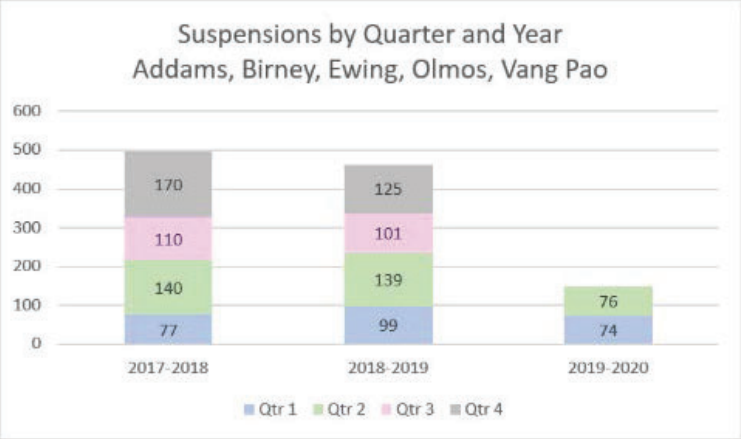
		• Ongoing monitoring of effective implementation of the guaranteed viable curriculum is evident through written observations (informal and formal conference notes) and quarterly instructional practice guide data • Support for new teachers and leaders is provided through additional professional learning and site visits • Scope and sequence, pacing guides, Common Core Companions, Wonders text set document, Wonders Foundational Skills Planning document, Springboard Unit Planners Formative and summative assessments are utilized to accurately assess grade level skills and mastery through multiple measures: • iReady Diagnostic Assessment will be administered three times a year for grades K-10 to inform teachers and leaders of student progress toward meeting grade level achievement. - • Interim Assessment Blocks (IAB) • Formative Assessment Blocks (FAB) • Curriculum Assessments • Illuminate and CAASPP test release questions • ELPAC assessments A cycle of continuous improvement, with multiple measures as the driver, is used by all district staff to monitor instructional practice and student achievement growth. Since implementation, student performance has improved in both English Language Arts and Math on State SBAC scores. From 2016/17 to 2018/19, the district improved 11.3% in English Language Arts and 11.9% in Math.		
8	**<u>Additional Teachers Above Base Staffing</u>**	To support individualized instruction and to obtain proficiency necessary for graduation, for disadvantaged students, Fresno Unified will add additional credentialed teachers to support smaller class sizes in English Language Arts and math in 9th grade. This grade was selected because interventions targeted at key transitional grade levels have been shown to be most effective and students in 9th grade had high rates of D's and F's. While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning,	$14,856,472	Y

		2007). Since, implementation, graduation rates have increased each year. The graduation rate in 2017/18 was 86.7% and the graduation rate in 2019/20 was 88.2%. In addition to adding teachers to core high school subject areas, this action will provide early offers to new teachers for the following school year. Doing so will ensure Fresno Unified School District has early access to high quality teachers. Since implemented, the District has successfully filled 99% of positions prior to the beginning of the school year.		
9	**Additional School Site Administration for Elementary and Middle Schools with High low-income, foster youth, and English learner Counts**	After analyzing the academic data for our low-income, foster, and English Learners, the district identified one cause of the lower than expected academic performance and higher rates of suspension and expulsion of these groups was associated with the need to provide additional leadership support at elementary and middle school sites to focus on supplemental supports for these student groups as described below. In the past, several elementary schools had only a school principal for administration. This leadership support did not adequately serve staff or the high disadvantaged student population at these schools. The decision to ensure a Vice Principal at every elementary school is in response to increased challenges and higher academic expectations for schools. In addition, two middle schools with high numbers of English learners, foster youth and students living in poverty will receive an additional vice principal above baseline to better support district goals for these student groups. This action allows for an additional leader to assist the school principal and form a stronger leadership team that improves academic and social emotional outcomes. The additional vice principal will work with the Principal to discuss the implementation of school policies and programs and ensure that the needs of disadvantaged student populations are being met. Expectations for vice principals include the following: • Assist the Principal in supervising and evaluating staff to support effective instruction • Foster and support professional learning communities on site to support effective instruction • Assist the Principal in assigning teachers to special duties, i.e. cafeteria duty, hall duty, etc. • Assist the Principal in providing and leading the school site vision and mission with a focus on ensuring equity for low-income, foster youth, and English learner students • Build, design and foster collaborative groups and teams (Teacher teams, student groups, etc.) • Assist in the supervision of pupil activities (dances, proms, plays) which may occur in the evening or weekends to support equitable access for all students and feelings of connectedness to school	$2,238,699	Y

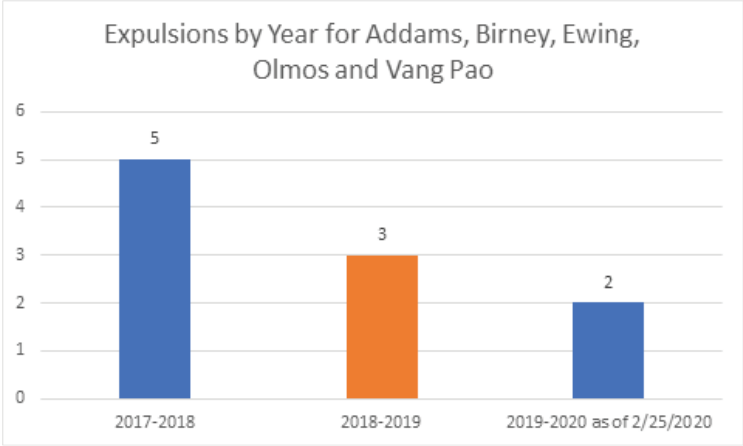
		• Prepare pupil census for local, state, and federal reports. • Support and arrange State and Local Assessment tests so that learning outcomes can be measured to determine how to best support students moving forward • Complete reports for State and Local levels. • Assume responsibility for the documentation needed for mandated programs. • Fostering a culture of data decision making focused on supporting low-income, foster youth, and English learner students and ensuring equity in learning outcomes for all students • Assume the responsibility of student scheduling at the direction of the Principal. • Assist the Principal in interpreting school programs to the community. • Work with special service personnel and non-school agencies on pupil personnel problems. • Meet with teachers, pupils, parents/guardians as needed. • Assist the Principal in conducting orientation for incoming students. • Assist the Principal in identifying areas related to the functioning of the school which can be computerized. • Provide professional learning as needed to support academic and social emotional needs. • Arrange personal time schedule to meet the requirements of the position of Vice Principal. • Assist the Administrative Assistant in supervising the staff on cafeteria duty. • Be knowledgeable of district and school goals and programs. • Maintain an effective, positive working relationship with staff. • Prepare and submit all reports, as requested by Principal, in proper writing and/or oral style and structure. • Portray an effective role model for staff, students, parents/guardians, community members. • Be knowledgeable of new educational trends. • Assist the Principal in writing Professional Growth Plans. • Complete additional assignments as directed by the Principal. • Support all operational functions of the school Since introducing additional vice principals, school sites connected to this action continue to see improvement in academic achievement, and reductions of suspensions and expulsions. The additional vice principals are principally directed toward the support of low-income, foster youth, and English learner students. The recognized improvements at the middle schools (implemented first) justify expansion to selected elementary schools with high counts of low-income, foster youth, and English learner.		

		Middle Schools: Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income students in the district with 97.6% and 95.9%, respectively. Additional middle school Vice Principals for Gaston and Fort Miller. Elementary Schools: The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal. • Birney 97.8% low-income, foster youth, and English learner • Olmos 98.8% low-income, foster youth, and English learner • Vang Pao 98.3% low-income, foster youth, and English learner • Ewing 90.3% low-income, foster youth, and English learner • Addams 99.4% low-income, foster youth, and English learner • Thomas 92.8% low-income, foster youth, and English learner • Pyle 96.3% low-income, foster youth, and English learner • Burroughs 98.4% low-income, foster youth, and English learner • Hamilton 90.9% low-income, foster youth, and English learner This action has been effective in increasing test scores and reducing suspensions and expulsions for low-income, foster youth, and English learner students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools. Below will show the individual school sites and the achievement results following the addition of this action. SBAC 3-year Trend in Proficiency (2017-2019) by Site. (There is no State Data for 2019/20) Ewing: • ELA:25-40 a 15% increase • Math:22-42 a 20% increase Birney: • ELA:29-37 an 8% increase • Math:25-36 an 11% increase Olmos: • ELA:21-28 a 7% increase		

		• Math:16-27 an 11% increase Addams: • ELA:22-23 a 1% increase • Math:15-20 a 5% increase Vang Pao: • ELA:35-42 a 7% increase • Math:30-43 a 13% increase **District Overall Average Elementary :** SBAC 3-year Trend in Proficiency (2017-2019) • ELA:32-38 a 6% increase • Math:19-23 a 4% increase Since receiving additional administrative support at both elementary and middle sites, there have been improvements in academic success as well as a decrease in suspensions and expulsions.		



Suspensions have decreased over the last couple of years for the 5 Elementary Schools that have had an additional Vice Principal.

		 Similarly, expulsions have decreased over the last couple of years for the 5 Elementary Schools that have had an additional Vice Principal.		
10	**<u>African American Academic Acceleration</u>**	The African American student demographic group in Fresno Unified has been identified on the California School Dashboard as performing in the lowest levels for suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this demographic group. **<u>Academic Acceleration</u>** The Office of African American Academic Acceleration (A4) has launched many strategic initiatives to increase the academic capacity of African American students. The ushering-in of new programs is designed to prevent learning loss due to time away from school (including summer break or suspensions). As it stands, 97% of Fresno Unified School Districts African American students are from low-income households. The advancements that have been implemented to date are listed below.	$3,476,754	Y

- **<u>Summer Literacy</u>:** A4 started this pilot program in the Summer of 2018 with one elementary site and one middle school site located at Baird Middle School, which serviced PreK–7th grade students. This program focuses on closing the reading achievement gap for students who are not currently on grade-level. The district partners in this work with Springboard Collaborative and their model focuses on preventing the typical three-month summer slide through an intensive five-week summer program. This program combines daily reading instruction, weekly family workshops, a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools to families in proportion to student reading gains.
- During the summer of 2019, the district expanded the program to include two elementary school sites and one middle school site. The programs were at Lincoln Elementary and Bullard Talent K-8. A total of 378 students of which 55.4% were African American were served. During the summer of 2020, recruitment was re-strategized to increase the number of African American students served.

Data: 2019 Summer Literacy

- **Parent Participation: 86%**
- **Student Average Daily Participation: 86%**
- **Total Students Meeting Goal: 70.6%**
  - of the 70.6% of students meeting their goal, 49.3% of those students exceeded their goal.

Number of sites	2
Grade levels served	PreK - 4th
Enrollment	378
Parent Participation Rate	86%
% of African American Students	55%

Summer Reading gain by site	Lincoln – 4 months/Bullard Talent 2.7 months
FUSD Summer Reading Gain	3.3 Months
Total Summer Reading Gain (including potential 3-month loss)	6.3 Months

The Summer Literacy program expanded in 2020 to four host sites, with an initial enrollment of 735 students. The program was designed to be in person but quickly transitioned to a distance learning platform due to Covid-19. Of the 735 enrolled, 377 participated and completed the 5 week program. The reading program model overall worked very well with distance learning and minimal modifications were required to adjust to a virtual platform.

Data: 2020 Summer Literacy

- **Parent Participation: 92%**
- **Percentage of African American Students: 89.1%**
- **Total students Meeting Reading Goals: 73%**
- **Students read or listened to 37,311 books (through online reading library)**

The Summer Literacy program continued in 2021, maintaining 4 host sites at Ayer, King, Thomas, and Williams Elementary. We reduced our enrollment goal to 360 students due to the chronic absenteeism of African American students throughout the 2020-2021 school year and the challenging Covid-19 environment. We provided a hybrid program model to accommodate both in-person & distance learning options at each site to provide family choice which in turn gave us higher family participation outcomes. With our hybrid model, we enrolled 394 students districtwide, exceeding our initial goal. Of those 394 students, 251 students completed and earned incentives in our Summer Reading program.

Data: 2021 Summer Literacy

- **Parent Participation: 98%**
- **Percentage of African American Students: 79%**
- **Student Average Daily Participation: 84%**
- **Total Students Meeting Reading Goal: 63.7%**
- **Students read or listened to 13,574 books (through online reading library)**

Going forward, the summer program will accommodate four hybrid sites (onsite & distance learning) and the district plans to serve 440 disadvantaged students from throughout the district. Using the hybrid model will improve services, offer additional learning platforms, and bridge the gap for low-income and foster youth students. To assist, a teacher on special assignment and program manager have been added. Staff has also embedded a case management model to help serve the most vulnerable populations and to foster collaboration and consistent communication amongst families. Physical home visits and family workshops transitioned to video conferencing with flexible timeframes to accommodate parent schedules. The three-hour daily instructional time will be broken up into a combination of live video conferencing, pre-recorded videos, independent work, small group, or one-on-one check-ins.

- **After School Literacy:** The literacy program extends to the regular school day calendar through the After School Literacy Program. This will supplement the summer program and continue to close existing academic deficiencies for African American students. Here is a breakdown of the original program from 2019/20 academic year:
    - 9 Elementary sites
    - 329 students served across grades pre-k through 6th
    - Up to 3 classes per site, up to 15 students per class = up to 45 total students per site
    - 1 hour of afterschool programming, 3 days per week
    - 10-week program
    - 4 parent workshops
    - Home visits conducted by teachers

Data: 2020 Afterschool Literacy

- **Parent Participation: 92%**
- **Percentage of African American Students: 78.3%**
- **Student Average Daily Participation: 86%**

- **Total Students Meeting Reading Goal: 70.6%**

The 2020-21 afterschool program expanded to ten host elementary sites with each Fresno Unified Region represented. An additional six elementary schools with smaller African American populations will have students feeding into host sites. Staff has adjusted the model to accommodate for distance learning by changing physical home visits and family workshops to video conferencing with flexible timeframes to accommodate parent schedules. Staff has embedded a case management model to help serve the most vulnerable populations such as homeless and foster youth to cultivate collaboration and consistent communication amongst families. Staff meets with the students three hours weekly broken up over two or three days per week and uses a combination of live video conferencing, pre-recorded videos, independent work, small group, or one-on-one check-ins to meet the needs of families.

Data: 2021 Afterschool Literacy

- **Parent Participation: 94%**
- **Percentage of African American Students: 93.7%**
- **Student Average Daily Participation: 70%**
- **Total Students Meeting Reading Goal: 84%**
    - **Of the 84% of students meeting their goal, 66% of those students exceeded their goal.**

Due to the success of this afterschool program model, A4 and the Extended Learning Office will partner to expand the program in Spring 2022 to 20 sites in all regions. In the following 2022-2023 academic school year, the afterschool reading program will be fully scaled district wide.

Fresno Unified will continue to host ten sites for the 2021-22 academic year serving 450-500 students throughout all Fresno Unified regions. It is expected that the number of sites and students served during the 2023-25 academic years will increase.

- **Academic Center for Suspended Students**: Based on Fresno Unified School District Equity and Access Student Behavior Power BI data, African American students have been suspended at higher rates than similar-sized student demographic groups. As a collective group, African American students were suspended over 3,000 days per year, in each of the past three school years. The Office of A4 created a center that focuses on minimizing lost instructional hours for African American students. The Academic Center for suspended students was designed to allow students who receive an out of school suspension the opportunity to continue their

education in an off-campus site with a culturally responsive certificated teacher on special assignment and an experienced para-educator. The Academic Center for Suspended Students officially launched in October 2019 and immediately offered differentiated instruction to referred students saving a total of 435 instructional hours across seventeen school sites. Direct student services were provided for students who were suspended anywhere from one day to twenty-one days (pending expulsion). At the Academic Center, students complete their school assignments and receive a full day of instruction and academic support. Students that attend are also provided breakfast, lunch, and access to technology. During the COVID-19 pandemic, Fresno Unified was able to continue supporting African American students through the Academic Center. In this pivot, services shifted focus to four elementary school sites that were identified and selected utilizing iReady ELA and Math data, in addition to African American student enrollment data at each site. Those schools are:

1. Martin Luther King Elementary
2. Kirk Elementary
3. Williams Elementary
4. Wilson Elementary

The district adopted a push-in model with site teachers allowing access to their virtual classrooms thereby allowing A4 to conduct small group instruction during the day and tutorial services in the afternoon. The students targeted in this initiative are in grades 4-6. Currently, 40 students are being provided academic support collectively, across each site. These 40 students represent the total number of elementary students that have been served from the sites mentioned above and that number will increase once we launch our 2021-22 Academic Center campaign.

- **Case Management:** Case Management services connect and educate families on students identified as needing academic supports. The goal of case management is to build strong relationships with families through consistent communication and support of students. Case Management helps to increase the academic achievement of students who are behind grade level by enrolling and monitoring students in applicable A4 programs. They encourage and

		engage families to attend family workshops and make sure students meet program attendance requirements. Families are comfortable with the Case Management providers because they are local organizations that are known and respected in the community. • **Student Voice:** The Office of A4 is focused on improving academic outcomes for all African American students enrolled in Fresno Unified Schools. A4 Student Voice is designed to provide a safe space for African American students to collaborate as thought partners and become agents in route to creating solutions for a better educational experience in Fresno Unified. The population targeted for this initiative are the under-represented African American students whose voices are typically overlooked. These students have been provided a platform in the District to voice concerns with the goal of helping to establish a campus culture that would be beneficial for the majority of students like themselves. There are three sectors of Student Voice that meet virtually to discuss ways to solve the problems that they face. The three sectors are the Student Caucus, Student Lived Experiences, and Design Thinking. A4's Student Voice has accomplished many objectives that include: 1. Meeting with the Superintendent 2. Presenting to the Board 3. Launching an Instagram account 4. Community outreach 5. Work-Based Learning opportunities 6. Public Speaking forums The topics and discussions are shared with District leaders to create equitable change in all areas of student's learning environment. The impact of the Student Voice initiative will be gauged by surveys completed by students. The pre-program survey will provide student insight to help measure the program's effectiveness and will give our department an idea of what the students expected coming into the program. A post-program survey will help to determine their feelings regarding the academic direction of the district at the conclusion of the school year. We will also measure the number of opportunities that the students are provided through the program that will help them to develop		

		leadership skills, speak publicly, interact with the community and take part in professional development trainings.		
11	**Early Childhood Education Developmental Screening**	Early Learning programs reach more than 3,000 children from infants to Preschool in a typical school year. Preschool is often the first formal setting many of the children in our community will experience before entering Transitional Kindergarten or Kindergarten. Many factors contribute to children's individual growth and development. Children living in disadvantaged circumstances who are in the earliest years of development are particularly susceptible to factors which can impede their path to meeting developmental milestones. Screening children early highlights their developmental progress and, in some cases, the areas of potential developmental concern, providing windows of opportunity to support children and respond appropriately to any concerns. The Early Learning Department identified the need to support our community's youngest learners' development by providing developmental screening for each child enrolled in an Early Learning program. New to 2021 is the addition of a Project Manager and Child Welfare Assistant, one Paraeducator, a summer program for incoming Transitional Kindergarten and Kindergarten students, and an online enrollment process. The District will provide access to an online platform where teachers and families will collaborate on developmental screening using the Ages and Stages Questionnaires (ASQs) tool. Parents will use a unique online link to access and complete their child's screening. Upon the completion of a child's ASQs, teachers will access the results of the screening tool and respond appropriately based on the data collected. The expansion of the developmental screening process will be extended across all Early Learning programs, allowing the district to reach groups that do not have the same access to, or awareness of, early identification. Students in foster care may not have the settings to cultivate developmentally consistency to support their milestones, those living in poverty may have life factors that hinder development. The developmental screening process will ensure that all children's individual growth and development is universally supported, including that of children in highest-need areas. The developmental screening process will be tracked using the online platform ASQ Online. Teachers will meet with families for conferences in the fall and spring to review their child's ASQs data and, when needed, determine supports and next steps, such as rescreening. In the 2019/20 school year, early childhood classroom instructional aide support position hours were increased. Instructional aides support in transitional kindergarten classrooms. The duty day for aides increased from 3-hour positions to 6-hour positions, and preschool classroom instructional aide support increased from 3.5-hour positions to 7-hour positions. This change provided instructional aide support	$16,680,744 (Total investment) $13,333,702 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $3,347,042 (Federal funds, Non-Contributing)	Y

		throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and mid-year transitions in instructional aide positions by more than 25%, resulting in continuity of care and stability for children throughout the academic year. In measuring the impact of the increased instructional aide support position hours on child outcomes, results indicate that children's social emotional development continues to progress. The social emotional development of children in our program has progressed at least one developmental level, with over 30% of children progressing two or more developmental levels.		
12	**Additional Supports for Libraries**	In the "School Library Impact Studies" (Gretes,2013) evidence from multiple library impact studies concluded that many disadvantaged students have limited access to reading material and technology. Research has shown that increased access to reading material and to technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. School libraries have the ability to bridge the learning gap between privileged and at-risk and disadvantaged students by providing equal access and resources for learning. The district will continue to provide funding to extend the hours of operation and to offer flexible library scheduling. In addition, the district will purchase backpacks and additional print and digital books that have a focus on diverse topics, and which are available in a variety of languages. Finally, the district will create and provide home libraries that can be checked out and/or provided to students for long term use at home. This action has three major components that are of benefit to all students, including disadvantaged students, and that support increases in literacy across the board. The first action is to continue funding increased hours for libraries and for library media technicians. All libraries within Fresno Unified School District will be open until at least 4:00 PM. In addition, they will be open before school, during breaks and lunch, and after school. The second component includes purchasing additional print and digital books. As part of this component, students will have access to audiobooks, read-along books, and graphic novels; all of which have been shown by research to support an increased level of literacy. These books, both print and digital, reflect diverse topics and a variety of languages to stress the importance of students seeing themselves in what they read. The third component is a home libraries program. As stated above, there is a strong correlation between lack of books in the home and the lack of literacy skills of students. Libraries would provide greater access to long-term checkouts of print books to increase the number of books in the home.	$535,000	Y

		This expanded library program, including extended hours, additional purchases, and home libraries for greater access to literacy and literacy tools. Outcomes are measured by: • Multi-Year tracking of students indicates they actively engage in reading by measuring library access, increase in the number of books at home, and by reading scores • Increasing the number of checkouts as measured in Follett Destiny and Sora Digital Library • The number of hours open before school, after school, and during lunch/breaks/recess • The number of students accessing the library (using LibraryTrac or a similar system). The actions above put more high interest, curriculum aligned books and technology in the hands of disadvantaged students. As a result, low-income, foster youth, and English learner students will have the resources to improve scores on state and local assessments. As a result, our Low Income (LI) students achieved a 7.1 point increase on the SBAC. In addition, our English Learner Redesignation exceeded our target of 11.8% with a score of 16.68%.		
13	**Equity & Access**	Foster youth, English learners, low income students, and all student groups are identified through disaggregated data and supported through all Equity and Access goals (Transparency, Data and Assessment Literacy, and Support for Student Needs). There is clear need shown in the California Dashboard and related data to address academic achievement levels for foster youth, English learners, and low-income students. Foster youth, English learners, and low-income students are identified student groups for state-identified school differentiated assistance TSI, ATSI, and CSI school designations. Furthermore, this need highlights the increased need of data fluency throughout the system in order to better understand the needs of students within these and all other student groups. Data retrieved from the four priority areas of focus are disaggregated in the same fashion, provided disproportionality calculations, and are focused on students identified as focus and priority. Equity and Access facilitated Pivot teams' partner with all departments and the County Office of Education towards differentiated support for all identified groups. These goals not only support the disaggregated data needs necessary for all departments and district goals in order to best understand the gaps present with some student groups and schools, but also to build muscle to reduce disproportionality and see improvement through data. The Aligned Assessment System feeds data into Equity and Access databases toward collaboratively designed and created visualizations to use with seeking out support for differentiated needs, while the Diversity, Equity, and Inclusion (DEI) framework ensures that there is learning and understanding of ways the district can decrease said needs from an asset-based, inside-out approach.	$2,406,664	Y

		Pivot teams collect and analyze data on students disproportionately impacted by disadvantaged circumstances through a variety of avenues that meet one or more of the three primary Equity and Access Goals: Transparency, Data and Assessment Literacy, and Support for Student Needs. Priority areas of focus include: • Differentiated Assistance and State Identified Support including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) Identified by state factors, differentiated assistance and state identified support for target student groups, schools, and a combination of student groups at specific schools for focused attention and support. Through cycles of improvement and identified processes, Equity and Access department and Pivot teams organize processes for increasing leading indicators towards student, student group, and school successes as identified by cycles of identification at the state level (next cycle anticipated for January 2022). Equity and Access's model of Pivot teams using improvement science has allowed for tracking of student groups identified toward greater support. County Office of Education has modeled their support of smaller, area districts off of the model and design of Fresno Unified School District's CSI support where an improvement cycle is taught, modeled, collaborated with, and operationalized while tracking results and modifying toward greater successes. • Diversity, Equity, and Inclusion (DEI) Led by a multi-departmental DEI Advisory team and supported by Equity and Access department and Pivot teams, the Equity and Access responsibility is primarily that of Cultural Proficiency professional learning and development as a foundational component of all domains of diversity, equity, and inclusion: Culturally Proficiency Practices, Multicultural Experiences, and Social Action. Through professional learning, data is collected through surveys, focus groups, and various leading indicators to establish the impact of training on all students with a specific on disproportionality factors of student groups. Since 2019, this multi-departmental advisory and subsequent district and site steering committees have been providing foundational support for Cultural Proficiency professional learning toward improving the system asset-based lens through an inside-out approach. Third party analysis have shown effectiveness of the professional learning in positively impacting awareness of implicit bias with a focus on the assets brought to the school district by diverse student groups such as foster youth, English learners, and low-income students. Furthermore, the tenets of the professional learning		

		have been embedded in the district's new mission, vision, values, and goals toward greater institutional cultural knowledge. • Aligned Assessment System Developed and maintained through facilitation of various assessment committees and sub-committees, Equity and Access supports an aligned assessment system from Early Learning though adult education in order to collect, understand, and set targets for students and student groups. The Aligned Assessment System provides an MTSS-driven academic diagnostic screener for all students as well as corresponding data and personalized instruction to meet students where they surface (grade level, readiness, understanding, etc.). The Aligned Assessment System, with i-Ready as the foundational assessment, provides student data in various domains of reading and mathematics and allows for Pivot teams, Equity and Access, and departmental supports to create actions towards support individual student and student groups. • Data Visualization and Databasing Developed and maintained through organization of data tables, visualizations, and action-oriented information, Equity and Access ensures correct data uploads through Cal Pads, across the District Student Information System (SIS), when presenting Board Communications, and more. Housed in Equity and Access, this disaggregated data sourcing allows for action-oriented movement across the district. Aside from compliance-driven importance of accurate data aligned to funding sources and local, state, and federal actions, this data accuracy and increased focus on data visualization allows for actionable data for all levels of the district. Outcomes of these services from Equity and Access include previously identified student groups identified by the state for differentiated assistance as well as previously identified CSI schools being re-identified into less severe classifications of support, increased use of the Pivot team model throughout the district in various forms of multi-departmental structures (NIC, for instance), increased availability of student level data, increased access to actions and opportunities for personalized instruction and support, and more clearly defined organizational culture embedded in the newly established district strategic plan (mission, vision, values, and goals). During COVID building closures, for example, i-Ready allowed for the school district to virtually screen all students for reading and mathematics status and growth, provide virtual personalized instruction, and pivot to an online		

<table>
<tr><td></td><td></td><td>assessment in lieu of the state assessment. The newly adopted strategic plan (Board adopted in 2020) embedded foundational work of the DEI advisory team and Cultural Proficiency training by stating that the mission of Fresno Unified School District is that, “We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.”</td><td></td><td></td></tr>
<tr><td>14</td><td><u>GATE (Gifted and Talented Education)/ Advanced Placement (AP)/ International Baccalaureate (IB)/SAT/PSAT Fees</u></td><td>Fresno Unified School District’s low income, foster youth and English learner student populations have been historically disproportionately underrepresented groups in accelerated programs such as GATE, Advanced Placement, and International Baccalaureate. Adding a GATE Manager to focus on Advanced Coursework at the elementary level in addition to the existing IB/AP Manager which focused on the secondary level, will expand student access to advanced coursework.

<u>Elementary GATE:</u>
1. Service/Design- Targeted outreach to families of second language learners and other underrepresented groups will include translated communication and follow up communication as needed to build awareness of accelerated programs available
Action
• Provide support in parent outreach to increase the number of eligible students enrolled in designated GATE classrooms at Manchester GATE and Yokomi Elementary.
Measures of Effectiveness Indicating Success
• Increase the number of families attending informational nights as captured in parent sign in sheets

<table>
<tr><td>Year</td><td>Parent Night Attendance #</td><td>Hosted by</td><td>Notes</td></tr>
<tr><td>Spring 2020</td><td>215</td><td>GATE Office</td><td>Offered in English, Spanish, and Hmong</td></tr>
<tr><td>Fall 2019</td><td>Varied</td><td>Virtual School Choice Expo</td><td>Parents navigated various GATE programs virtually.</td></tr>
</table></td><td>$2,254,364</td><td>Y</td></tr>
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Fall 2018	200	Manchester GATE and Yokomi GATE	Meetings were supported by FUSD translators

- Increase the number of parent communications via phone calls captured in phone logs

School Year	Parent calls #	Supported by	Notes
2020-2021	818	GATE Office	Supported in English and Spanish
2019-2020	403	GATE Office	Supported in English and Spanish
2018-2019	94	GATE Office	Supported in English and Spanish

Outcome- The increase in awareness of accelerated programs to eligible students allows more informed decision making regarding accepting placement in GATE designated classes at and successfully decreases the disproportionality of targeted groups, including English learners, students living in poverty, and African American students.

2. ***Service/Design -*** The research and evidence-based design of **FUSD's GATE Certification Cohort Program** focuses on professional learning that builds capacity in K-8 grade teachers to best meet the needs of all students. The program design embeds instructional strategies designed to meet the needs specific to students of color and other underrepresented groups in need of opportunities for acceleration.

Action

- **FUSD's GATE Certification Cohort Program** certifies K-8 classroom teachers in the area of gifted education and acceleration with an embedded focus on the needs of low income, English language learners and other underrepresented groups.

Measure of Effectiveness Indicating Success

- A high percentage of Manchester and Yokomi teachers completing the GATE certification program.

School	2018-2019 #Teachers Certified	2019-2020 #Teachers Certified	2020-2021 #Teachers Certified

Manchester GATE Elementary	25/27 92%	18/26 69%	18/26 69%
Yokomi Science Magnet	30 100%	23/31 74%	23/31 74%

- An equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications.

School Year	#of regions represented (7 total)	% of Elementary vs Middle school
2020-2021	7	70%/30%
2019-2020	6	95%/5%
2018-2019	7	78%/22%

- GATE Certification teachers attending the California Association for the Gifted Summer Institute for teachers of gifted students spring 2022

School Year	Teachers participating	Notes
2020-2021	41	Virtual CAG institute
2019-2020	0	Cancelled due to school closure
2018-2019	12	

Outcome- Increase the number of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allows students to receive the appropriate instructional services outside of a formal GATE program.

3. ***Service/Design-*** The delivery of differentiated professional learning for teachers at sites where GATE programs are not present. High-quality professional learning embeds instructional strategies designed to meet needs specific to students of color and other underrepresented groups in need of acceleration with a focus of equity and inclusion.
Action

- Provide site support in the area of gifted education and acceleration with an embedded focus to the needs of low income, English language learners and other underrepresented groups to staff at sites without a designated GATE program.

Measure of Effectiveness Indicating Success

- Increased schools participating in professional learning on acceleration and gifted strategies as measured by sign in sheets

School Year	Participating schools	Supported by	Notes
2020-2021	0	GATE Office	All support was virtual and on demand due to school closures
2019-2020	6	GATE Office	Support to: Admin, ILT, PLCs, One on One
2018-2019	2	GATE Office	Support to: Admin, ILT, PLCs, One on One, Malloch Elementary was a dedicated support site for the year (Lab school model)

Outcome- Increased numbers of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allowing students to receive the appropriate instructional services outside of a formal GATE program.

4. ***Service/Design-*** **Young Scholars' Summer School**. A summer program that onramps and exposes students of underrepresented groups to accelerated instruction using STEM curriculum and critical thinking strategies prior to the upcoming academic school year. This summer program has targeted outreach for families of qualified students.

Action

- Providing Young Scholars' Summer School to existing first grad*e students.* On ramping students to accelerated learning and exposing and engaging them in accelerated instruction prior to second-grade regardless of participation in a GATE program.

Measure of Effectiveness Indicating Success

- Increased numbers of eligible students from disadvantaged circumstances or underrepresented groups participating from every high school region as measured by enrollment data

Year	Number of Sections	Number of Students

*Program not offered in 2020 due to COVID closures

** Virtual camp model offered in 2021

- Note - Participating students were exiting 2nd graders from 2017-2019
  - 2020 - Young Scholars was not offered

2017- Pilot year	4	55
2018	9	102
2019	8	129
2020*	0	0
2021**	5	108
Total	26	394

Outcome- With the increase in opportunities for students of disadvantaged circumstances to participate in an accelerated program, disproportionality will decrease regardless of enrollment in formal GATE programs during the school year.

Middle Schools

1. ***Service/Design -*** The research and evidence-based design of **FUSD's GATE Certification Cohort Program** focuses on professional learning that builds capacity in 7-8 grade teachers to best meet the need of all students. The program design embeds instructional strategies designed to meet the needs specific to students of color and other underrepresented groups in need of acceleration.

   Action

   - **FUSD's GATE Certification Cohort Program** certifies K-8 classroom teachers in the area of gifted education and acceleration with an embedded focus to the needs of low income, English language learners, and other underrepresented groups.

   Measure of Effectiveness Indicating Success

   - Increased in participation of 7-8 grade teachers in GATE Certification Cohort. Currently 8%
   - An equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications.

School Year	#of regions represented (7 total)	% of Elementary vs Middle school
2020-2021	7	70%/30%
2019-2020	6	95%/5%
2018-2019	7	78%/22%

- GATE Certification teachers will attend the California Association for the Gifted Summer Institute for teachers of gifted students spring 2021 as measured by registration forms

School Year	Teachers participating	Notes
2020-2021	41	Virtual CAG institute
2019-2020	0	Cancelled due to school closure
2018-2019	12	

Outcome- Increased numbers of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allows students to receive appropriate instructional services outside of a formal GATE program.

<u>High School</u>

1. ***Service/Design-*** Professional learning opportunities will be provided to build needed skills to ensure that every student including those from disadvantaged and/or diverse backgrounds develop the skills, habits of mind, and concepts that are required to succeed in college

Action

- Provide teachers with a variety of professional learning opportunities
  - Collegeboard Advanced Placement Summer Institute offered to all teachers who have not received content training in three or more years
  - Advanced Placement (AP) teachers register for summer CollegeBoard professional institutes, and Spring training in house FUSD. All AP content areas have opportunities to attend Spring Professional Learning
  - Fall & Summer professional learning for International Baccalaureate (IB) will continue to support the certification of new IB teachers and teachers changing grade levels.
  - Offer other professional learning activities, resources, and services to support teachers with strategies to engage students in high-level learning
  - CollegeBoard will offer Weekly Professional Learning Opportunities: AP Classroom, Classroom Troubleshooting, Item Banks, Personal Progress Checks, Course & Description, Unit Guides, AP Daily Video, Topic Question, and Checking for Understanding

- Fall & Summer professional learning for IB will continue to support the certification of new IB teachers, as well as teachers changing grade levels.
- IB Training for Fresno High

- Teachers in Middle Year Program (MYP) grades 9 & 10, Career Program (CP) and Diploma Program (DP) grades 11 & 12 are trained at least once in their subject area and receive another training if the subject area changes
- Principal is trained in MYP, CP, and DP every five years
- Teachers have opportunity to attend IB Category 3 Training - Specific instructional focus within a subject area and leadership goals across the system

Measure of Effectiveness

- Increased participation in professional learning as measured by registration data.

AP/IB Professional Learning Opportunities
3-Year Trend

Professional Learning to Support Teachers with Strategies to Engage Students in High-Level Learning	2018-19 Teacher Count	2019-20 Teacher Count	2020-21 Teacher Count
Monday Menu	N/A	N/A	37/141 (26.2%)
PL Summit 2020 Summer - Tutor.com	N/A	N/A	88/141 (62.4%)
PL Summit 2021 Winter- Tutor.com	N/A	N/A	32/141 (22.6%)
AP/IB Summer Institute	5/146 (3.4%)	21/152 (13.8%)	31/141 (21.9%)
Simultaneous Teaching	N/A	N/A	28/141 (19.8%)
New AP Teacher Training • *Content Website & Content Pages* • *Online Resources* • *AP Pacing Guides*	N/A	N/A	11/27 (40.7%)
Optional Weekly AP Cycles of Training AP Classroom, Classroom Troubleshooting, Using Item Banks, Personal Progress Checks, Course & Description, Unit Guides, AP Daily Video, Topic Question, and Checking for Understanding	N/A	N/A	Open Participation

Outcome- Increase application of new learning to bolster the capacity of teachers successfully meeting the needs of AP students in underrepresented groups

2. ***Service/Design-*** Providing opportunities for accountable communities of curricula and pre-AP/AP/IB teaching teams with vertical and horizontal alignment in collaboration with other departments including, but not limited to African American Academic Acceleration Initiative (A4)

to create unified course materials and systematically ensure that instruction is inclusive to all learners.

Action

- Partner with other departments to create unified course materials
- Provide opportunities for middle school sites to offer pre-AP courses aligned to feeder high school sites for continuity of learning.
- Horizontal collaboration across the district will increase planning opportunities
  - All AP teachers have the opportunity to participate in lateral content-specific Professional Learning Communities (PLC) Collaboration across the district at least twice a year

Measure of Effectiveness

- The creation of materials that systematically ensure that instruction is inclusive to diverse learners as vetted in collaboration with partner departments and increase the number of Pre-Ap classes at the Middle school level

District wide Lateral Content-Specific PLC Collaboration Sessions
3-Year Trend

PLC Collaboration	2018-19 Teacher Count	2019-20 Teacher Count	2020-21 Teacher Count
Semester 1	N/A	N/A	62/130 (47.6%)
Semester 2	N/A	N/A	58/130 (44.6%)

Outcome- Increase teachers' ability to equip students to build skills needed to meet the demands of rigorous AP/IB coursework by providing accommodations for all students including underrepresented populations will decrease the disproportionality of student participation in accelerated programs.

3. ***Service/Design-*** Providing content resources for students of underrepresented populations to increase the number of students receiving a qualifying score of 3 or higher on AP exams

Action

- Research and implement strategies and practices that have been correlated with higher pass rates on AP exams
- Increase the number of students receiving a qualifying score of 3 or higher on AP exams as well as practices and strategies that support foster youth, English learners, and low-income students
- All students regardless of socio/economic backgrounds are given an opportunity to take the exam
- District funds cover testing fees for all AP/ IB exams, fees are charged per exam
- Qualifying scores on Advanced Placement exams earned college credits
- Many students are eligible to take multiple exams
- IB exams taken in core and elective classes
- Continue to make available tools including AP daily videos to help cover course content and skills as a daily support for AP students

Measure of Effectiveness

- Ongoing monitoring of student utilization of resources

AP Exam – Qualifying Score of 3, 4, or 5
3-Year Trend

Year	# Students Passed	# Students Not Passed	% Earned Qualifying Score
2018-19	1352/4751 (28.4%)	3471	28.4%
2019-20	1367/4831 (28.2%)	2613	28.2%
2020-21	897/4851 (18.4%)	2713	18.4%

Outcome- with the expansion of student resources to support content knowledge, pass rates on the AP exam increased.

- Provide tools including AP daily videos to help cover course content and skills as a daily support for AP students
- Tutorial hours given to each high school to support student learning
- Tutoring resources were made available to students to support and cement learning and provide at-home one-on-one online tutoring to students through Tutor.com

- AP Insight Online tools – College Board technology tool resources for providing planning and teaching support for AP teachers in all AP content areas

AP Exam – Qualifying Score of 3, 4, or 5
3-Year Trend

Year	# Students Passed	% Earned Qualifying Score
2018-19	1,352/4,751	28.4%
2019-20	1,367/4,831	28.2%
2020-21	897/4,851	18.4%

4. Service/Design- Increase the recruitment and retention of underrepresented AP/IB student groups that have been traditionally overlooked and not considered for AP courses in Advanced Coursework.

Action

- Utilize PSAT and SAT testing to identify AP potential as an additional metric to increase participation of underrepresented student groups in AP courses
- Partner with outside organizations including Fresno State African American Initiative Coordinator, Outreach & Special Program to encourage and recruit students from diverse backgrounds to enroll and retain students of color in AP classes
- Fresno Unified School District will pay for all student PSAT/SAT/AP/IB testing fees, and provided logistical supports to ensure a quality and accessible testing environment
- PSAT and SAT are administered during the school day in the spring and fall
- The PSAT is administered in 8th, 9th, 10th and 11th grades
- The SAT is administered to all A-G on track and borderline students in the 11th grade
- Students attend original credit summer school classes and AP Human Geography both provided opportunities for acceleration in high school

Measure of Effectiveness

- Enrollment/ retention data monitored throughout the year

AP STUDENT RECRUITMENT/RETENTION (Not Unique Student Counts)						
	2017-18		2018-19		2019-20	
School Sites	Students Enrolled Quarter 1	Students Enrolled Quarter 3	Students Enrolled Quarter 1	Students Enrolled Quarter 3	Students Enrolled Quarter 1	Students Enrolled Quarter 3
BULLARD	1132	1084	1068	1050	1393	1313
DESIGN SCIENCE	0	0	70	67	31	30
DUNCAN	457	436	436	422	485	472
EDISON	22922	2186	2143	2069	2182	2101
HOOVER	853	825	799	771	801	747
MCLANE	691	647	741	715	722	670
PATINO	90	83	82	74	61	55
ROOSEVELT	577	532	598	533	648	619
SUNNYSIDE	921	879	1216	1174	1223	1170
OVERALL	7013	6672	7153	6875	7546	7177

*2020-21 AP Student Enrollment Counts Pending

AP Student Enrollment by Ethnicity (Unique Student Counts)
3-Year Trend

	2017-18	2018-19	2019-20
African American/Black	256	211	215
Asian	763	807	731
Hispanic	2,726	2,997	3,094
Multiracial	94	100	119
Native American/Alaskan	23	24	18
White	601	589	633
Pacific Islander	21	23	21
Overall	4,484	4,751	4,831

Outcome- Increased the number of students of underrepresented populations enrolled in AP/IB courses

5. ***Service/Design-*** Utilizing a multiple prong approach consisting of funding, tutoring, and incentives to support underrepresented AP/IB student groups in an effort to increase the number of students receiving a grade of C or better in AP coursework

Action

- Each site is provided with funding for AP Tutorial hours to support AP retention
- Tutorial hours are distributed by quarter in order to support AP student achievement in AP course and on the AP exam
- Teachers will provide before and after school tutorial hours each quarter to support AP student achievement in the AP course and on the AP exam
- Students with D's/F's are given tutor priority while providing many of our underrepresented students targeted support
- Student incentives and material support are provided throughout the year to foster success including graphic calculators and Saturday school opportunities, which are beneficial for students with other needs including students who are from socioeconomically disadvantaged backgrounds with high absenteeism
- Provide tools including Tutor.com and AP online videos to increase access to AP course content

Measure of Effectiveness

- Tutoring logs, Grade data

AP STUDENT TUTORING LOG / STUDENTS RECEIVING A C OR BETTER

3-YEAR TREND

YEAR	Semester 1			Semester 2		
	# of Teachers Providing Tutoring	Hours of Tutoring Provided	Students Receiving a C or Better	# of Teachers Providing Tutoring	Hours of Tutoring Provided	Students Receiving a C or Better
2018-19	N/A	N/A	4,014	N/A	N/A	3,846
2019-20	94/141 (66.6%)	875	4,150	99/141 (70.2%)	575	4,078
2020-21	34/130 (26.1%)	293	3,789	63/130 (48.4%)	1019	3,509

		Outcome- Utilizing a multiple prong approach will provide a foundation of support available to all students to promote and increase the number of students passing AP/IB coursework with a C or better in the district's underrepresented populations including foster youth, English learners and students living in poverty		
15	**Expand Alternative Education**	**Expand Alternative Education Service to sites** Some low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). This issue worsened due to the Pandemic. In addition, district data indicates a higher dropout rate for low income and English learner students as well as a lower graduation rate for English learners. **The Objective** **Need #1:** Expand Alternative Education programs and Credit Attainment supports year round • Expand both course offerings and time in course for students needing credit attainment at the following schools: Dewolf, Cambridge & J.E. Young (including eLearn Academy) • Expand eLearn Academy support as they grow in K-12 grade. Adding a Principal on Special Assignment to support program growth **Need #2:** Improve attendance support for both parents and students **Need #3** Continue to provide Professional Learning for teachers and staff, including instructional strategies for at risk students • Students who attended an academic non-traditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credits can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation. Alternative Education schools: Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary are designed to foster student success based on student individual needs. To do this, each school commits to creating a safe environment for learning and embraces social emotional skill sets, while maintaining quality	$2,132,190	Y

		instruction and high expectations. With a “student centric” focus, schools are in alignment with the overarching District mission and vision of creating alternative pathways for students toward graduation as well as College and Career options that produce a culture of lifelong learners. Integrated supports are multi-tiered that not only examine the academic levels of students, but also the behavioral and social-emotional needs that embody the whole-child. Collaborative leadership monitors student progress through both academic and social-emotional metrics to continually assess the changing needs of students. Fresno Unified’s commitment to keeping family and community engaged is practiced in a variety of ways from personal outreach to group settings, both in person and virtually, and connecting families with both academic and personal necessities. These additional resources are made possible by community partnerships established throughout the years. Schools have worked to create a collaborative support system called the Principal Accountable Community (PAC) team. The goal of this group is to strive to leverage each other as support while maintaining a culture that is unique to each program. Examples of collaborative leadership include bringing together regional buyback days (regional professional development), lead teacher planning and professional development, and site leadership goal setting that is data driven and “student centric.” **The Opportunity** • **Goal #1:** Offer a year around flexible schedule program with Credit Attainment support for student enrolled in alternative Education • **Goal #2:** Track, monitor and increase student attendance and resources for parents • **Goal #3:** Continue to fund professional development for teachers so that they can continue to design and plan engaging lessons that are tied to Projected Based Learning or Career Technical Education Opportunities. Providing additional student-focused alternative educational environments will ensure English learner and low-income students have the supports needed to achieve graduation goals and reduce the chances of dropping out of school.		

The needs for students have been impacted due to COVID-19. These include but are not limited to ongoing credit attainment needs, attendance support, access to technology and internet, health and wellness, and social-emotional supports (SEL) for students to cope with trauma due to COVID-19.

This school year (2020-21) staff focused on the most immediate needs of students including credit attainment, attendance, and health and wellness supports. All schools qualify for free and or reduced lunch therefore the district's student population is deemed in need of additional services. That said, staff has identified not only as a District but as a school site the breakdown of needs has focused efforts to provide a safe place where students can stay connected to their classrooms as well as having a guaranteed meal. Staff provides regular updates to students regarding graduation status. The following is the breakdown of steps taken to support students in Alternative Education programs.

- Fresno Unified has a business plan that cycles through a student academic reporting period for students' progress report, quarter grade and semester grades. All students are reviewed during these reporting periods, but the addition of case managers supports the identification of successes and areas of growth for students.
- Plan to expand English language learner supports to integrate monthly professional learning and the expansion of Interact Fellows which is a tutorial support trained specifically for ELL students. These supports can be modified to meet the varying schedules at schools.

Site	Grade	**English Language Learners**	**Homeless Students**	**Foster Youth**	**Special Education Students**
Cambridge	10th	4	1	1	4
Cambridge	11th	57	0	1	22
Cambridge	12th	86	3	4	28
Total		**147**	**4**	**6**	**54**
Dewolf	10th	0	1	0	0
Dewolf	11th	11	0	3	0
Dewolf	12th	15	1	0	3

Total		**26**	**2**	**3**	**3**
JEY	9th	0	0	1	1
JEY	10th	6	1	2	0
JEY	11th	21	2	3	6
JEY	12th	20	3	1	4
Total		**47**	**6**	**7**	**11**

Fresno Unified prioritized expanded learning time for students the last three years. These learning times are opportunities for students to gain access to “Year-Round” credit attainment which includes Night School, Saturday School, Winter Session, Extended Learning Summer Sessions, Online Courses, and Dual Enrollment courses with our community college partner, Fresno City College (FCC).

Through these efforts Fresno Unified supported students district-wide from all our comprehensive high schools. That said, sites are paying for the cost of running the credit attainment opportunities. Going forward, the additional supports will cover the following needs:

Action #1: Data Set

Also due to COVID-19, there was a need for elementary students to have a smaller distance learning environment that what was available at their home school. Some of those needs are due to parents’ work schedules, or students’ ability to stay focused in their online classes due to many distractions. “eLearn Elementary” at JE Young provides an online learning environment where students received direct instruction from their teacher in small groups of 1-3 students. This program has quickly grown this year. Below is data that shows enrollment by week. This graph does not show is that each of these students in on a Master Agreement and bi-weekly assignment contract. This means that there is a contract that is managed by Attendance Records Assistant between parents and teachers to ensure that attendance is collected, and Average Daily Attendance (ADA) is calculated to account for student’s weekly schooling. Currently, Fresno Unified has a Campus Safety Assignat and an Office Assistant for J.E. Young who support the attendance process. Staff will be adding one Attendance Records Assistant to support eLearn Elementary.

	Enrollments by the Week																							
Grade	8/31-9/4	9/8-9/11	9/14-9/18	9/21-9/25	9/28-10/2	10/5-10/9	10/12-10/16	10/19-10/23	10/26-10/30	11/2-11/6	11/9-11/13	11/16-11/20	11/30-12/4	12/7-12/11	12/14-12/18	1/11-1/15	1/19-1/22	1/25-1/29	2/1-2/5	2/8-2/12	2/15-2/19	2/22-2/26	Total Enrollments	Drops	Current Enrollment Count
0	11	2	3	1	3	2	1	2	4	3	0	5	1	0	1	0	1	2	1	3	1	3	50	7	43
1	15	0	8	3	1	1	4	2	1	9	0	7	2	0	0	1	1	2	2	1	1	0	61	4	57
2	11	5	6	4	3	2	4	4	1	2	1	2	3	1	0	1	2	3	1	2	0	1	59	8	51
3	10	2	0	2	2	1	2	4	0	5	1	2	2	0	0	2	2	0	1	3	0	1	42	5	37
4	6	2	0	3	0	2	1	2	0	6	4	2	1	0	1	2	1	3	0	3	0	2	41	8	33
5	3	1	2	1	0	2	0	1	1	4	3	2	0	0	0	2	2	0	0	3	0	1	28	3	25
6	5	0	1	3	1	1	1	2	3	2	0	2	0	0	0	1	1	0	1	1	1	0	26	2	24
Totals	**61**	**12**	**20**	**17**	**10**	**11**	**13**	**17**	**10**	**31**	**9**	**22**	**9**	**1**	**2**	**9**	**10**	**10**	**6**	**16**	**3**	**8**	**307**	**37**	**270**

This data is as of 3/3/21 and enrollment has increased to 270 students.

Challenges with attendance have grown greater as a result of the pandemic. Some students who moved to an entirely Distance Learning model, are students who typically need more focused and specialized supports than the average comprehensive student, hence enrollment into Alternative Education. Alternative Education schools need additional supports to adequately provide students what is needed to meet new challenges set forth by the circumstances of this pandemic.

Alternative Education has piloted credit attainment during non-traditional times. The following is the most recent data for Winter Session.

Alternative Education total credits given during Winter Session 2020/21

Row Labels	**Sum of Earned Credit**
Cambridge High	599.5
DeWolf High	425

JE Young Academic High	2174
Grand Total	**3378.5**

Unique Students Who Earned Credits at Alt Ed by Site

Row Labels	**Count of Student ID**
Cambridge High	186
DeWolf High	133
JE Young Academic High	523
Grand Total	**878**

The following chart shows the absenteeism rate for each school and the negative impact on student attendance caused by the pandemic.

Action 2: Data set

Chronic Absenteeism Data for 2017/18, 2018/19, 2019/20

School Name	Severely Chronic 79.99 – 00.01% Attendance			Chronic 90% - 80% Attendance			Manageable 94.99% - 90.01% Attendance		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Cambridge	33.0%	33.3%	42.5%	24.3%	20.5%	16.2%	13.3%	16.5%	12.1%
Dewolf	19.3%	16.3%	14.5%	25.3%	31.3%	15.6%	17.5%	16.9%	24.7%
J. E. Young	24.5%	26.5%	70.7%	15.6%	15.1%	9.2%	17.5%	14.1%	1.0%

From 2019 to 2020, the average absenteeism rate for the three schools shows that the Severely Chronic Absentee rate increased +17.29%. Conversely, the absenteeism rate for students in the GOOD Absenteeism range plummeted by –13.2%. Analysis of the year prior to 2019, shows insignificant variances in percentage, leading to the conclusion that the increase in Severely Chronic Absences and

		the sharp decline in Good ranges for absenteeism or attendance is a direct result of COVID-19 and the circumstances created by the pandemic. To combat this new distressing evidence of absenteeism and challenges to attendance, staff has proposed adding two Child Welfare and Attendance Specialists (CWAs) to do the following: ● Coordinate behavior, attendance and social emotional Tier II supports and interventions ● Be an active member of the Tier II Problem Solving Teams ● Monitor students with academic, attendance, social and emotional needs ● Meet with students individually to conduct weekly or daily check-ins ● Deliver direct supports to students such as, facilitating conflict mediation, goal setting, mentoring, and de-escalation strategies ● Provide small group skill building (i.e. communication, problem solving, coping strategies, responsible decision making, emotional regulation, organizational skills, and resilience) ● Work collaboratively with site staff such as, attendance clerk, school psychologist, school counselor, administration, and teachers to coordinate students supports and interventions ● Progress monitor student outcome data (i.e. attendance, office referrals and suspensions) to determine appropriate interventions and supports ● Support students in setting short and long term goals to address academic, attendance, and behavioral needs to increase student achievement ● Facilitate re-entry/welcome conferences for students who are returning to comprehensive school site from an Alternative Education setting ● Address general needs of students receiving services Social Emotional services have declined as a result of distance learning. Below is the data from Social Workers that shows the decrease in student contacts and social emotional counseling sessions as well as the increase in unsuccessful attempts to meet with students due to the lack of in-person contact. These services are inclusive of homeless and foster students as well as English learning students.		

Alt Ed Socio-Emotional Counseling Student Contacts/Sessions						
Site	2018-2019 Contacts/ Sessions	2018-19 Attempts without Success	2019-2020 Contacts/ Sessions	2019-20 Attempts without Success	2020-2021 Contacts/ Sessions	2020-21 Attempts without Success
Cambridge	107	4	93	6	48	10
DeWolf	234	1	276	6	192	44
JE Young	238	33	213	28	78	24
Grand Total	**579**	**38**	**582**	**40**	**318**	**78**

Project Monitoring

The PAC team meets bi-monthly to review goals and actions and will continue to make these areas a priority for schools.

The Solution

- **Recommendation #1:** Increase funding for Alternative Education to cover the cost of expanding Alternative Education programs and providing year round credit attainment services for summer schools sessions 3 & 4 as well as winter session
- **Recommendation #2:** Add two full time Child Welfare and Attendance Specialists (CWAS), one for Cambridge and one for DeWolf to meet with families and conduct home visits for students missing classes
- **Recommendation #3**: Continue to provide an allocation for professional development to grow programs and help teachers build skills to work with at-promise students and ensure the design of engaging lessons.

Expected Results

Result #1: Fresno Unified expects that all students in the District will continue to have more needs for personalized learning using Alternative Education programs. To accommodate these needs the district will continue to expand Credit Attainment, throughout the year not only for students in Alternative Education but students attending comprehensive sites needing Alternative Education support.

Result #2: Plan for increased attendance at DeWolf and Cambridge high schools. Increased resources for students and parents.

Result #3: Continue Professional Development year around.

Needs #1 Improve Credit Attainment support year around: Latest data from Winter Session.

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Grand Total	**878**

Need #2: Improve attendance support for both parents and students

Need #3: Continued Professional Development year around.

Alt Ed Travel/Conferences

Dept #	Dept/School Name	2019	2020	2021
0619	Alt Ed	$0	$30,782.00	$55.00
0240	JE Young	$8,934.00	$72,499.00	$5,128.00
0125	DeWolf	$1,329.00	$13,947.00	$0
0230	Cambridge	$21,265.00	$42,332.00	$0

16	**Maintain Additional Services for Phoenix Community Day School**	**Phoenix Elementary** Fresno Unified plans to maintain additional services for Phoenix Community Day School. Due to the transient population of students served at Phoenix Secondary and the challenging behaviors these students display, there is a school-wide need for in-depth academic and social emotional support. By providing these supports, it is anticipated that Phoenix will improve attendance, decrease the number of expelled students and students at risk of being expelled, and improve graduation rates. In order to achieve these outcomes, Phoenix will provide the following supports: **Extracurricular and Enrichment Activities** Implementing the following activities will increase student self-efficacy, self-esteem, leadership and social awareness and result in student advancement on the schoolwide behavior modification tracking system-a tiered system that tracks appropriate classroom and campus conduct. Students in 7th-12th grade will be offered a chance to participate in an inter-scholastic sports program and outdoor education trips. In order to participate in these activities, students will be required to meet behavior and academic criteria. This service will serve as motivation for students to stay academically and behaviorally in good standing as a result, it is expected that grades and behavior data such as suspensions of Phoenix students will improve. **Social Emotional Counseling Supports** Phoenix will maintain an individual counseling program to reduce peer conflict and emotional outbursts. These services will help support students and provide behavior modifications which will help them stay in school. Counseling supports that will be offered include the following:	$4,733,527	Y

		Social Emotional Team- Upon enrolling at Phoenix Secondary parents and students separately participate in a brief interview in which information is compared amongst team members at a weekly social emotional meeting. At that time based on the information provided students are strategically placed into specified groups, individual counseling, and outside referrals are made. Individual Counseling- Students identified for individual counseling meet once per week and more as needed to work on identified issues. Group Counseling- Grief group, Anger Management, Substance Abuse Prevention Group, Girls group (related to addressing high risk behaviors). In addition, to these groups, others are created based on need. Classroom interventions- Classroom observations are made in order to create case plans and goals for students to improve behaviors. Staff also works closely with teachers to provide suggestions and strategies for working with challenging students. **Academic Supports** Phoenix staff will closely monitor students' grades and provide academic interventions. This will enable students to stay focused on academics and will help them stay on track. It will also support students by getting their parents informed and involved. Additional academic supports will include: • An Advisory period to provide social emotional learning and academic advising on a weekly basis. • A monthly academic intervention day to support struggling students. • Mandatory lunch tutorial with certificated teachers for students who are not passing classes. • iReady testing to measure student academic progress and identify growth areas. **College and Career Readiness Opportunities** Phoenix students will be provided with opportunities to participate in college and career opportunities such as: o College campus visits o College application submission o Financial aid o Course advising		

		o Work experiences o Obtaining California ID's By providing students with these college and career opportunities, students will be more motivated to focus on academics and also it will help them goal set for their future beyond high school. **Interventions** Targeted Support Team- A multi-disciplinary team meets to develop interventions for students who are struggling with grades and behavior utilizing input from all 6 teachers, the student, and parent. Transportation- Transportation is often provided to students who miss the bus and/or are frequently absent from school. Staff also assists parents with transportation to and from school meetings. Home Visits – Conducted with families to strategize the most effective way to collaboratively work toward mitigating issues that not only affect the student but the family as a whole; to provide the student with the best chance for resiliency and success. Truancy/Attendance – Weekly attendance meetings are held to discuss all students with attendance issues and individual interventions are created in attempts to alleviate further absences. Changing from Within- Students visit prisons and are matched with inmates who provide mentoring regarding the impacts of poor decision making. Transitional services- Weekly, monthly, and as needed support is provided to all students who transition back into the traditional school setting to assist them with adjusting and navigating the new setting. **Crisis Intervention** Phoenix will provide crisis intervention supports for students which will include: Conflict resolution - A method commonly utilized amongst the students which has been very effective in keeping physical violence to a minimum on campus. Suicide Risk Assessments- Staff follows the ASSIST model to assess and support students who express or appear to be at risk of self-harm. A Wellness Meeting is convened to address the needs of all students who are 5150ed upon their return to school. Student Request/Referral- Teachers, parents, or administrators may refer students for individual counseling. Students may also self-refer for counseling services		

		<u>Academic Counseling at Phoenix Secondary</u> 7th-8th grade • Responsive services 1:1 student support; small group support; parent conferences • Academic Goal Setting classroom presentation • D&F grade chats and monitoring • Transitional support for students transitioning to comprehensive sites **9th-12th grade student services** • Credit recovery- Fresno Adult school for eligible students • Responsive services 1:1 student support; small group support; parent conferences • At risk student/parent conference • Master schedule/scheduling **<u>Data Collection to Monitor Efficacy of Strategies:</u>** The following data will be collected to help determine the effectiveness of the above strategies: • Attendance data: particularly the number and % of students chronically absent • Expulsion data • # of students receiving counseling services (academic and social emotional) • Graduation rate • Grade improvement after interventions • # of students participating in college and career opportunities **Phoenix Elementary** **Maintain Additional Services for Phoenix Community Day School:** This action continues to support the academic and social emotional needs of students at Phoenix Elementary.		

		School site provides student-centered and real-world learning opportunities for students to improve academic performance. To support the social emotional well-being of students, Phoenix Elementary provides group and individual counseling as well as implementation social emotional learning for staff and students. The action prioritizes the needs of foster youth, low-income students, and English learners by ensuring that these students receive additional support to move a minimum of one grade or more during an academic school year. All actions targeted for English learner (EL), foster youth, and at-risk students, along with integration of EL specific strategies used in all content areas. Re-designation goal setting reports will be utilized to monitor growth and gaps for English learner students, while teachers will provide on-going data chats with students to identify gaps in meeting Re-designation criteria. **Improve academic performance at challenging levels** Phoenix will continue to implement the district-adopted comprehensive program for language arts (Wonders) and math (Go Math) through planned instruction that is aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development Frameworks to support our English Language Learners. **Reading Intervention Deployment** School wide reading intervention for grades 2-6, 45 minutes each day Tues-Friday. The students' reading intervention criteria is based on student performance on districts iReady reading assessment and Dibles fluency. **Educational Experiences and Career readiness** Phoenix provides off campus and on campus experiences to link students to post-secondary opportunities. Education field trips will provide opportunities for students to be exposed to new activities and build self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance • Meaningful work • Career Day • Stem 5		

		• Kids Invent • Fossil Discovery Center • Chaffee Zoo • Peach Blossom • 3rd grade-ukuleles • 4th grade-recorders **Social Emotional Learning (SEL)** Phoenix develops a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, and Restorative Practices to reduce challenging behavior and increase the on-campus engagement of students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of negative interactions between peer/peer and peer/staff relationships. Phoenix students are provided opportunities to interact with peers/teachers, and community members during school activities. Multi-Tiered Systems of Support supports include: • School wide positive behavior level system • Meaningful work • Second Step Curriculum • Morning Meaning • Guidelines for Success • Flex with Phoenix • Incentives for positive behavior • Daily Check-ins • Weekly Family Connection **Professional Development**		

• Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting to support the social emotional domains for students in K-6th grade. (Restorative Justice: Building/Restoring Relationships).

• Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in grades K-6th to create a Safe/Civil Educational Setting and support the social emotional domains.

• Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on reflection room frequency/intensity data trends/patterns.

• Cultural Proficiency Training

Inter-scholastic sports program:

Utilized to motivate students and provide leadership opportunities to build community and academic goal setting.

• Organized morning PE

• Intramural sports during lunch

Individual and Group Counseling

Social worker meets with students personally and in group settings to cover array of topics. Social Worker will provide intensive case management for all enrolled students.

Intensive Case Management	2018/19	2019/20	2020/21
% of students enrolled	100%	100%	100%
Individual Counseling	2018/19	2019/20	2020/21
% of students enrolled	75%	75%	45%

Topic covered by social worker include:

		• Stress Management • Anger/Aggression • Trauma • Poor Self-Esteem/Confidence • Peer relationships/social skills • Anxiety/Depression • Grief/loss • Family Conflict School Site Social worker will support students/student families inside and outside school site setting. • Home visits • Family support training (flexible settings) • Student social-emotional support (flexible settings) • Parenting Lab once a week		
17	**<u>After School Tutoring</u>**	After school tutoring and supports are a key element of addressing unfinished learning because of the effects of school closure due to the COVID 19 pandemic. The Fresno Unified School District has provided extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase skills and understanding in literacy, mathematics and improve overall academic achievement. In addition to providing access for afterschool tutoring for all students, this action will provide personalized and targeted learning support for low income and other disproportionately affected students through a variety of after school supports. These efforts have led to increased student performance on state and local assessments. As reported on the California School Dashboard, most recent student performance on state assessments for English Language Arts indicates that low income students improved from 45.2 points below level 3 to 40.8 points below level 3, and in addition, the district improved in English Language Arts state assessments from 38.3 points below level 3 to 34.1 points below level 3 which exceeds targets set in the LCAP. Fresno Unified School District will provide tutoring services through After School Program to increase opportunities and time for students to receive academic support from tutors and provide additional	$6,097,972 (Total investment) $550,743 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $5,547,229	Y

		access to the district's adopted curricular programs (Guaranteed Viable Curriculum [GVC]) in literacy and math. Fresno Unified will continue to provide tutoring services through After School Program for students in elementary, middle, and high school and will create additional, targeted programs for students, in the wake of COVID 19, to address unfinished learning in the areas of literacy, mathematics and enrichment. The benefits of an after-school tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) **(1)** Fresno Unified After School Programs are open to all students. For the after school programs at the elementary level, due to state and grant funding, there is a process that includes lottery selection. Students identified as homeless or foster youth are given priority enrollment into the After School Programs per California Assembly Bill (AB) 1567. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB1567 For the after-school programs at middle and high school, there is no lottery selection as all students are able to participate. For the 2021/22 school year, after school programs will be expanded with the goal of reducing the waitlist by 50%. Programs traditionally fee-based will be offered to families free of charge. **(2)** After School Program tutoring provides students with the opportunity to receive additional academic support in core academic areas in reading, writing, and math. Students are also afforded social emotional learning and developmental screening to assess strengths and interests with connections to possible career pathways. As a result, students have more time with the Guaranteed Viable Curriculum (GVC) outside of the instructional day to increase academic achievement and develop skills, interests, and competencies that support the Fresno Unified School District graduate profile as a Career Ready Graduate. This action provides personalized learning and academic support for students and will lead more structured time for students to build literacy and math skills. The benefits of an after-school tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006)	(Federal and Other State funds, Non-Contributing)	
18	**Extended Summer Learning**	Funds for extended learning will support expanding the number of summer school staff to meet the increased need of student support based on each teacher's hourly rate of pay. In 2021, winter session was expanded to all sites, summer school has been expanded to include a third session, one Principal	$5,266,073 (Total investment)	Y

		on Special Assignment has been added for expanded summer school, and Library Technicians have been added for summer school. Specific intervention programs in extended summer learning are designed to target "*unfinished learning*" through literacy, math, and/or credit recovery. This action item will increase student access to core curriculum. Specific and targeted intervention will be provided for identified low income, English learner, and/or foster and homeless youth. Students will receive additional instructional time with credentialed teacher(s) through extended summer learning programs. Fresno Unified School District continues to design extended summer learning programs for students from kindergarten through 12th grade to target "*unfinished learning*" in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or distance learning format and operate at least four hours a day for a minimum of 20 days during the summer break. An average of two elementary sites (about 14 total elementary sites) will house extended summer learning programs per high school region in Fresno Unified School District. All middle schools, comprehensive high schools, and alternative education high schools will also house extended summer learning programs. Findings suggest that these (summer) programs can be an important component of how school districts support learning and skill development among children in low-income communities (McCombs, Augustine, Pane, and Schweig, December 2020). Fresno Unified will expand the variety and length of supports and enrichment opportunities for students through extended summer learning services for elementary, middle, and high school students to target "*unfinished learning*" in literacy, math, and/or credit recovery for graduation/A-G requirements. Elementary and middle school students participating in extended summer learning will demonstrate increased performance on program pre and post assessments as well as state and local assessments. High school students will recover courses needed for graduation and/or to be on track for A-G completion to meet requirements for a 4-year university. **(1)** All students have the opportunity to participate in the extended summer learning program. Students are identified and invited to participate based on student assessment data with performance below grade level in literacy and/or math (for elementary and middle school) and credit/A-G deficiency (for high school). Low-income, foster/homeless youth, and/or English learner students are included in the identification for participation in the extended summer learning program.	$4,560,444 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $705,629 (Federal funds, Non-Contributing)	

		(2) The effectiveness of the extended summer learning program will be measured through pre and post assessment data, iReady, as well as first quarter grades in the following school year. a. Number and percentage of 9th – 12th grade students who participated in extended summer learning who receive a C or higher grade at Quarter 1 in the subsequent class they participated in during summer learning b. Number and percentage of 1st – 7th grade students who participated in summer learning and demonstrated growth in English Language Arts (ELA) or Math on the most recent iReady assessment dependent on program they participated in during summer learning Fresno Unified School District served 16,493 students through the Extended Summer Learning Program in the summer of 2020. There were 3,735 high school students who participated and a total of 18,349 credits were recovered towards meeting graduation and/or A-G requirements. Our expectation is that we will continue to see our most at-promise students see an increased in credits earned and an increase in graduation and/ or A-G requirements.		
19	**<u>All teachers are teachers of English learner (EL) students</u>**	District data indicates an ongoing and increased need to support English Learners (ELs) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English Learner (EL) students are actively engaged in instruction and continue to grow linguistically and academically. Therefore, services have become simultaneously more focused on specific support, while addressing EL more broadly across the District. The Multilingual/Multicultural Office staff has developed guiding principles for providing instructional support for EL in virtual settings, and synchronous and asynchronous professional learning and resources to facilitate implementation. ELs have greater challenges in accessing the core curriculum and traditionally perform lower on state and local assessments. In order to address these challenges, the Office of Multilingual/Multicultural Education will: 1. Maintain Teachers on Special Assignment (TSAs) to provide support to teachers, leaders, and EL students at every site. 2. Support site leaders to implement, monitor, and provide feedback on district level Professional Learning to teachers for implementation of integrated and designated English Language Development (ELD) 3. Assist each school's EL Site Representative (designated person on each school site who oversees EL activities) to comply with all state and federal requirements, support instruction, and ensure site-based professional learning.	$15,115,733 (Total investment) $10,806,554 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $4,309,179 (Federal funds, Non-Contributing)	Y

		4. Provide expanded interventions to EL students including Long Term English learners (LTEL) (English Learner students that have attended a U.S. school for more than 6 years without being redesignated and is at least in the 5th grade) and At-Risk English Learners (English learner students who have attended a U.S. school for 4 to 5 years without being redesignated). 5. Support newcomer EL to acquire English Language proficiency at the rate of one English language proficiency level per year and to make timely academic progress. These combined actions have increased growth in English language proficiency and access to the core curriculum, provide specific interventions to address gaps, resulting in increased EL performance on state and local assessments and access to college and career opportunities. <u>ACTIONS:</u> <u>Elementary</u> 1. Eight Teachers on Special Assignment (TSA's) are assigned to support ELs to meet timely redesignation targets in all elementary schools through job-embedded professional learning based on the ELD standards leveraging the key activities of previous lab school model which include, but are not limited to: ● Managers and TSAs provide consultation services on matching department resources with school needs and EL population. ● Providing job-embedded professional learning to teachers at all schools based on percentage, numbers, and configurations of EL and former ELs. ● Provide focused synchronous professional learning on planning considerations for ELs to provide designated and integrated ELD across the curriculum. ● Provide flexible and focused asynchronous professional learning on planning considerations for ELs to provide designated and integrated ELD across the curriculum (aligned to above synchronous professional learning) ● Provide flexible and focused synchronous and asynchronous learning resources and maintain access for maximum professional learning opportunities. ● Provide Professional Learning Communities (PLC) with informed and skillful planning support for integrated and designated ELD that address EL students' language needs. ● Ensure successful instructional delivery of skillful planning through 1x1 coaching or PLCs coaching/observation sessions		

		● Provide models of designated and integrated ELD implementation for use in site-based professional learning (one video per grade level span TK-1, 2-3, 4-6th grades per semester, in virtual, in person, and simultaneous settings). 2. Support site leaders to implement, monitor, and provide feedback on district level professional learning to teachers for implementation of integrated and designated ELD. ● Manager provides regular and ongoing opportunities for site leaders to share implementation and monitoring practices and results. 3. Assist each school's EL Site Representatives to comply with all state and federal requirements, support instruction, and ensure site-based Professional Learning for ELs. ● Support EL Site Reps and principals to develop regular, annual, site-based EL professional learning based on specific EL populations. ● Managers assist sites to develop and submit a professional learning calendar that includes ELs Professional Learning and submit evidence ● EL Site Reps receive regular updates regarding redesignation, monitoring, parent involvement, EL instruction, etc. through meetings and other communications. ● Provide reminders and feedback each quarter and through EL site representative meetings throughout the year. 4. Provide expanded interventions to students that are considered LTELs and At-Risk English Learners. ● Continue to contract with Educational Leadership Foundation and train Inter-Act Fellows to provide elementary grade LTELs and students At-Risk of becoming LTELs with academic and social emotional support at all elementary schools through on-campus, simultaneous and/or virtual platforms during the academic school year in an after-school intervention setting. ● Continue to offer a summer academy for LTELs and students At-Risk of becoming LTELs to support both content and language development through the summer months. ● Provide Rosetta Stone to support listening and speaking skills aligned to the California ELD standards. 5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress. ● Offer social and emotional mentoring and academic and language development tutoring from Inter-Act Fellows through online or on-campus platforms.		

		● Maintain one TSA to oversee and train Interact Fellows working with newcomers in elementary schools. ● Providing job-embedded professional learning to Bilingual Paraprofessionals working with newcomers in elementary schools. ● Maintain two TSAs to collaborate with others to oversee newcomer activities in elementary schools including developing resources, trainings and providing 'soft landing' supports. <u>Monitoring:</u> 1. Eight TSAs to provide District level job-embedded professional learning based on the ELD standards a. Every school site has an EL TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs communicate monthly to each assigned site new information and resources. c. Create and deliver four synchronous and asynchronous sessions per semester, in each of four content areas. d. Ensure that 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Solicit and support planning with middle and high school PLCs that attend synchronous training sessions, five per TSA, per semester. f. Support each of the above PLCs with coaching sessions, two per PLC. g. Produce one video per grade level span TK-1, 2-3, 4-6th grades, per semester, in virtual, in person, and simultaneous settings (two per TSA, per semester). h. Plan and offer two professional learning opportunities per year to Bilingual Paraprofessionals. 2. Support site leaders to implement, monitor, and provide feedback on district level Professional Learning to teachers for implementation of integrated and designated ELD. a. Manager will develop, conduct, and recruit for two leader sessions per semester, 1-1.5 hours each, focused on collaboration, sharing best practices for school EL programs, and providing new information regarding integrated and designated ELD. b. Each leader will share and archive artifacts for each session on SharePoint, curated by the elementary EL Manager. 3. Assist each school's EL Site Representative to support instruction. a. Managers develop, schedule, and conduct six EL Site Representative meetings per year.		

		b. EL Site Reps receive weekly and quarterly updates regarding monitoring, and annual notifications aligned to redesignation cycles. c. 50% of all secondary schools will submit an EL Professional Learning plan and evidence of the plan by the end of the first semester and 75% of all secondary sites by the end of second semester. d. Secondary EL Site Representative attendance at Site Rep meetings will increase from current level to 60% by the first semester and 75% by second semester. 4. Provide expanded interventions to LTEL and At-Risk ELs. a. Office of Multilingual/Multicultural Education and Educational Leadership Foundation will recruit and train 50 Inter-Act Fellows to mentor and tutor LTELs and At-Risk ELs in an EL After-school intervention program. b. Office of Multilingual/Multicultural Education, English Learner Services, and Educational Leadership Foundation will plan and facilitate a minimum of four Inter-Act Fellow trainings per year (two per semester) on using connectors (social emotional) and talk moves to enhance students' language development for elementary grade LTELs and students At-Risk of becoming LTELs. c. Rosetta Stone data usage to increase from the current 46% student logins to 70% by end of first semester and 90% by end of second semester. d. A minimum of 145 intervention groups will be offered in an after-school intervention setting (on campus, simultaneous and/or virtual). e. During the summer school year 2021/22 a minimum of 30 classes will be offered for at least 750 LTELs and At-Risk ELs. 5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress. a. One of eight elementary EL TSAs will be assigned 20% to newcomer support. b. Office of Multilingual/Multicultural Education will collaborate with Educational Leadership Foundation to recruit and train two Inter-Act Fellows to mentor and tutor newcomers in an afterschool acceleration program. c. One elementary EL TSA to schedule weekly check-ins and professional learning to the two Inter-Act Fellows working with newcomers. d. One elementary EL TSA to coordinate with and support site-based staff, including paraprofessionals assigned to working with newcomer students. e. Two elementary EL TSAs to meet quarterly with secondary newcomer TSA to calibrate resources and collaborate on professional learning opportunities for elementary teachers in all grade level spans (TK-1, 2-3, 4-6).		

		f. Classes will be offered in the summer school year of 2021-2022 serving between 20 - 40 newcomers. g. 50% of newcomer EL will gain one EL Proficiency band level and designated growth targets for iReady to remain "on track" ELs. <u>Secondary</u> **1.** Five secondary TSAs are assigned to all secondary schools to provide District level job-embedded professional learning based on the ELD standards and language demands of four core disciplines (ELA, Math, History/Social Science, Science) and ELD/Newcomers, leveraging the key activities of previous lab schoolwork which include: a. An EL TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs communicate once a month to each assigned site new information and resources. c. Four synchronous and asynchronous sessions per semester in each of four content areas created and delivered. d. 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Successful instructional delivery of skillful planning through 1x1 coaching or PLC coaching/observation sessions. f. Models of designated and integrated ELD instruction for all schools to utilize in site-based professional learning (one video per content area per semester, one each per middle school and high school in virtual, in person, and simultaneous settings). **2.** Support site leaders to implement, monitor, and provide feedback on district level PL to teachers for implementation of integrated and designated ELD. a. EL Manager provides regular and ongoing opportunities for site leaders to share implementation and monitoring practices and results. **3.** Assist each school's EL Site Representative to comply with all state and federal requirements, support instruction, and ensure site-based PL for ELs. a. Support EL Site Reps and principals to develop regular, annual, site-based EL professional learning based on specific EL populations. b. Managers assist site to develop and submit a professional learning calendar that includes EL professional learning.		

		c. EL Site Representatives receive regular updates regarding redesignation, monitoring, parent involvement, EL instruction, etc. through meetings and other communications. d. Provide reminders and feedback each quarter and through EL Site Representative meetings throughout the year. **4.** Provide expanded interventions to secondary EL students including LTELs and at Risk ELs. a. Continue to collaborate with the mentor office to recruit and train redesignated student mentors to provide middle school LTELs with academic and social emotional support at selected middle schools during the academic year. b. Support Curriculum, Instruction and Professional Learning Department (CIPL) with middle school summer math program with training specific to supporting LTELs. c. Train and supervise Interact Fellows to provide academic interventions for LTELs in middle and high school. **5.** Support newcomer ELs to acquire EL proficiency at the rate of one level per year and make timely academic progress. a. Maintain one newcomer TSA to oversee all secondary newcomer activities. b. Collaborate with the mentor office to expand, recruit and train Redesignated Fluent English Proficient (RFEP) mentors to support high school newcomer ELs in language development and academic progress, and to provide social emotional assistance during the academic year and in summer school. c. Support counselors to ensure proper placement, secure transcripts, determine 5-year plans when needed, determine AB 2121 eligibility (Coursework and Graduation Requirements for Migratory Children and Newly Arrived Immigrant Pupils which reduces the number of graduation credits required for high school newcomer ELs who meet certain criteria), and seamless transitions to post-secondary settings upon graduation. d. Provide secondary ELD course teachers with five training sessions on strategies, materials, and planning. e. Develop newcomer training and resources for all teachers of newcomers. f. Oversee Interact Fellows to provide language and content support to newcomer ELs. g. Continue "Soft-landing" services to provide home language support for the first few weeks of school after enrollment for language other than Spanish and Hmong. <u>Monitoring:</u> **1.** Five secondary TSAs are assigned to all secondary schools to provide district level, job-embedded professional learning based on the ELD standards and language demands of four core disciplines		

		(English Language Arts, Math, History/Social Science, Science) and ELD/Newcomers, leveraging the key activities of previous lab schoolwork a. Every school site has a TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs will communicate once a month to each assigned site new information and resources. c. Create and deliver four synchronous and asynchronous sessions per semester, in each of four content areas. d. Ensure that 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Solicit and support planning with middle and high school PLC that attend synchronous training sessions, five per Teacher on Special Assignment, per semester. f. Support each of the above five PLC with coaching sessions, two per PLC. g. Produce two videos per content area per semester (both integrated/designated English Language Development), middle school first semester, high school second semester. **2.** Support site leaders to implement, monitor, and provide feedback on district level PL to teachers for implementation of integrated and designated ELD. a. EL Manager will develop, conduct, and recruit for two leader sessions per semester, 1-1.5 hours each, focused on collaboration, sharing best practices for school EL programs, and providing new information regarding integrated and designated ELD. b. Each leader will share and archive artifacts for each session on SharePoint, curated by secondary EL Manager. **3.** Assist each school's EL Site Representative to comply with all state and federal requirements and support instruction regarding ELs. a. EL Managers develop, schedule, and conduct six EL Site Representative meetings per year. b. EL Site Representatives receive weekly and quarterly updates regarding RFEP monitoring, and annual notifications aligned to redesignation cycles. c. 50% of all secondary schools will submit an EL professional learning plan and evidence of the plan by the end of the first semester and 75% of all secondary sites by the end of second semester. d. Secondary EL Site Rep attendance at EL Site Rep meetings will increase from current level to 60% by the first semester and 75% by second semester. **4.** Provide expanded interventions to EL students including LTELs and At-Risk ELs. a. Redesignated student mentors for middle school LTELS will expand to include two more middle schools, (currently there are eight middle schools with seven high schools—Edison		

		HS/Gaston MS; Fresno HS/Fort Miller MS; Hoover HS/Ahwahnee MS; Roosevelt HS/Tehipite & Sequoia MS; McLane HS/Yosemite MS; Bullard HS/Tenaya MS; Sunnyside HS/Kings Canyon MS). b. 50% of middle school LTELs mentees will be redesignated or grow one proficiency level and/or gain one level on iReady assessment. **5.** Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress. a. One of five secondary Newcomer TSA will be assigned 100% to newcomer instructional needs as evidenced by calendar, communications, office hours, and training schedules. b. Office of Multilingual/Multicultural Education and English Learner Services will collaborate with the mentor office to recruit 28 Redesignated student mentors (three per comprehensive high school) for summer newcomer program and 35 for the 2021-22 school year. c. Four middle and high school ELD teachers will supervise mentors to provide language and academic support and provide weekly meetings/trainings. d. Four comprehensive high schools will participate in the school year Newcomer mentor program by the end of the first semester. Six will participate by the end of the second semester. e. All middle and high school counselors will receive two training sessions on meeting the placement needs of newcomers and receive feedback on placement practices during spring scheduling and again by September 15. f. Every newcomer student identified as EL by the Language Assessment Center with a home language other than Hmong or Spanish will be considered and contacted for "Soft Landing" Services to provide support. g. Newcomer training materials and resources will be shared within the department and through districtwide communication systems. h. Synchronous newcomer 1.5 hour training sessions will be offered once per quarter for all teachers of newcomers. i. 50% of newcomer ELs will gain one ELP band level and designated growth targets for iReady to remain "on track" ELs.		
20	**Expansion of Dual Language Immersion Programs**	District data indicates an ongoing and increased need to support ELs (English learners) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English learner students are actively engaged in instruction and continue to grow linguistically and academically. English learners have greater challenges in accessing the core curriculum due to their	$1,997,465	Y

		limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level than other student groups on state and local assessments. At the same time, district data shows that students in the Dual Language Immersion (DLI) program which has been in implementation for over 20 years continue to outperform students who do not participate in the program. For example, 50.3% of students in grades 3-6 who participate in the DLI program meet or exceed grade level standards in English language arts compared to 37.3% of students in the same grade levels who do not participate in DLI programs. Similarly, 47.8% of students in DLI meet or exceed grade level standards in mathematics compared to 32.0% of students who do not participate in the DLI program. Therefore, to continue replicating this success for English learners, the Office of Multilingual/Multicultural Education will: 1. Maintain or hire additional **Teachers on Special Assignment and Managers** to support DLI (Dual Language Instruction) students and their families, teachers, and leaders with program specific needs. 2. **Provide access to the core curriculum** for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs a. Spanish 90%-10% instructional model starts in PK-K and shifts to 50%-50% in grades 4-6 b. Hmong 50%-50% instructional model starts in grade PreK-K up to 6th. 3. **Increase the percentage** of students participating in DLI Programs and World Language coursework that strengthen and build upon primary and heritage language skills to meet the **Seal of Biliteracy goals** upon graduation from high school. a. Support counseling to increase enrollment in Hmong Heritage and Spanish for native speakers' classes at middle school and high schools. **4. Expand and enhance Dual Language Immersion Programs** a. Add grade levels to current DLI programs at thirteen elementary schools: Balderas, Burroughs, Calwa, Centennial, Hidalgo, Jackson, Lane, Roeding, Rowell, Sunset, Vang Pao, Winchell, and Wawona. b. Expand DLI pathways from elementary through high School in all respective regions, including enhancement of the McLane and Yosemite DLI programs. c. Add new DLI sites in other regions: Fresno, Hoover, and Sunnyside d. Add a Teacher on Special Assignment to support the development of Hmong curriculum and assessment materials as the Hmong DLI program is growing with more challenging content in the upper grades to secondary level.		

These combined actions will increase access to the core curriculum and improve English learner performance on state and local assessments, resulting in increased redesignation rates as well as number of students earning the state Seal of Biliteracy per the Global California 2030 Initiative.

SPANISH DUAL LANGUAGE IMMERSION PROGRAM:

1. Four Teachers on Special Assignment (TSAs) and Manager continue to support DLI students, teachers, and school leaders at thirteen elementary sites (Burroughs, Calwa, Centennial, Ewing, Hidalgo, Jackson, Lane, Leavenworth, Roeding, Rowell, Sunset, Wawona, and Winchell), a middle school (Yosemite) and high school (McLane) through:
    - Job-embedded professional development via development of grade level curriculum guides and resources, assessment resources, instructional and engagement strategies, DLI best practices, virtual educational tools and platforms, onboarding for new teachers, culturally sustaining practices and resources and other teacher-generated topics.
    - Monthly professional learning community (PLC) support: data analysis, goal setting, curriculum review, and other teacher-driven topics.
    - Coaching support: goal setting with teachers, data review, co-planning, co-teaching/modeling, and reflection.
    - Monthly classroom visits by DLI district team and DLI site leaders to align program across sites, calibrate and provide feedback on classroom instruction and program implementation.
    - Parent information and recruitment support: brochures, flyers, posters, banners, social media, local news outlets, business/organizational partnerships.
2. **Provide access to the core curriculum** for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs
    - Provide access to Spanish language literacy while gradually developing English language and literacy in a 90%-10% program model beginning in grade PK-K to 6th grade.
    - Articulate, align, and refine DLI English/English Language Development instruction to increase EL (English learner) student redesignation rates.
    - Articulate an aligned DLI Assessment Plan, Spanish and English

		3. **Increase the percentage of students participating in DLI Program and World Language coursework** to strengthen and build upon bilingual/biliteracy skills to meet Seal of Biliteracy goals upon graduation from high school.
		● Support counselors to increase enrollment in DLI Program, Spanish for native speakers' classes at middle school and high schools.
		  o Refine guidelines and train counselors on placement practices for Spanish for Native Speakers.
		  o Articulate a pathway for enrollment in AP (Advanced Placement) Spanish courses.
		● Articulate, align, and refine DLI secondary programs to attract and retain students.
		● Provide a Summer School Program to support students with additional language development opportunities, Spanish and English.
		● Collaborate with institutions of higher education (California State University Fresno, Fresno Pacific) and community-based organizations to support families and students in accessing resources to higher education to support students accessing post High School opportunities.
		● Provide a DLI Student Showcase, DLI Parent Conference, student leadership development opportunities.
		
		4. **Expand and enhance Dual Language Immersion Programs**
		● Add respective grade levels to current DLI programs at Burroughs, Calwa, Centennial, Hidalgo, Jackson, Lane, Roeding, Rowell, Sunset, Wawona, and Winchell as students move up the grade levels.
		● Add new DLI sites in all regions: review district data, location of program placement criteria, and gather community input to make decisions on site selections. Expand DLI pathways from elementary through High School.
		● Provide DLI Academy course and onboarding PLs (Professional Learning) to prepare and increase the DLI teacher pool as the program grows, leveraging the *Guiding Principles for Dual Language Education*, the Teaching-Learning Cycle Framework, DLI program best practices, and culturally sustaining pedagogies.
		● Partner with other departments and local Institutions of Higher Education to create a K-University bilingual teacher preparation pathway and increase recruitment of bilingual teacher candidates for the district's growing DLI programs.
		● Collaborate with district departments to align and enhance support for the DLI program.		

		● Collaborate with other districts with Spanish Dual Language Immersion Programs to learn from one another, share resources and best practices. ❖ **<u>Evidence of Effectiveness/Anticipated Outcomes:</u>** ● Evidence of growth and improved academic performance on local and state assessments ● Increase EL student redesignation rates ● Increase student participation in elementary and secondary DLI programs and World Languages courses ● Increase teachers and site leaders' participation in PL (Professional Learning) and Professional Learning Community opportunities ● DLI Program Growth and Recruitment Plan ● DLI Academy participation rate ● Bilingual Teacher Preparation Pathway Plan ● Partnership meeting agendas and communications ● Completion of the ELA/ELD Articulation Instructional Plan ● DLI Communication Plan ● DLI Aligned Assessment Plan, Spanish/English **<u>HMONG DUAL LANGUAGE IMMERSION PROGRAM:</u>** 1. Maintain or hire additional **Teachers on Special Assignment (TSAs) and Manager** to continue supporting DLI students, teachers, and school leaders at two elementary DLI sites (Balderas and Vang Pao Elementary), two middle schools (Gaston and Computech), and eight comprehensive high schools (Bullard, Duncan Polytech, Edison, Fresno, Hoover, McLane, Roosevelt, and Sunnyside High School) through: ● Development of curricular resources: grade level curriculum guides, anchor texts, high frequency word blackline books, posters, recordings of texts, production of other audio-visual files, etc. ● Development of assessment materials for each grade, including setting benchmark targets with teachers and data entry assistance. ● Job-embedded professional development: understanding and implementation of curriculum guides & curricular resources, assessment tools, instructional and engagement strategies, DLI best practices, virtual educational tools and platforms, onboarding for new teachers, and other teacher-generated topics.		

		● Weekly professional learning community (PLC) support: data analysis, goal setting, curriculum review, and other teacher-driven topics ● Differentiated coaching cycles: goal setting with teachers, class observation to collect data, data review, co-planning, co-teaching/modeling, and reflection. ● Annual Summer Institutes (elementary and secondary): Reflect on current year's curriculum, instruction, and assessment and agree on what to keep, add, and drop for the following school year; revise curriculum and assessments based on teacher feedback and student data; receive additional learning opportunities based on teacher input and district/department initiatives. ● Bi-weekly classroom visits among DLI district team and monthly classroom walks with DLI site leaders to calibrate and provide feedback on classroom instruction and program implementation. ● Monthly DLI chats with site leaders to calibrate learning and address needs, concerns, and support specific to each site. ● Recruitment support: brochures, flyers, posters, banners, district communications, social media, local news outlets, business/organizational partnerships ❖ **<u>Evidence of Effectiveness/Anticipated Outcomes:</u>** ● Evidence of grade-level curriculum guides, instructional resources, assessment materials, benchmark targets ● Evidence of professional development agendas and professional learning community minutes ● Evidence of feedback communications ● Evidence of meeting topics, email communications, and calendar invites ● Evidence of recruitment documents 2. **Provide access to the core curriculum** for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs ● Provide access to Hmong heritage language literacy while simultaneously developing English language and literacy in a 50%-50% program model beginning in grade PK-K to 6. ❖ **<u>Evidence of Effectiveness/Anticipated Outcomes:</u>**		

- Evidence of classroom schedule for instructional block in each language
- Evidence of growth on benchmark assessments for students in both languages

3. **Increase the percentage of students** participating in DLI Programs & World Language coursework that strengthen and build upon primary and heritage language skills to meet the **Seal of Biliteracy goals** upon graduation from high school.
    - Support counseling to increase enrollment in Hmong Heritage Speakers courses at middle school and high schools.
        - Refine guidelines and train counselors on placement practices for Hmong Heritage Speakers courses.
        - Articulate a pathway for enrollment in Hmong Heritage Learning III and other higher-level Hmong coursework.
    - DLI and Hmong Heritage teachers present a State Seal of Biliteracy presentation annually to inform students of the advantages and benefits of speaking two or more languages.
    - Highlight student learning through an annual Student Showcase that brings Hmong Heritage students and their families from all high schools to the same venue.
    - Encourage and increase student participation in the annual community-led Hmong Academic Decathlon where students compete in distinct categories in Hmong.
    - Provide additional language learning opportunities through an after-school program at two elementary sites (Turner and Greenberg elementary schools)
    - Provide additional language learning opportunities through an annual summer academy program at four different sites in the McLane, Roosevelt, and Sunnyside regions
    - Collaborate with institutions of higher education (California State University Fresno, Fresno Pacific) and community-based organizations to support families and students in accessing resources to higher education to support students accessing post High School opportunities.

❖ **<u>Evidence of Effectiveness/Anticipated Outcomes:</u>**
    - Increased rate in Seal of Biliteracy each school year
    - Student participation rate in Student Showcase and Hmong Academic Decathlon
    - Highlights of Hmong Academic Decathlon winners
    - Enrollment numbers, evidence of growth in pre/post assessments, and Student Voice Survey results for after-school and summer school programs

4. **Expand and enhance Dual Language Immersion Programs**

		● Add respective grade levels to current DLI programs at Balderas and Vang Pao as students move up the grades. ● Expand DLI pathways from elementary through high School in the Roosevelt Region ● Open new DLI sites in the Sunnyside region: review district data and gather community input to make final decisions on site selection. ● Add a Teacher on Special Assignment to support the development of Hmong curriculum and assessment materials as the Hmong DLI program is growing with more challenging content in the upper grades to secondary level. ● Provide DLI Academy to prepare and increase the DLI teacher pool as the program grows, using the *Guiding Principles for Dual Language Education*, the Teaching-Learning Cycle Framework, and culturally sustaining pedagogies. ● Partner up with district departments and local Institutions of Higher Education to create a K-University bilingual teacher preparation pathway and to increase recruitment of bilingual teacher candidates for our district's growing DLI programs. ● Collaborate with other districts with Hmong Dual Language Immersion and Heritage Language Programs to learn from each other's program, share resources and best practices, and align curricular and assessment materials. ● Collaborate with a Hmong linguist to develop a K-6 Hmong Language, Literacy, and Cultural Scope and Sequence with emphasis on foundational skills and oral language development. ● Partner with a Hmong technology and media company to develop a culturally relevant educational Hmong app that will reinforce language and literacy skills both at school and at home. ❖ **Evidence of Effectiveness/Anticipated Outcomes:** ● Evidence of growth and improved academic performance on local and state assessments ● DLI Program Growth Plan ● DLI Academy participation rate ● Bilingual Teacher Preparation Pathway Plan ● Partnership meeting agendas and communications ● Completion of Scope and Sequence o Completion of educational app and regular updates		
21	**BASE:**	● Adoption of baseline curriculum and instructional materials ● Adoption of supplemental and instructional technology resources	$394,237,699	N

	Instruction	• Development of curricular guidance documents
		  • K-2 Foundational Skills – Bridge the gap in reading
		  • Edgenuity – online curriculum
		  • Nearpod – Teachers will be provided real time analytics on what students are working on their devices
		  • Digital Math Fact – Math summer lesion design pilot provides training during summer with two teachers in the classroom
		• Charter school petition review and oversite
		• Pilot/test instructional practices and initiatives such as simultaneous teaching
		• GATE/Advanced Coursework		

22	**BASE: Special Education**	The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population. Specifically, the department is addressing: • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs • Prioritizing the diverse and unique needs of students through enhanced supports and interventions	$163,362,833	N

23	**BASE: Professional Learning**	• Provide job embedded professional learning
		• New teacher support and induction
		• Targeted coaching support to teachers and site administrators
		  o Learning Summit – Fall and Winter 2021
		  o Math lesion design and summer school pilot
		  o Smarter Balanced Interim Assessment Training – 400 leaders and 500 teachers
		  o Unbound Education Standards Institute – 120 leaders and 500 teachers at 450 per webinar
		  o PBS Lessons – Instruction serving all children in the valley
		  o Tutor.com – On demand tutoring
		  o First K-3 reading
		• Coordination of professional learning across all departments in Instructional Division
			$46,728,429	N

		○ Adding one Project Manager and three Instructional Coaches ● English learner professional learning and student support services ● Recruit, train, and retain staff within Teacher Development programs ● Collaborate with Institutions of High Education on pre-service and retention of staff		
24	**BASE: Technology Access and Support**	**Information Technology** ● Student, Staff, and Classroom Technology and Applications ● Enterprise Applications (Financial, HR, Payroll, Facilities) ● ATLAS (student information system) ● Information Security and Privacy ● Data Center ● Networks ● STEM Innovation for students ● IT Support (Students, Staff, Parents) **Technology Access and Support** ● Data Center ● Networks ● Wireless Access ● Computers and Major Applications ● ATLAS (student information system) ● Human Resource support ● Financial Applications ● Facilities Applications	$17,297,165	N
25	**BASE: Early Learning**	The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff is committed to providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include: ● Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age ● Part-Day Preschool ● Transitional Kindergarten	$520,000	N

		• Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups		
26	**BASE: Equity and Access**	• Provide district and school site research and evaluation • Design and maintain an Aligned Assessment System • Facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action • Provide differentiated support for state-identified needs (Differentiated Assistance, TSI, ATSI, CSI) • Plan and support tools and visualizations within an Aligned Data System	$3,144,071	N
27	**High Quality School Site Health Services**	Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments. • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) Health services will provide the following additional services: • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers • Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites • Expansion since 2018/19 has included 15 registered nursing positions, a manager position, and the conversion of health assistant positions to licensed vocational nurse positions • Temporary contracting for health services contact tracing and pandemic supports Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments. Lack of access to health care disproportionally impacts foster youth, English learners, students experiencing homelessness, and low-income students. Attendance is negatively impacted which results	$11,060,965 (Total investment) $7,959,860 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $3,101,105 (Local funds, Non-Contributing)	Y

		in less learning opportunity. Community health care facilities across the Fresno Unified School district are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods at their nearest school. Families who have limited or no transportation often live within walking distance to a school. Otherwise, students are bused to school where access to health care professionals is readily available and the staff is ready to serve. In the two years prior to the pandemic, health office visits increased from 214,785 in 2017-18 to 235,140 in 2018-19 which is a 9% increase resulting in over 20,000 health office visits. Clearly, students are accessing the health services Fresno Unified is providing. In addition, since 2016-17, the chronic absenteeism rate decreased from 17.8% to 17.1% districtwide. While this decrease can be attributed to many efforts, the expansion and availability of health services at sites and the expansion of site-based health centers certainly contributed. The focus of Health Services is on supporting student health so that students can have the best educational opportunities. The COVID-19 pandemic further raised the critical importance of access to health care and expanded staff support. During this period of distance learning, the Health Services team coordinated Personal Protective Equipment (PPE) and supplies for all schools and departments and has developed a COVID-19 Action Team to support contact tracing for students and staff members throughout the district. Addams & Gaston Health & Wellness Centers remain open and continue to provide direct services to families. The addition of four school Nurses to expand phone-in and virtual support to students at their assigned schools, as well as in-person support to students in some of the most vulnerable groups (homeless and foster youth, students with disabilities, English learners, and those who need a safe space to access distance learning).		
28	**Mental Health Supports**	Additional School Psychologist positions continue to be added to provide additional behavior and mental health supports for students. In 2021, five School Psychologist have been added. This has also allowed Fresno Unified to provide additional support towards building capacity in districtwide multi-tiered systems of support (MTSS). A longitudinal study by Fleming, et al. (2005) provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact academic achievement, both in terms of higher standardized test scores and better grades. (Fleming, Haggerty, Brown, Catalano, et al., 2005). Such interventions also assist with improving behavior, improve mental health of students, and prevent unnecessary referrals for special education services, thereby resulting in the following desirable outcomes:	$1,052,962	Y

		• Improve Academic Performance at Challenging Levels • Increase Student Engagement in their School and Community • Increase Inclusive Opportunities for Families to Engage in their Students' Education Implementation of distance learning the past year highlighted the need for mental health supports for students. As students adjusted to learning from home and not being in physical space with peers and school staff, the social-emotional well-being of students began to suffer for some vulnerable students. While School Psychologists remain committed to key responsibilities, focus shifted to partnering with staff from Department of Prevention and Intervention to provide comprehensive mental health supports to address the impacts of the pandemic including isolation, anxiety, depression, and familial risk factors. District school psychologists continue to effectively support the crucial academic and social-emotional needs of all students as a result of the pandemic and serve the same high level of need for special education eligibility. Staff provides support at identified sites for social-emotional services within a multi-tiered systems of support (MTSS) framework, especially with the long-lasting impacts of COVID-19 on the academic progress and mental health of students. Students living in disadvantaged circumstances need behavior, social emotional, and academic supports. Additional resources provided by the Local Control Funding Formula have allowed staff to provide immediate social emotional supports to students and enables Fresno Unified to build systems of academic and behavioral supports. The actions above will lead to increased student performance by increasing social emotional supports principally directed towards low-income students including student groups providing eligibility for Differentiated Assistance (African American, Foster Youth, and Students with Disabilities). Having the additional School Psychologists continues to provide more time for School Psychologists to connect with students and to support staff as there has been a decrease in the suspension rate for all identified student groups. Specifically, students identified as socioeconomically disadvantaged, English learners, or as foster youth are at an increased risk for being suspended. The additional School Psychologists have benefitted these students with additional mental health support. Through these efforts the behavior of students in these student groups has improved; students living in disadvantaged circumstances need that connection to school. Fostering these relationships and facilitating a connectedness to school will impact students positively and help them to achieve academically.		

		The effectiveness of such additional support may be measured by the number of students referred for special education assessment and those students found eligible. As School Psychologists continue to build capacity to implement multi-tiered systems of support (MTSS) in attaining those expectations, staff has observed a continued, desirable trend in this student population since the 2017/18 school year as follows: ● Referrals for special education evaluation decreased by 1,933 students ● Suspension rate improved by 3.5% ● Chronic absenteeism rate improved by 3% School Psychologists play a crucial role in the district's implementation of the multi-tiered systems of support (MTSS) framework. There are currently 34 schools implementing MTSS where School Psychologists ensure fidelity in assisting with implementation as more schools are added to future cohorts. School Psychologists are uniquely trained to support sites within all three tiers of MTSS: on both the Response to Intervention (academic) and Positive Behavioral Interventions and Supports (social-emotional and behavioral) sides of the triangle. That is especially so given the academic impact from COVID-19 and the "COVID slide" that affects students throughout the district in several respects. Outcomes of the "slide" resulted in an increase for requests for assessment from parents and advocates due to students struggling within the distance learning model, along with marked academic regression and failing grades due to school closure, thereby increased need for social-emotional support for adjustment in the school environment. To that end, there has been an increase in the need for mental health support staff to connect families to community resources, and the same staff responded to requests for support through a student survey. On-call response teams consisting of School Psychologists and other support staff were formed for around the clock response and protection for students. School Psychologists also increased time providing coaching to parents on behavioral interventions as some struggled to effectively manage their role in distance learning to support learning away from campus. There has also been an increase in parent requests for special education assessments which has resulted in more time observing students in virtual classrooms and ensuring academic and behavioral interventions are in place. To this end, the District will continue to: ● Increase time to schedule in-person sessions, i.e., parent schedules, other assessor schedules, designated assessment room schedule. ● Increased time to build rapport with student during assessment.		

		• Increase the number of observations conducted due to the inability to obtain valid, high-quality observations in various settings and during unstructured times. • Increase time to collect data for eligibility areas requiring extensive behavioral observations across settings. • Increase time needed to provide guidance and professional learning regarding assessment best practices, health and safety procedures, and legal compliance. • Increase responses to assessment requests from parents due to "COVID slide" and academic regression due to school closure. • Increase mental health and social emotional supports to students due to negative impacts of the pandemic and school closure: isolation, anxiety, depression, familial risk factors, etc. • Respond to increased number of referrals for community resources and mental health supports, which School Psychologists assist with connecting families with those resources. • Manage and follow up on mental health and social-emotional support requests made by students through the Climate and Culture survey. • Increase support the mental health needs of site administrators and teachers, as employees struggle with their own personal mental health issues related to the pandemic and school closure. Increase time providing coaching to parents on behavioral interventions as parents struggle with distance learning and having instruction take place in the home setting.		
29	**<u>Expanded Transportation Services</u>**	Previously, enrichment trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected as fundraising is often a struggle for families struggling to ensure basic necessities. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers will support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.	$1,979,375 (Total investment) $229,375 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $1,750,000	Y

		Two bus driver positions continue to be funded to support the expansion of enrichment trips. These trips allow for engagement experiences beyond the classroom, where low income students are disproportionality affected. This action has been successful in increasing low-income student engagement as demonstrated by the number of students participating in some type of art, activity, or athletic opportunity at their school site. Prior to the implementation of district-level funding for these activities (2013/14), only 49.3% of low-income students participated in extracurricular or co-curricular activities at their school. Expanded transportation services, in addition to funding for the activities themselves, have enabled all students to have expanded opportunities for engagement. The most recent data indicates that 60.45% of low-income students participated in these opportunities during the 2018/19 school year.	(Federal funds, Non-Contributing)	
30	**Upgrading Access to Technology**	**Gaggle** The district, as part of its focus on student safety and well-being, adopted Gaggle for 2020/21. The district has been diligent for a while about student safety and wellness in physical classrooms and digital spaces. Staff became more concerned about student safety and realized the need for guardrails for healthier interactions amongst teachers and students as the district approached online learning. Data provided during the pandemic indicated that suicidal ideation increased during COVID-19 especially among elementary aged students. In continued efforts to improve safety and wellness in digital spaces the district looked at the use of Cisco Umbrella content-filtering service. In FY 20/21, the Gaggle service covered 2nd through 12th grade. Gaggle is a content-analysis service that monitors Email, OneDrive and Teams Chat using machine learning to identify inappropriate language like sexual content and bullying as well as situations that might lead to self-harm. Gaggle's professional staff review and, where appropriate, notify district personnel. Identified content is classified as Questionable Content or Possible Student Situation for self-harm. Schools leaders are notified about these incidents and then take appropriate action, often in consultation with Fresno Unified's DPI/SPED professionals. DPI/SPED departments setup an afterhours call group of mental health professionals to handle notifications of possible student situations for self-harm. Data provided by Gaggle through February 2021: ● 25,980,330 items created by students and pulled into Gaggle (from Microsoft Teams Chat, Email and OneDrive). ● Gaggle's Machine Learning processed these items looking inappropriate language or images. ● 900,093 items were reviewed, and 9,415 items acted upon. Fresno Unified was notified of these items and responded accordingly.	$1,064,353	Y

		Adoption and Supports for Digital Learning Platforms and Resources Fresno Unified staff negotiated with education technology vendors such as Nearpod and Turnitin. Fresno Unified's Information Technology and Curriculum and Instruction teams worked on the design and rollout of these platforms. Nearpod is a way to increase student engagement during instruction. Teachers had over 103,000 Nearpod sessions through the end of February 2021. This is the effect of the combination of rich professional learning, effective digital platforms, and teaching professionals willing to adapt to the context of remote learning. Information Technology worked with School Leadership and the Department of Prevention and Intervention to tune what students could do in digital platforms and put in place structures to respond to students with behavioral challenges. The Digital Resource Access Workgroup carefully vetted digital resources to ensure that student privacy was protected and that the district adopted digital resources were readily available (with participation from several other FUSD departments). **Learning Analytics: Tools for Teachers/Leaders to better respond to students during remote learning** Fresno Unified was an early developer of analytics using new measures to support the shift to digital learning and teaching. This work both supported and emerged from the Personalized Learning Initiative. In the spring of 2019, Fresno was one of three Districts to have access to analytics on student engagement within the Microsoft Teams / Office 365 learning system. This supported school leaders with participation information down to the student level so they could provide responsive supports for students. These supports included access to the internet and working devices, social-emotional wellness and safety, and sometimes just a caring nudge to keep students engaged. The data revealed high levels of frequent use of Teams/O365 across the district. Similarly, the District worked with Clever in the spring of 2019 to develop a digital participation record. This service was used to connect students to digital learning resources like GoMath, Wonders and Khan Academy. The work over the past several years on Learning Analytics, with partners like Microsoft and Houghton Mifflin Harcourt, led to two important tools within Teams – Insights for Teachers and Insights for Leaders. Professional Learning in spring / summer of 2020 included sessions on how to use insights from digital signals to inform teaching practices and better support students. Fresno Unified collaborated with Microsoft and Helsinki, Finland in 2019 to envision ways to improve analytics for learning and teaching as well as sharing these practices within a larger community of practice. This collaboration, called Project Constellation, resulted in rich system level data combining Office365/Teams, Clever and iReady. Project Constellation uses a next generation, hugescale data platform to store, analyze and visualize new and traditional measures of student demographics,		

		engagement, and assessments. This is a work in progress with Information Technology, E&A and others to build our capacity to work together to explore patterns of engagement, consider more timely interventions and improve student supports. This platform, for example, supports the district's current audit of participation. The dashboard allows staff to drill down to a school-level and even a section-level to see student participation in synchronous meetings and asynchronous learning across both Teams/Office365 and Clever. These tools will continue to advance in support to improve student learning processes and outcomes as the District moves to Simultaneous Learning and the Next (new) Normal.		
31	**Student Technology Access and Annual Refresh**	**Student Technology Access & Annual Refresh** Experience has shown that low-income students do not consistently have access to reliable technology. To fully prepare students for college and career, it is necessary to provide equitable, reliable access to student technology. To accomplish this, staff will: • Create district-level responsibility for student technology to be used *wherever and whenever students participate in learning* • Keep student computers current with a regular refresh cycle and requisite software updates • Provide technology support to students and families • Investment: • Student 1:1 technology, where each student has the required technology for both on-campus and off-campus learning. This includes both student devices and required connectivity. • Tools required to manage student devices remotely • Personnel and facilities in three Family Learning and Technology Support Centers to support students and families with technology The actions above are principally directed toward our low-income students, to increase access to core curriculum and other educational resources through technology. Metric: 100% of students can receive a district-issued device and internet connectivity for on-campus and off-campus learning. In March of 2020, during campus closure, Fresno Unified began the pivot from classroom-based technology to a 1:1 program. In total 64,000 laptops and 11,000 laptops were delivered in a very short window. Use of technology will now be critical to teaching and learning in the classroom. Each student, regardless of income level, had the opportunity to receive a district-issued device and internet	$6,655,579	Y

		connectivity for remote learning. In August, when school began with remote learning, staff monitored student attendance. A large majority of students whose parents reported them absent due to technology were low-income students. Staff reached out to those students and provided them with devices and connectivity required to attend class. Providing devices and connectivity to low-income students helps to narrow the homework gap and provides equitable educational resources. Student-centered and real-world learning experiences can be expanded with both guided and self-guided use of technology. 1:1 program facilitate student engagement by encouraging collaboration and expanding learning materials. Alongside changed teaching and learning practices that augment technology implementation, improved student learning and 21st Century skills can be realized.		

Actions

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure expansion of opportunities and experiences that are student-centered to engage students in content and experiences that are relevant, personalized, and interesting to promote innovation, creativity, and student choice. Fresno Unified will promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career. This goal ensures that Fresno Unified will create opportunities that connect student interests and promote student ownership of learning. Fresno Unified recognizes that students engage in different ways and benefit from tailoring instruction to meet students' individual developmental needs, skills, and interests. Student-centered learning holds the promise of providing powerful learning experiences for every student, while developing deeper learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 32.0% EL: 23.2% FY: 12.3% SED: 31.5% Data Year: 2019-20 Data Source: California School Dashboard > College & Career Measures report				All: 35.0% EL: 33.1% FY: 22.2% SED: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 49.6% EL: 25.7% FY: 18.6% SED: 48.5% Data Year: 2019-20 Data Source: CA Dashboard > College Career Indicator				All: 55.0% EL: 32.5% FY: 25.4% SED: 55.0%
Student middle school dropout rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 0.46% EL: 0.66% FY: 0.68% SED: 0.44% Data Year: 2019-20 Data Source: CALPADS, Fall 1, Report 8.1C				All: 0.49% EL: 0.49% FY: 0.49% SED: 0.49%
Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 8.3% EL: 15.2% FY: 29.3% SED: 8.6% Data Year: 2019-20 Data Source: DataQuest Four -Year adjusted Cohort Outcome				All: 8.0% EL: 11.1% FY: 25.2% SED: 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students who have completed both A-G requirements and completed CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 22.7% EL: 12.2% FY: 7.0% SED: 22.2% Data Year: 2019-20 Data Source: (Local) CALPADS				All: 25.0% EL: 16.7% FY: 11.5% SED: 25.0%
A-G Completion Rates (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 54.0% EL: 27.9% FY: 27.6% SED: 52.4% Data Year: 2019-20 Data Source: DataQuest Four-Year Adjusted Graduation Rate				All: 56.4% EL: 30.9% FY: 30.6% SED: 55.4%
Rate of students who passed Advanced Placement exams with a score of 3 or higher (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 27.4% EL: 33.9% FY: 20.0% SED: 25.3% Data Year: 2019-20 Data Source: College Board				All: 30.7% EL: 35.0% FY: 24.1% SED: 29.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 88.2% EL: 75.8% FY: 65.5% SED: 87.9% Data Year: 2019-20 Data Source: California Dashboard – Graduation Rate Indicator				All: 90.5% EL: 79.9% FY: 69.8% SED: 90.5%
Broad Course of Study	All: 100% Data Year: 2020-21 Data source: ATLAS Student Information System				All: 100%

Action #	Title	Description	Total Funds	Contributing
32	**Linked Learning, ROP, and CTE Pathway Development**	Fresno Unified has made very intentional investments into career preparation programs, equipment, and facilities over the past years. These investments follow the district's mission of developing "career ready graduates" and focus on producing graduates that develop the skills and career competencies listed in our district's graduate profile. These investments have been made in alignment with board policy 6178 that outlines the district's commitment towards providing a "comprehensive Career	$20,481,748 (Total investment) $13,029,752 (Supplemental and Concentration, Contributing to the increased or	Y

		Technical Education program" and follow the input and feedback from thousands of parent and community members that have participated in the annual LCAP budget development process and strategic plan input that career training programs for our students needs to be an investment priority. Additionally, the District's new strategic plan and subsequent Hanover report highlight the need for additional Career Technical Education (CTE) course and program offerings throughout the district and a focus on expanding work-based learning opportunities as an instructional strategy focused on student engagement and community/industry relevance. The College and Career Readiness Department with leadership and support from the CTE team, will continue to expand validated high-quality CTE Pathways, Linked Learning pathways(LL), Regional Occupational Program courses (ROP), International Baccalaureate Career Program courses (IBCP), National Academy Foundation academies(NAF), and/or California Partnership Academies (CPA) by increasing opportunities in dual enrollment/college credit courses, industry certifications and expanded work-based learning opportunities that include internships and pre-apprenticeships through multiple partnerships with community, local industry, post-secondary and state/national organizations. The menu of opportunities and experiences that allow for student choice, leverage student learning styles, foster the development of career skills and competencies, promote community well-being through service learning, and demonstrate real-world application of learning will broaden to prepare students for college, career and life. Students will benefit from having access to validated high-quality pathways that ensure they receive career readiness courses and experiences so they can make informed decisions about exploring and pursuing different career and associated post-secondary education and training. In 2021, two Teachers on Special Assignment have been added to support senior year redesign and one Internship Coordinator has been added and funded by the Strong Workforce Grant. Expected effectiveness will be demonstrated when enrollment grows within programs with retention of students from year to year. Courses are rigorous when approved by the University of California system and A-G completion. In	improved services requirement for low-income, foster youth, and English learner students) $7,451,996 (Federal and Other State funds, Non-Contributing)	

		addition, high school graduation rates are higher for students completing CTE pathways. The needs of foster youth, English learners and low-income students were considered first based on research that highlights special populations are often challenged with meaningful and relevant career readiness opportunities. One significant reason student's drop out of school is that they lose interest and motivation in education because the curriculum does not seem to have a real world application (Bridgeland, Dillulio & Morison, "The Silent Epidemic: Perspectives of High School Dropouts," 2006). Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world. Through targeted recruitment, focused and specific marketing materials, and the CTE site supports of Coordinators, Job Developers & Career Centers, an expanded focus for foster youth, English learners, and low-income students will provide 1students with validated high-quality CTE Pathways that will engage them through dual enrollment/college credit, industry certifications and expanded career-focused work-based learning opportunities. Examples of targeted recruitment include CTE's partnership with other district departments like A4(African American Academic Acceleration), ELS (English learner Services), and Project Access (supports for foster youth) to ensure recruitment of students.		
33	**<u>Kids Invent!</u>**	Continuing to increase access to STEM (Science, Technology, Engineering and Mathematics) tailored-learning for 5th and 6th graders to promote early age access to STEM-related disciplines and associated critical thinking and problem-solving skills. There is also a need to counter underrepresentation of minorities, foster and homeless youth, and females in STEM industries. Repeated access to STEM-based projects has also been shown to lead to increased student performance on state and local assessments. The district will provide, in partnership with the California State University, Fresno Lyles Center for Innovation and Entrepreneurship, STEM tailored learning for every 5th and 6th grade student in the district. The identification of STEM focused learning to promote critical thinking, creativity and innovation were at the core of the partnership and subsequent program. Curriculum content	$1,416,905	Y

		promotes hands-on learning through bi-weekly activities aligned to the Next Generation Science Standards. The alignment between NGSS and STEM promotes relevant applied learning with the goal of increasing Career Technical Education (CTE) pathway program enrollment in subsequent years (grades 7-12). Staff will continue to provide STEM 5 and Kids Invent! curriculum to all 5th and 6th grade students and training for 5th and 6th grade teachers. Additionally, teachers are encouraged to access Lyles Center staff as innovative partners in classroom implementation so that teachers feel supported in the instructional shifts associated with NGSS. All students will benefit from having access to quality education and early exposure to STEM projects and ways of thinking (as early as elementary school); these opportunities to early exposure have been shown to be an important factor in helping to level the playing field for underrepresented groups in STEM such as females, foster and homeless youth, English learners, low income students and other minority groups such as African-Americans, Latinix and Native American youth (Benefits of STEAM Education in Elementary School, 2021). The District's new strategic plan and accompanying Hanover report garnered feedback from approximately 50,000 students, parents, staff, and community members which highlights the need for program offerings throughout the district to "Improve academic performance at challenging levels, expand student centered and real-world learning experiences, and to increase student engagement in school and community." Two specific values in the strategic plan directly relate to Kids Invent! and Stem 5 education. The two include 1.)"We provide high quality teaching and learning that involves challenging and relevant experiences to produce critical, collaborative, and solution-oriented thinkers" and 2.)"We emphasize learning is enjoyable, engaging, and interactive." Consistent access to STEM 5 and Kids Invent! is clearly in alignment with student, parent, educator, and community voice that was repeatedly articulated in survey results of 50,000 combined voices.		

		The needs of foster youth, English learners, and low-income students were considered first, and these needs and actions are highlighted in the three areas below: Underrepresented minorities such as African-American, Latinx, and Native-Americans as well as English learners are particularly underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Students who have had opportunities to participate in STEM classes when they are younger are more likely to take continue to participate in STEM classes as they move throughout their educational journey (National Action Council for Minorities in Engineering, 2013). Blacks and Hispanics make up around a quarter of the overall U.S. workforce, but together they account for only 16% of those employed in STEM occupations. Past studies have raised a number of possible reasons for this underrepresentation. Two of these factors include having less access to quality STEM related educational opportunities and these students not being encouraged at early age to learn about STEM fields (MacPhee, Farro, and Silvia, 2013). STEM 5 and Kids Invent will help fill the gaps in relation to these two factors. Foster youth typically live in environments where they don't have access to technology or professionals with a STEM background. Many are unaware of the career paths available in the science and technology industry. Foster youth are less likely to perform at grade level in math as compared to their peers. It is critical that Fresno Unified take steps to close these educational engagement and achievement gaps to help foster students have more options to reach their full potential (Wondra, 2021). Taking steps to ensure all foster and homeless youth have access to programs that introduce them to these career pathway options will help close these equity gaps. Science and math are typically fields that have been dominated by men. Today women only 25% of STEM jobs in the U.S., so implementing STEM activities during the elementary years help level the playing field for underrepresented females (Benefits of STEAM Education in Elementary School 2021). As highlighted above, the alignment between NGSS and STEM promotes relevant applied learning with the goal of increasing Career Technical Education (CTE) pathway program enrollment in subsequent years (grades 7-12). CTE enrollment during the 2017/18 school year was 11,586 and increased in 2018/19		

		to 12,647 students. Additionally, work-based learning experiences expanded from 69,930 to 76,023 during that same timeframe.		
34	**Men's and Women's Alliance**	Many low-income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-promise students within the Fresno Unified School District. The program also targets students who demonstrate academic, behavioral, and attendance challenges, with a focus on Foster Youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not overly rigid.(Druian and Butler, 1987) Men's and Women's Alliance was developed by a work group of staff members that studied similar school districts and intervention programs: Long Beach Male Academy, Brotherhood of Kenwood Academy, Chicago Illinois, Hartford Public Schools Young Men's Leadership Academy Model, and Urban Prep Academy, Chicago Illinois. The common themes of all these models were single gender groups focused on college and career readiness, helping students manage behaviors, and involved mentoring and empowering students. Fresno Unified used best practices from these programs to develop the Men's and Women's Alliance Programs. The Men's and Women's Alliance Program is an elective leadership class integrated into high school and middle school instructional day and taught by a certified teacher utilizing social emotional learning and leadership-based curriculum. It is offered at all comprehensive middle and high schools as well as Cambridge, Duncan and Fulton. Students in the program develop personal responsibility, self-management, social skills with a focus on academic organizational skills. Over 1,000 students participate in the Alliance annually. The intended outcomes for the Alliance program are to increase students' school and peer connectedness, increase feelings of competency and self-efficacy,	$1,627,906 (Total investment) $1,237,155 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $390,751 (Federal funds, Non-Contributing)	Y

		increase job readiness skills, improve school attendance, and decrease suspensions. Men's and Women's Alliance integrates social emotional learning and leadership curriculum, AVID-like student success strategies, and school site and staff support to provide effective services to participating students. Research has shown programs with a Social Emotional Learning lead to improvements such as academic achievement, fewer suspensions, and improved social development. Through the use of School Connect, the district's social emotional learning curriculum, students increase their self-management, self-efficacy and deepen school connectedness through building relationships with their teacher and peers. Avid-like strategies including Cornell note taking, binder checks and other organizational methods support student success in the classroom and feelings of competency which have led to attendance improvement for Alliance students. Increased social emotional skills coupled with improved peer connections have resulted in a reduction of behaviors leading to suspension. In addition, the Alliance program affords other social emotional and academic supports by providing in-class tutoring, educational field trips, community mentors and speakers, and service-learning opportunities. The high school students in Alliance are also given opportunities to participate in the Alliance Career Readiness Program which provides specialized job readiness training and paid work experience. Through the Career Readiness Program, students have an opportunity to gain resume writing experience, participate in mock interviews as both interviewees and observers as well as paid work experience (evening & weekends) with a variety of community businesses. Alliance students, in addition to the Alliance teacher and Mentor Office facilitators, are also supported by other school site staff including Administration and a designated school counselor, who utilizes a best practice approach in selecting students for the program. The Alliance school site team targets and prioritizes students for the program based on high suspension/expulsion rates (one or more suspensions), low academic performance (students below 2.0 G.P.A.), low attendance rates and students with minimal engagement in activities. In an effort to create a balanced		

		classroom, the Alliance program utilizes a blended approach to ensure each class an equal representation of students for the identified targeted populations. The Alliance program has also collaborated with Restorative Practices to provide training for teachers that focuses on engagement and self-care strategies for students and staff. Areas covered in the trainings included: Trauma Informed Care, Social Emotional Learning, Self-Care, Student Success Strategies, Instructional Support and Student Mentoring. These trainings are offered to all Alliance staff. The Alliance Program continues to collaborate with the Curriculum and Instruction Department to strengthen Alliance instruction and provide orientation and professional learning for Alliance teachers. The Mentoring office in collaboration with school sites will use internal measures to track the student's attendance, academic and behavior progress. In addition, we will also utilize a hybrid version of the annual Climate & Culture and Social Emotional Learning Survey to measure social emotional growth. Alliance students have shown promising results in the following areas: Of the 1,150 students who participated in Alliance in 2018/19: ● 59% of chronically absent Alliance students improved their attendance during the first semester of 2018/19 as compared to the first semester of 2017/18. Of the 1,126 students that participated in Alliance in 2019/20. ● 70% of students demonstrated a decrease in suspension incidents from Fall 2018/19 to Fall 2019/20. A hybrid version of the Climate & Culture Survey was administered to Alliance Students in Fall 2019 with the following outcomes: ● 80% of Alliance students responded favorably that there is an adult in Alliance who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey. (+27% for Alliance)		

		• 74% of Alliance students responded favorably that Alliance makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey. (+8% for Alliance**)** • 66% of Alliance students responded favorably that Alliance students care about each other, as compared to 39% of secondary students who responded favorably that students at their campus care about each other. (+27% for Alliance) Because of the promising results, the Mentoring office will work with school site Administration to ensure underserved populations, such as English learners, foster care youth and African American students receive preference for the program. We will develop a detailed uniform selection process at all sites to make sure these targeted student groups are prioritized. Additionally, school site Alliance teachers will receive training from the English learner and Project Access teams to identify ways to improve upon services and meet the unique needs of these student groups. The Mentor office will also collaborate with the Department of Prevention and Intervention Attendance team to closely progress monitor the attendance rates of Alliance students. Student outcomes will be monitored quarterly, and staff will continue to use hybrid versions of the Climate & Culture and Social Emotional Learning survey to progress monitor Alliance's impact on students' sense of belonging and school connectedness. Fresno Unified School District has a large percentage of students that are considered low-income. Many of these students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-promise students within the Fresno Unified School District. The program also targets students who demonstrate academic, behavioral, and attendance challenges, with a focus on foster youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high		

		expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not too rigid.(Druian and Butler, 1987)		

Actions

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need of expanding engagement opportunities for all students, ensuring that Fresno Unified not only provides a quality education, but also offers programs students can participate and engage in. We will create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values. This goal recognizes that student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired. Stronger student engagement extends to a deeper motivation to learn and progress in school. This goal also encompasses the need to engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, and the civic life of their communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 7.0% EL: 4.4% FY: 19.0% SED: 7.4% Data Year: 2018-19 Data Source: CA Dashboard -Suspension Rate indicator				All: 6.0% EL: 3.4% FY: 17.8% SED: 6.2%
Rate of parents, students and staff report of positive sense of safety and connectedness Note: There are planned survey updates in development for the 21-22 school year (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Safety: Students-66.1% Parents- 92.9% Staff 87.0% Connection: Students 64.8% Parents 93.6% Teachers- 87.0% DataYear: 2020-21				Safety: Increase student positive sense of connectedness and safety to 70% or higher Maintain parent positive sense of connectedness and safety at 90% or higher Increase staff positive sense of connectedness and safety to 90% or higher

	DataSource: Climate & Culture Survey				
Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 0.21% EL: 0.13% FY: 0.78% SED: 0.24% Data Year: 2018-19 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates				All: 0.18% EL: 0.13% FY: 0.74% SED: 0.20%
Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2019-20 Data Source: FIT Report (Facilities Inspection Tool)				100% of schools with a rating of good or exemplary
Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 15.8% EL: 9.3% FY: 23.7% SED: 16.7% Data Year: 2018-19 Data Source: California School Dashboard> Chronic Absenteeism				All: 14.2% EL: 7.7% FY: 21.6% SED: 14.6%
Percent of students who have participated in at	All: 59.7% EL: 50.7% FY: 56.5% SED: 58.8%				All: 71.5% EL: 65.5% FY: 71.2% SED: 71.5%

least one arts, activities or athletics event (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Data Year: 2019-20 Data Source: (Local) ATLAS Student Information System				
Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 91.9% EL: 93.2% FY: 87.8% SED: 91.8% Data Year: 2019-20 Data Source: ATLAS (Average Daily Attendance)				All: 93.6% EL: 93.2% FY: 89.9% SED: 93.6%

Action #	Title	Description	Total Funds	Contributing
35	**Supports for Students in Foster Care**	Foster and homeless students face greater challenges within the educational system which contribute to the disproportionate rate of graduating high school as compared to peers. Research states that foster students are more likely than peers to experience a host of barriers that lead to troubling outcomes, including low academic achievement, grade retention and lower high school graduation rates. For Fresno Unified, these student groups are disproportionally lower performing with higher suspension rates, lower attendance rates, and lower academic achievement. *California schools report fewer homeless students, alarming advocates - 'Invisible' homeless students may be missing out on services they need (Ed Source, Jan. 2021).* Homeless advocates suspect thousands of homeless students may have been uncounted during the prolonged pandemic and are not receiving the critical services needed. Homeless students are among the groups most likely to experience learning loss during the pandemic, according to the consulting firm McKinsey & Company, the lack of services may have long-lasting impacts on their academic performance and careers. These homeless students are perceived to be invisible because identification by school staff or access to school help is largely hindered by the restrictions of COVID-19 and extended school closures during the 2020/21 school year. In recognizing that both student groups are vulnerable due to being transient and receiving limited support, the Project	$2,655,158 (Total investment) $1,960,594 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $694,564 (Federal funds, Non-Contributing)	Y

		ACCESS staff targets supports with the goals of improving academic performance, feelings of connectedness, and improving social emotional wellbeing while reducing chronic absenteeism. The District recognizes the importance of student's connection to the school community – Increase student engagement in their school and community. The variety of clubs, teams, and peer associations provide an anchor to homeless and foster students. In effort to help increase homeless and foster students' participation in arts, activities and activities, Project ACCESS provides financial resources for students in grades 6-12 who express interest. Furthermore, this eliminates financial barriers for students to participate in school extra-curricular activities. Connecting students with adult and peer mentors provides continuous positive experiences that may help foster and homeless students to grow positive peer and staff relationships, experiences, and opportunities. Social emotional and academic supports identified address the whole child to alleviate mental health and academic barriers that foster and homeless students face. Foster and homeless students have higher incidences of transiency and frequently move schools, so staff focuses to support students in remaining at the school of origin to eliminate gaps in learning. Project ACCESS staff provides education to school staff, students and families of legal rights to remain at the school of origin. Foster youth are identified through a partnership with the Department of Social Services and services provided primarily through the District with support from the Fresno County Superintendent of Schools. The goal is to increase the stability of the student by reducing chronic absence, increasing graduation rates, and providing the appropriate mental health and social emotional supports in order to have a positive impact on educational outcomes. Project ACCESS is a specialized program within the Department of Prevention and Intervention that focuses on providing social emotional supports, academic interventions, and assists with transportation barriers to students identified as foster and homeless from preschool to the 12th grade. In addition, the program promotes school connectedness and a sense of belonging on campus by providing financial support to participate in arts, activities, and athletics. The mission of Project ACCESS is to empower and inspire students who are foster and homeless, to be college and career ready through a holistic and student-centered approach with effective community partnerships. Project ACCESS serves nearly one thousand foster and homeless students annually within the district. Project ACCESS staff's 11 Clinical School Social Workers provide supportive counseling, individual and group mental health counseling, and intensive case management to over 500 foster and homeless students in grades 6-12 annually. In addition, one dedicated Clinical		

		School Social Worker provides mental health and counseling support to students transitioning from the Fresno County Juvenile Justice Campus. Project ACCESS consists of the following staff: ● 1 Social/Emotional Manager and District Homeless/Foster Liaison ● 10 Clinical School Social Workers ● 1 Project Hope Clinical School Social Worker ● 1 Shelter/Motel Clinical School Social Worker ● 1 Child Welfare and Attendance Specialist ● 2 Community Liaisons ● 2 Academic Counselors ● 2 Prevention and Intervention Specialists Project ACCESS Clinical School Social Workers are regionally assigned to provide counseling and mental health support by conducting assessments and providing interventions and services to students and families. All Clinical School Social Workers are either Licensed Clinical Social Workers (LCSW) or an Associate Clinical Social Worker (ASW). The services include individual and group counseling, case management, crisis intervention and suicide risk assessments, and referrals to community resources. In addition to direct clinical services, staff process new caregiver affidavits of families referred by their school site. This process allows the Clinical School Social Worker to determine the eligibility of families and students who are homeless under the McKinney -Vento Homeless Act. Project Hope Clinical School Social Worker (CSSW). Project Hope is a partnership with both the Fresno County Juvenile Justice Campus (JJC) and the Fresno County Superintendent of Schools (FCSS) Violet Heintz Education Academy. The CSSW provides academic and mental health support to students being released from JJC and transitioning into Fresno Unified. The CSSW assists with the enrollment process to the most appropriate school placement and provides case management, counseling, and mental health support to students and families enrolled in Project Hope. Shelter/Motel Clinical School Social Worker. Fresno Unified partners with local community shelters such as the Marjoree Mason Center, Rescue the Children, and Evangel Home to coordinate services for students and families residing in the shelters and motels. The CSSW provides case management, counseling, and mental health support to identified students enrolled in Fresno Unified. Services are provided at the various shelters while also collaborating with agency staff to provide referral linkage to community resources such as housing, transportation, medical and social		

		services. The CSSW also assists with communication and support between the school, family, and shelters. Project ACCESS Counselors provide academic support focusing on students identified as foster and homeless in grades 8-12. Services include one on one academic support meetings, transcript analysis/A-G on track towards graduation and college, providing college/FASFA workshops, processing of AB167-216 credit waivers, collaborating with the school site Academic Counselor, follow up on college/career pathway decision, and collaboration with local universities to provide college seminars. Project ACCESS Community Liaisons case managing homeless students with lower social emotional and academic needs. Community Liaisons conduct home visits and telephone contact to provide support and resources for the students and families. They assist newly identified families that may have become homeless in processing affidavits and provide community resources. Project ACCESS Child Welfare and Attendance Specialist (CWAS) provide attendance strategies/interventions to identified homeless students and families identified as chronically absent. These efforts reduce the barriers that students face and work to increase attendance rates. Project ACCESS hosts three Foster and Homeless Community Roundtables throughout the academic school year. The community roundtables allow Project ACCESS to share the services and updates to serve our students that are identified as foster and homeless. It also provides a platform for foster and homeless students to have student voice and expound on their experience within the educational system. The roundtables also offer the opportunity for the District to network with other community agencies to seek input on approaches that better service foster youth. Agencies that attend include local Foster Family Agencies, The Fresno County Department of Social Services, and various youth services such as the EOC Sanctuary. Project ACCESS continues to partner with district departments to ensure that foster and homeless youth have the necessary resources to participate in arts, activities and athletics. Examples of this support include providing all foster and homeless students with a $100 shoe voucher at the beginning of the school year, P.E. clothes to all secondary students and camp supplies for 6th grade students. The funding also pays for all foster and homeless students to attend school dances and trips, participate in school sports, and purchase graduation caps and gowns. Project ACCESS will collaborate with the Mentoring Program in 2021-22 to connect homeless and foster youth with adult and peer mentors who provide the support needed to overcome academic and personal barriers and encouragement to make positive and healthy life choices.		

		Project ACCESS has a strong partnership with the community-based agency Live Again Fresno (LAF) which focuses on serving students and families residing in motels in the Addams Elementary neighborhood. This area has higher incidences of criminal activity such as prostitution, drug sales and other illegal activities. LAF provides after school programs for students and various recreational and educational outreach opportunities. Project ACCESS supports are intended to remove barriers for foster and homeless youth. A data exchange partnership with the Fresno County Department of Social Services allows the District to appropriately identify and code students as foster. Students identified as homeless are coded in the student information system. The monitoring and tracking of student outcomes are through the Power BI information system to monitor attendance, suspension, and academic information. Targeted academic support through two academic counselors is aimed to increase foster and homeless student's graduation rates by providing additional academic interventions to ensure that high school students are on track with A-G requirements. Furthermore, counselors assist with supporting senior foster and homeless students with the transition to higher education by ensuring their Free Application for Federal Student Aid (FAFSA) is completed accurately and by the deadline. The counselors provide scholarship information and coordinate the scheduling of local college tours and seminars with programs designated to help foster and homeless students in higher education in collaboration with California State University, Fresno and Fresno City College. Another component of Project ACCESS is the facilitation of Foster Youth Advisory Clubs. The Foster Youth Advisory clubs are implemented at secondary sites by the Clinical School Social Worker to increase the students' sense of belonging and provides opportunities to develop leadership skills while fostering an environment that builds relationships with peers. Of the foster and homeless youth served by Project ACCESS Clinical School Social Workers during the 2018/19 school year: Attendance Improvement: 69% of chronically absent students improved attendance during semester one of 2018/19, as compared to semester one of 2017/18. Of these students, 90% improved by more than two percentage points. Suspension Reduction: 87% of students with a suspension in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19.		

		91% of students with three or more suspension incidents in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19. Misbehavior Reduction: 54% of students with a misbehavior in quarter one of 2018/19 showed a decrease in misbehavior incidents in quarter two of 2018/19. 90% of students without a misbehavior incident in quarter one of 2018/19 had no misbehavior incidents in quarter two of 2018/19. For the 2019/20 school year nearly 800 students were served by Project ACCESS Clinical School Social Workers. Through February 2020 end of month, students served experienced the following outcomes: 67% of students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents for Fall 2019/20. 66% of students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals for Fall 2019/20. Suspensions in 2018/19 through Q3 to suspensions in 2019/20 through Q3 for Foster and Homeless Youth district-wide: Foster Youth - Suspension incidents decreased by 1.43%. Homeless Youth - Suspension incidents decreased by 8.65%. Project ACCESS services will continue, due to the positive outcomes for students serviced. In addition, Project ACCESS will continue to partner with the Fresno County Superintendent of Schools in exploring new approaches to address chronic absence, suspensions, and academic achievement.		
36	**Increase School Allocations for Athletics**	To ensure that foster youth, English learners, and low-income students participate in extracurricular activities during their primary and secondary school experience, the following specific bulleted actions have been implemented to remove financial barriers that have been identified as reasons for lack of participation: • Funding for site uniform rotation schedule • Funding for protective gear (safety equipment) • Funding for athletic equipment • Funding for student participation in regional athletic events	$13,776,306	Y

		• Funding for student body participation at playoff events We will continue to provide funding support for our sites to increase participation by foster youth, English learners, and low-income students in extracurricular activities. These actions have been effective as student engagement rates for extracurricular activities have increased over the last 3 years A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness The district will provide athletic equipment and support to increase participation by low income students in extracurricular activities. The following actions will be provided: • Uniform rotation schedule • Protective Gear • Safety Equipment • Equipment • Officials • Support for student participation in regional athletic events • Support costs for student body to attend playoff events Because students will be supplied with equipment and other supports needed, there will be less barriers to participate in extracurricular activities. Student engagement rates of low-income students for extracurricular activities have increased as is demonstrated by the number of students participating in some type of art, activity, or athletic opportunity at their school site. Prior to the implementation of district-level funding for these activities (2013/14), only 49.3% of low-income students participated in extracurricular or co-curricular activities at their school; while the most recent data indicates that 60.45% of low-income students participated in these opportunities during the 2018/19 school year.		

		The needs of foster youth, English learners, and low-income students were considered first because data shows that many of these youth could not be involved in extracurricular activities due to the prohibitive costs, so these barriers to their participation need to be removed. Doing so, creates an equitable environment for participation for all students.		
37	**District-Funded Educational Enrichment Trips**	Prior to the onset of the Fresno Unified educational enrichment trip program, a very low percentage of the district's 68 elementary schools were able to plan and participate in extra/co-curricular educational enrichment trips, and in particular, attend sixth-grade camp. School sites with high percentages of low income and foster youth most often lacked the ability to raise the necessary funds, students lacked the personal effects and information necessary to fully participate in the extra/co-curricular enrichment trip experience. The limiting factors were the costs associated with transportation, entrance fees and the student's lack of personal effects in the case of sixth grade camp. Fresno Unified, in an effort to affect these barriers, invested in an on-going guaranteed educational enrichment trips program. The program was developed to provide low income and foster youth students equal opportunity to experience new and creative learning outside the four walls of the classroom. Because of the Fresno Unified investment, the costs and limiting factors associated with educational enrichment trips have been eliminated. 100% of all students, TK through 6th grade, in each of the district's 68 elementary schools have the opportunity to attend enrichment trips, including 6th grade overnight camp. Additional actions have been taken to support students with regard to any cold weather clothing needs they might have (appropriate jackets, gloves, beanies, sleeping bags, warm socks, and waterproof boots) to eliminate barriers that may have contributed to students not attending enrichment trips. These items are provided as needed, at no cost to the students or school site. The primary metric for the success of the guaranteed enrichment trip program, is the rate of student participation at each grade level. Over the course of the previous three years, student participation has increased each year. The reasons for these increases are (at least) two-fold: 1) availability of trips/destinations, and 2) reduced parent apprehension, particularly in the case of sixth grade camp. With the development of the Educational Enrichment Trip Planning Guide, teachers have more options from which to choose. The number of destinations available to each grade level increased to at least three. Teachers can choose the option that best fits their classroom instructional calendars and supports the learning taking place in the classroom. The second factor is the reduction of parent apprehension. Parents who were reluctant to allow their child to attend sixth grade camp have become more comfortable with the program and allowing their child(ren) to attend camp. At the	$4,449,537	Y

onset of the sixth-grade camp program, in 2015 /16, parents were concerned that their student didn't have the right "gear", and, in many cases, they just didn't have a point of reference when it came to camp. They were concerned about sending their child away to the mountains overnight (sometimes for the first time ever) and in some cases while it was snowing. Since that first year, families are becoming more and more comfortable with the sixth-grade option because friends, siblings and relatives have participated, and it's been a very positive experience. Accordingly, student participation rates continue to increase each year.

6th Grade Camp Student Participation

2016-17: **86.6%**	2017-18: **87%**	2018-19: **88%**

1% equates to approximately 55 students

The educational enrichment student participation rates for each grade level

TK-5th grade hover around 97%.

2016/17: **96.7%**	2017/18: **96.8%**	2018/19: **97.6%**

The overall student participation rate (TK-6th grade) has increased as well:

2016/17: **91%**	2017/18: **92%**	2018/19: **92.8%**

More students each year are taking advantage of the enrichment trip opportunities, *experiencing education* and developing relationships with peers and teachers in ways previously unavailable.

Since the beginning of the COVID-19 restrictions on schools and programs and its impact on the 2020-2021 school year, the TK-6th grade enrichment trips were reimagined and designed for the virtual experience. The virtual trips were all designed to align with the updated instructional schedules to allow teachers and students to maximize instruction while being able to take advantage of a virtual enrichment trip. As of the end of the 2020-2021 school year, 1,047 enrichment trips were completed. Our students participated in a virtual enrichment trip with their teacher and classmates as in year's past securing a sense of normalcy in the face of uncertainty.

As a result of providing these additional resources directed toward meeting the needs of our low-income students, more students each year are taking advantage of the guaranteed enrichment trip.

		According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) Further, in a recent article in Cornell Policy Review, according to Alhadeff et al. (2019), extracurricular activities as a complimentary strategy, has a strong impact on the improvement of cognitive and behavioral learning, teaches life and learning skills that translate to better success both inside and outside the classroom particularly for students in lower socio-economic situations. The district anticipates these positive outcomes to continue by providing equal access to extra/co-curricular educational enrichment trips for our lowest income students and overall student participation to continue to grow in the coming years.		
38	**District Arts Collaborative Project**	The foster youth, English learner, and low-income students in Fresno Unified School District participate in a program called Relevant Engagements through Arts and Literacy, R.E.A.L., Collaborative. Students explore social relevant topics through poetry, texts, and discussions to develop art and writing for exhibition. Art Collaborative topics that have been covered in the past four years have included, foster and homeless youth, sense of belonging, and resilience which are all SEL issues facing our foster youth, English learners, and low-income students. Teachers from all seven regions teaching grades TK through High School are participating in professional development and collaboration sessions. Curated student Art exhibits are produced throughout the school year. Prior to the pandemic, five galleries at M Street Arts Complex were leased and hosted Art Collaborative student exhibits each month. With the shift to distance learning the professional exhibitions have continued in galleries purchased via Exhibit and are available for students, staff, and families across the world. With the need for individual/non-shared art supplies of the current health crisis, additional art supplies have been purchased to ensure full student participation in each Collaborative teacher's classes. It is anticipated that the allocation for the District Art Collaborative will be fully expended by the end of the fiscal year for supplemental salaries, gallery lease, materials, and supplies. This collaborative spans all seven regions of the District. Participating teachers come from some of the District's highest need schools for these focus groups, such as McLane High School, Edison High School, Ericson Elementary, Heaton Elementary, Norseman Elementary, and others. The approach to these topics have been taught utilizing the Understanding by Design process using texts and poetry that build empathy and understanding with students. This is evidenced in the powerful writing and artwork that student's produce for exhibit. This work directly supports students experiencing challenges and builds a support network with classmates throughout the projects, as well as the pride of presenting their work publicly. Examples of current student art and writing can	$99,866	Y

		be seen at the virtual galleries at https://real.fresnounified.org/. In spring 2021 the current seven galleries have been viewed a total of 1,542 times as of March 17, with an additional 15 galleries to be added. Art education benefits students in language acquisition, social emotional growth, and academic development. In addition to the SEL benefits mentioned above, the collaborative will lead to improved student performance on state and local assessments for low income students, English learners and homeless and foster youth, as well as all students across the District. Participating in the process of creating and displaying artwork not only aligns with CA Art Standards but ensures inclusivity, accessibility, and cultural relevance for these diverse learners. During the process students use their artwork to express their creativity and emotions and improve their communication skills. As stated in the introduction of the California Arts Standards for Public Schools Prekindergarten Through Grade Twelve, "…art allows people to feel and express the range of human emotions and connects people to one another and to their local and global communities" (2020, p.2). Sharing in this experience allows students to collaborate and connect, which has been shown to increase student engagement and decrease truancy. The Art Collaborative also seeks to create artistically literate citizens who not only learn the skills necessary to create art but the value and joy of displaying art for the enrichment of themselves and others.		
39	**Increased Funding for Music**	Our district's low-income students lack the resources that are needed to have fully access music at school and at home. Lack of access to these enriching experiences contributes to the lower than expected academic performance for low income students. In 2017/18 six elementary Music teaching positions were added to the District staff. This additional staff allows music instruction to expand to TK-3 at the District's lowest performing elementary schools and all third-grade classes across the District to help the students with language acquisition, social emotional growth and academic development. Expanding in 2018/19, an additional five music teaching positions were added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basis. In addition to expanded staffing, professional instructional resources, such as Quaver Music and classroom instruments are supported through the LCAP funding, as well as increased support for high school theatre and dance, instrument filters, choir masks and art supplies. The expansion to TK-1 Music was targeted to start specifically at the 34 most high need elementary sites based on counts of foster youth, English learner, and low-income student populations. Multiple studies support the positive impact of Music education for these groups. Classroom music benefits students in language acquisition, social emotional growth, and academic development. The combined actions above will lead to improved student performance on state and local assessments	$1,420,297	Y

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<tr>
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<td>for low income students, English learners and homeless and foster youth, as well as all students across the District.
<table>
<tr><th>Metric</th><th>Student Group</th><th>2017/18</th><th>2019/20</th></tr>
<tr><td>A-G Completion</td><td>Low Income</td><td>41.46%</td><td>45.10%</td></tr>
<tr><td>EAP - ELA</td><td>Low Income</td><td>10.54%</td><td>10.87%</td></tr>
<tr><td>Chronic Absenteeism</td><td>Low Income</td><td>19.00%</td><td>16.70%</td></tr>
<tr><td>High School Dropout Rate</td><td>Low Income</td><td>11.00%</td><td>9.20%</td></tr>
<tr><td>High School Graduation Rate</td><td>Low Income</td><td>85.50%</td><td>87.60%</td></tr>
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<td>40</td>
<td><u>Student Peer Mentor Program</u></td>
<td>Many low-income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Peer Mentoring focuses on providing support for students by connecting them with a peer mentoring relationship, in which an older youth (High School) is matched with a younger student (Middle School) for the purpose of guiding and supporting the mentee in many areas including academic, social, and emotional development. Peer Mentoring provides services to over 500 students annually in afterschool and/or virtual settings. The purpose is to guide and support social and emotional development and relationship building. The Peer Mentoring program utilizes a research-based curriculum that places an emphasis on leadership and social-emotional skill building leading to anticipated outcomes of improved attendance, school engagement, school connectedness and reduction of behaviors leading to suspension. The Peer Mentoring program utilizes a best practice approach to select and match students in the program. Students are selected based on meeting criteria (lack of school connectedness, low grades, low attendance rates, high suspension rates) and willingness to participate in the program on a weekly basis.

Research has shown that Peer Mentoring programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-promise student populations (Compass, 2019). Although Peer Mentoring is available for all students, the selection process ensures that the targeted populations have an increased opportunity to participate and to be matched with the appropriate program that can meet the students’ needs and provide the best outcomes. The target populations that are provided unique services through Peer Mentoring are English learners (EL), Southeast Asian, African American, and students in foster care.</td>
<td>$448,128</td>
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		The Mentor Office has established internal and external partnerships to provide enhanced and expanded Peer Mentoring services to the target populations: **English learners and Newcomers- Peer Mentoring Program:** English Language Learners (ELL) are the fastest-growing student population group—according to an NEA Policy Brief, by 2025 nearly 25 percent of students in public schools will be English language learners. With such a dramatic increase, it is imperative that the educational community understands and adequately addresses the struggles of ELL students. English learners historically struggle in school for a variety of reasons including learning a new language, lack of school engagement, and social emotional reasons. According to research, programs that integrating social skills with academic content is an effective way to reach all students (Lynch 2017) The Peer Mentoring Program partners with Fresno Unified English learners Department to connect EL students and EL Newcomers with other well performing EL students. The program utilizes EL teachers to establish language skill building activities for the peer mentoring sessions. The intended outcome of the program is to assist the EL students with language skills, reinforce social and emotional skills, increase school connectedness, and boost academic success. The long term intended outcome is to support the student to become redesignated. **African American Students - Peer Mentoring:** Fresno Unified African American student population has historically demonstrated academic and attendance concerns and represent a disproportionately high number of suspensions as compared to other student groups. African American students also have a lower entry into Advanced Placements (AP) classes. The Rise Up Peer Mentoring Program connects African American Advanced Placements (AP) students. In this program 11th and 12th grades students mentor 9th grade students a weekly basis. The Peer Mentoring program collaborates and provides support to Edison high school's Rise Up Program. The intended outcome of the program is to provide academic and social emotional support to students. The Mentor Office in collaboration with Rise Up will use internal measures to track the student's attendance, academic and behavior progress. The district anticipates continued success with this action as demonstrated by ongoing positive attendance, academic and behavior outcomes for low-income students. **Foster Care Students-Peer Mentoring:** Children in foster care tend to have substantially lower school achievements and educational attainments than peers growing up in their own families (Aeby, 2017). Interventions shown to be		

		effective at keeping children in foster care on-track academically include interventions focusing on meeting social emotional needs, interventions involving mentoring programs, and interventions focusing on a team approach (involvement of teachers, administration, counselors, and parents). The Peer Mentoring Program integrates all 3 of these approaches by utilizing curriculum and mentors to connect students to school and peers and by providing a team made up of school, community and district staff to provide additional support. Peer Mentoring partners with Project ACCESS team to connect foster youth mentees to foster youth mentors with similar experiences in a peer mentor relationship. In addition, to weekly sessions, foster youth will also receive support through a social worker, who will collaborate with the mentor to provide the most effective services. The intended outcome of the program is to provide academic and social emotional support to students. The district anticipates continued success with this action as demonstrated by ongoing positive attendance, academic and behavior outcomes for low-income students. **Southeast Asian (SAME):** Peer Mentoring: Southeast Asian students remains an at-promise population in Fresno Unified School District. The Peer Mentoring program will continue to target Southeast Asian middle and high school students. The high school students will mentor middle school students on a weekly basis, to provide academic and social emotional support. In addition to partnering with other departments/organizations to expand service to targeted populations, the Mentor Office has also made enhancements to the program to increase engagement opportunities. The program now includes an e-mentoring component (iCouldBe) that allows students to connect on-line utilizing the nationally recognized i-Could Be platform and curriculum. The Peer Mentoring Tech-After Hours program is a new addition which gives high school students an opportunity to provide computer and software support to students (K-12) in the District. The Peer Mentoring team also facilitates service-learning opportunities for all mentees and mentors participating in the program. The service component was paused due to distance learning but will resume during the 2021/22 school year. The events have been scheduled with the assistance of a local non-profit and are occurring at local neighborhood parks and enrichment centers. During these events students are taught the historical significance of facilities within the Fresno community and participate in beautification projects. Student outcomes for Peer Mentoring have shown promising results in the following areas. Of the 504 students who participated in Peer Mentoring in 2018/19: The district anticipates continued success with this action as demonstrated by ongoing positive attendance, academic and behavior outcomes for low-income students.		

		Attendance Improvement: 65% of chronically absent students improved their attendance during semester 1 of 2018/19, as compared to semester 1 of 2017/18. Suspension Reduction: 83% of students with 3 or more suspension incidents in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19. A total of 427 students participated in Peer Mentoring in 2019/20 where the focus was on sense of belonging and social emotional learning. A hybrid version of the Climate & Culture Survey was administered to Peer Mentoring Students in Fall 2019 with the following outcomes: 77% of Peer Mentoring students responded favorably that there is an adult who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey. (+24% for Peer Mentoring) 88% of Peer Mentoring students responded favorably that mentoring makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey. (+22% for Peer Mentoring) 77% of Peer Mentoring students responded favorably that mentoring students care about each other, as compared to 39% of secondary students who responded favorably that students at their campus care about each other. (+38% for Peer Mentoring) Due of the promising results with this group, Fresno Unified will expand English learner, foster care and the African American Peer Mentoring programs for the 2021/22 school year, with a goal to reach an additional 10 sites and at least 100 more students. The Mentoring office will utilize an enhanced data tracking process which will support monthly monitoring and quarterly reporting of student outcome data. All students in the programs will continue to participate in the hybrid version of the Climate & Culture and Social Emotional Learning survey.		
41	**Social Emotional Supports**	Research indicates that children from lower socioeconomic households and communities experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student's academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and show that a student's environment and early experiences can affect educational outcomes. Children who	$3,038,061	Y

		experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic, and grade repetition. Recent research on Adverse Childhood Experiences (ACEs) such as physical, emotional, or sexual abuse, early exposure to death, violence or divorce has a relationship to chronic absenteeism and truancy, retention, dropout rates, behavioral problems, academic achievement and long-term health. Due to the recent pandemic and the shift to distance learning there is an increase in chronic absence, social emotional concerns, and mental health which include depression, anxiety, and loss/grief. Ed Source reports that more than half of students surveyed stated they need mental health services since school closure. An increasing number of students say they felt overwhelmed, not just about the health of their family and friends but the stress of their parents who might be newly unemployed, experiencing social isolation, falling behind academically, and feeling trapped at home in an abusive family situation. 22% said they were receiving some kind of support before the closures but now have limited or no access to those services and an additional 32% stated mental health needs have risen since schools closed. The lack of privacy at home proved to be a barrier for some students who were residing in small households with families as staff found students cannot confide in counseling and support without someone overhearing. In addition, the lack of navigating mental health care and transportation is also a barrier to receiving adequate mental health services. Cultural barriers during distance learning include students who are directed by parents to help them work in agriculture and the fields to assist with financial insecurities, parents' inability to assist students with their academics due to their own lack of educational experience, and generational barriers including grandparents, who have technological difficulties, raising students. Furthermore, students identified as foster youth feel less engaged in school and deal with multiple foster and school transitions contributing to instability and chronic absence. More students who are low income present with suicidal behavior. Suicide was the 10th leading cause of death overall in the United States and suicide is the second leading cause of death of those aged 10-24. In addition, lesbian, gay, and bisexual youth are 3x more likely to attempt suicide at some point in their lives. Due to student attendance, mental health and social emotional concerns especially exacerbated during distance learning, there is a continued need to increase site based mental health/counseling services through Clinical School Social Workers (CSSW), Resource Counseling Assistants (RCA), Child Welfare Attendance Specialists, and collaboration with community mental health organizations to help youth in building resilience, address mental health disorders, and to nurture social emotional wellness. Responding to the surge in student anxiety and depression is the impetus to plan and implement ‘wellness centers’ addressing mental and physical health is		

		imperative. Services would offer additional mental, behavioral, and physical health services to help families navigate trauma and other challenges and provide extra personnel to address the crisis. The needs of students with attendance concerns are addressed with dedicated Child Welfare Attendance Specialists trained to provide services in a multi-tiered level of support and focusing on case management services that include direct contact with students and families, home visits, and linkage to appropriate resources to increase attendance and reduce chronic absence. **Clinical School Social Work**: Services include evidence-based education, behavior and mental health support such as Individual and Group Mental Health Counseling, Intensive Case Management and Crisis Intervention. Clinical School Social Workers (CSSW) are either Associate Clinical Social Workers or Licensed Clinical Social Workers. The services provided by Clinical School Social Workers fill a gap in mental health services in our District, providing access for students and families who are under-resourced and lower socioeconomic status. The accessibility of highly trained and qualified mental health professionals on school campuses not only closes a gap in mental health access by being the direct support to students, but also helps to educate, bring awareness and provide resources around mental health in the greater community that further encourages families who are experiencing the impact of poverty to access support despite the stigma. The intended outcome of the Clinical School Social Worker services is to reduce the impact of mental health symptoms and traumatic experiences on students and families that create barriers to academic success such as decreased attendance, behavioral concerns or academic performance struggles. CSSW's provide individual and group counseling, intensive case management, and crisis intervention with the intention of building resiliency and coping skills that allow students to be present and available to learn in the classroom. Pre and post assessment tools are used to measure improvement on mental health symptoms in students as a result of individual and group counseling or intensive case management services. The tool captures the progress of the student's mental health improvement such as decreases in depression, anxiety, and stress symptoms, and is coupled with analysis of student outcome data including attendance, behavior and academics. Clinical School Social Workers identify students in need of counseling/mental health services based on referrals from students, parents or staff, suspensions and attendance data, Signs of Suicide Prevention education, and school wide surveys. Clinical School Social Workers conduct intake and psychosocial assessments, which screen for mental health concerns, substance abuse, trauma, social/personal history, familial abuse/neglect, and suicidal/homicidal ideation. The CSSW's also provide crisis interventions by conducting suicide risk assessments utilizing the Columbia Severity Suicide Risk Assessment to determine the level of suicide risk and provide interventions such as		

		contacting law enforcement for a 5150, working with parents to access local crisis agencies for further voluntary assessment and potential hospitalization, and linkage to community and site based mental health resources. Youth suicide is the second leading cause of death and in our local community and there has been an uptick in youth suicide attempts and losses of youth to suicide over the course of the last calendar year. The Clinical School Social Workers provide Suicide Prevention training to both students and staff each school year. All 8th and 10th grade students in the district participate in the Signs of Suicide (SOS) curriculum and all school sites K-12 complete staff training focused on recognizing signs of suicide, depression, and the appropriate available resources. Clinical School Social Workers provide both instruction to students and training to school site staff to reduce the impact of suicide and suicidal behavior in our community. In addition to SOS, Clinical School Social Workers implement quarterly mental health awareness modules to students, staff and parents on identified topics including Suicide Prevention, Depression and Anxiety, Healthy Relationships and Mental Health Awareness. Clinical School Social Workers provide the Signs of Suicide Prevention Curriculum to 8th and 10th graders each year with an intended outcome ~~is~~ to educate and screen students for mental health concerns provide early intervention and prevent an increase in severity of mental health concerns. The curriculum provides prevention and education awareness that include high risk groups indicated by youth bereaved by suicide, youth experiencing homelessness or in out-of-home settings such as foster care, youth with disabilities, mental illness, or substance use disorders, and lesbian, gay, bisexual, transgender, or questioning youth. Nearly 3,000 students were served by Clinical School Social Workers through February end of month of the 2019-20 school year with the following results: • 68% of the students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents during Fall 2019/20 • 57% of the students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals during Fall 2019/20 • 1,253 intake assessments, 494 psycho-social assessments and 299 suicide risk assessments were completed During Fall 2020 there were 9,245 students who attended a Signs of Suicide presentation. Of these students:		

		• 592 students requested to speak with a mental health profession for themselves and 131 students requested to speak with a mental health professional about a friend. Resource Counseling Assistants (RCA) provide social emotional support to students at four identified middle schools. Through individual targeted interventions to students pre-identified by the Clinical School Social Worker in efforts to increase attendance, grades and positive behavior, that keep students out of instruction. Additionally, they conduct conflict mediation and restorative circles to teach students coping skills. They provide initial social emotional counseling to students and partner with parents, staff, and the community to support students and families. As of February, end month of the 2019/20 school year, two Resource Counseling Assistants provided 2,634 individual interventions, conducted 333 conflict mediations, and worked with 235 parents. • 60% of students who were chronically absent improved their attendance during semester one of 2018/19, as compared to semester one of 2017/18. Of these students, 92% improved by more than two percentage points and 69% were no longer chronically absent. o Of these students, 92% improved by more than two percentage points and 69% were no longer chronically absent • 67% of students with a suspension in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19 • 93% of students with three or more suspension incidents in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19 • 46% of students with a misbehavior in quarter one of 2018/19 showed a decrease in misbehavior incidents in quarter two of 2018/19 Increased Social Emotional Resources: Care Solace, On Call Mental Health Response Team (OCMHRT), and the Health and Wellness Center Hubs. Care Solace is a contracted partner to provide students and families increased access mental health and substance use services within the community. Care Solace guides the transition to mental health and substance use services by coordinating care through their Care Concierge team helping to navigate barriers such as insurance and provider availability and to secure provider appointments with a follow up to students and families ensuring access. Students and families have multiple avenues to access Care Solace through the district website, phone or email. All School Social Workers, School Psychologists, Nurses, Restorative Practice Counselors, Behavior Intervention Specialists, and academic counselors have received training to provide a 'warm hand-off' to Care Solace when providing services to students and families.		

		Care Solace data 2020/21 school year: • Inquiries received (online, phone, email): 5,397 • Total appointments into care: 469 Nearly 70% of families served had Medicaid & Medicare, Medi-Cal, Cal-Viva Health, or No Insurance. On Call Mental Health Response Team (OCMHRT) is staffed by a team of Clinical School Social Workers and School Psychologists who respond to after hours and weekend student situations that involve imminent abuse/neglect, threats to others, and threats to self, such as suicidal ideation and self-injury. Interventions provided by the OCMHRT include contact with students/parents, suicide risk assessments, law enforcement contact, Child Protective Services reports, and referrals to mental health providers and crisis centers. The intended outcome of the OCMHRT is to expand the capacity of after-hours District response to Gaggle inquiries deemed for immediate intervention. During the 2020-21 school year to date, the OCMHRT provided the following: • Immediate Response (PSS): 88% (365) of the notifications occurred between the hours of 5pm-8am. Immediate Response (PSS): 3% (14) of notifications occurred during the Holiday and Holiday break. Delayed response (Q-Con): 2% (249) of notifications occurred during the Holiday and Holiday break. Student & Family Wellness Hubs: Launched in 2021/22 with a total of four Clinical School Social Workers, two School Psychologists, four nurses, and two Child Welfare Attendance specialists. The Hubs will serve as a central location to screen referrals and provide services through a multidisciplinary approach. This integrated approach will consider the emotional, behavioral, and physical needs of students through a referral process to supplement site-based supports. Attendance Improvement: address attendance interventions through three tired levels of reengagement which is intended to improve the overall attendance rate of the students serviced, decrease the number of student absences, and reduce the chronic absence rate. Seven Child Welfare and Attendance Specialists (CWAS) are assigned to elementary school sites and eight CWAS are assigned to support other schools through a regional approach. There is one dedicated CWAS that specifically focuses on Homeless youth. CWAS provide evidence-based interventions through a multi-tiered system of support. Tier I: (Universal for all) - Interventions include school wide attendance awareness, communication to parents of the importance of education, assisting to resolve issues with technology, building		

		relationships with students, celebrating attendance improvement and success, and promoting positive attendance through an attendance mascot, Successful Simon. Tier II: (Targeted short-term interventions provided to students in a small group setting or individual case management)- The Student Attendance Review Team (SART) protocols are initiated to include the following interventions: targeted communication with staff and parents, home visits, SART meetings with family, providing community resource linkages for barriers, and monitoring student attendance through case management. Tier III: (Intensive individual) - includes continued follow up on identified barriers, Student Attendance Review Board referral, intensive case management monitoring, and follow up on referrals to school based and community-based resources. The role of the Child Welfare and Attendance Specialist (CWAS) is significant in the case management approach. This approach addresses the needs for all students that include Foster and Homeless youth, English learners, and students with low socioeconomic status. Each CWAS prioritizes students with attendance concerns and provides ongoing, consistent, and timely monitoring of students' behavior for signs of early school withdrawal: tardiness, absences, skipped classes, failing grades, and falling behind in credits. The CWAS provides support based on the students' level of risk. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community. Positive partnerships with parents are essential component in improving attendance. The CWAS focus on building relationships and partnering with families as they empathize, listen, and support barriers in the family household that may affect their child's attendance at school. Meetings and learning opportunities are offered for parents to learn about the impact of absences on education, and how they can best support their student's attendance and learning. Parents are guided in how to access supports and navigate the student information systems to encourage engagement in their child's education. Utilizing Power BI, chronic absence data is monitored to drive decision making Child Welfare and Attendance Specialist services will continue due to the historical positive impact on students served: • 71% of chronically absent students improved their attendance during fall semester ~~one of~~ 2018/19, as compared to fall semester 2017/18. o Of these students, 92% improved by more than two percentage points (1,059) and 64% (735) improved to the point where they were no longer chronically absent.		

		• Through Q3 of the 2019/20 school year, nearly 4,000 students and families were served by the Child Welfare and Attendance Specialists. Of those students served: • 60% of students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents for Fall 2019/20. • 54% of students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals for Fall 2019/20. • 68% of students working with a Site-Based CWAS who were chronically absent in 2018/2019 had an improvement in attendance rate for Fall 2019/20. During fall semester of 2020/21, nearly 2,000 students were provided support by the CWAS team with 37% improving in their attendance rate. The Attendance/SARB team will continue to partner with internal departments and community agencies such as Early Learning in hosting identified Kindergarten Orientations that focus on educating parents, the Department of Social Services and community mental health providers.		
42	**<u>School Climate and Culture Expansion</u>**	A positive school climate and culture fosters safety, promotes a supportive academic and social emotional learning environment, builds and maintains trusting and caring relationships throughout the school community. Research has shown that a positive school climate is tied to high or improving attendance rates, academic achievement, promotion rates, and graduation rates. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to school (Gottfredson, 2001). A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and perception of school. Reducing disparities in the rates of exclusionary discipline practices,	$9,451,317	Y

		addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decreases behaviors that lead to suspensions. A meta-analysis of school-based social emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Research shows that classrooms function more effectively and student learning increases when children have the skills to focus their attention, recognize and manage their emotions, navigate relationships with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002). Staff intentionally implement proven, effective, evidence-based practices of Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices (RP) within a multi-tiered system of support (MTSS) where students receive access to instruction, interventions and supports based on needs. At Tier I- all students receive developmentally age-appropriate social emotional and behavior instruction, school-wide conditions for learning and equitable disciplinary practices. At Tier II- a small group targeted social emotional, behavior and attendance interventions and supports are provided for identified students. At Tier III -intensive and individualized social emotional, and behavior interventions and supports are provided for identified students. The actions are designed to address needs identified using evidenced-based practices of Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices (RP) through a trauma-informed and culturally responsive lens within a multi-tiered system of support (MTSS). Climate & Culture Specialists (CCS) support the design and implementation of Tier I Climate and Culture classroom and school-wide practices at 74 school sites. Fresno Unified defines Climate and Culture as environments that cultivate and foster Social Emotional Learning (SEL) for students and adults, focus on relationships, set high expectations while offering support, create safe and predictable environments where everyone belongs and has a voice. Climate and Culture Specialist (CCS): Provide coaching and implementation support to site-based Climate and Culture Teams (i.e. analyzing data, problem solving, action planning and progress monitoring).		

		Support implementation of school-wide practices to create and maintain a positive school climate. Provide direct support to teachers on improving and enhancing classroom management, proactive and preventative and restorative discipline practices, building classroom community, circles and Social Emotional Learning (SEL) instruction. Provide site based and district-wide professional learning in support of teachers, administrators, and classified staff. Over the next three years Fresno Unified will phase in the implementation of Discipline Guidelines district-wide, which has shown promising outcomes for the initial 18 school sites who are currently implementing. Discipline Guidelines provide parameters and guidance to site leaders in responding to intensive behaviors that may lead to suspension. In addition, it provides guidance on alternative discipline responses to address the root of the behavior and reduce the likelihood of recurrence. One GLA will provide direct services in support of on Gender Diversity and LGBTQ+ initiatives, including the following: • Staff coaching, implementation support and professional learning Program development and consultation with district social emotional staff on gender diversity supports and intensive services for students and families (Tier III). • Program development, case management and targeted support for students and families (Tier II). • Program oversite and support for the GSA (Genders & Sexualities Alliance) Youth Voice Committee and student projects. A team of 43 Child Welfare and Attendance Specialists (Tier II CWAS) are full-time site-based staff: • Provide small group Tier II targeted social emotional, behavior and attendance interventions and support to students. • Provide case management of student interventions which include monitoring student progress. • Coordinate Targeted Support Team (TST) meetings. The TST is a collaborative problem-solving team who oversees the coordination of all Tier II interventions and support for students. A team of nine Behavior Intervention Specialists (BIS):		

		• Provide direct support to TK to 3rd grade students exhibiting intensive behavioral and/or social emotional needs. • Use data to determine the reason for the behavior and identify the appropriate interventions. • Collaborate with school-based staff and parents to implement the identified intervention and provide coaching and modeling of strategies and techniques. • Make data-based decisions to determine the area of social emotional skill development and provide one on one skill building. A cross department team will refine the process and implementation of our Tier III teaming structure known Student Success Team (SST): • Revisions include the development of a menu of Tier III academic & behavioral interventions, clearly defined roles & responsibilities of all stakeholders, pre-determined student criteria, and universal protocols and procedures for pre referral, problem solving solutions, and post SST process. • Revisions include embedding trauma informed and culturally responsive practices within the district Tier III process. • Provide professional learning on the areas of revision to ensure clarity and cohesive implementation of new protocols and procedures. After sites have utilized their resources, a district level Multi-Disciplinary Team consisting of Tier III Manager, mental health professionals, district practitioners, and special education leadership will: • Provide recommendations for interventions, supports, and strategies for students in grades K-6th with intensive behavioral, social, or emotional needs. • Link the student and family to outside resources and community agencies based on their needs. • Aide in identifying the underlying reasons for the student's intensive needs and provide support in the identified area. The intended outcome for these actions related to services provided by CCS is to decrease school-wide suspensions, increase school-wide attendance, increase student's sense of belonging and school connectedness and increase student's SEL skills. The Tier II CWAS and Tier III Behavior Intervention Specialists (BIS) will track the outcome of their actions with an internal tracking tool measuring the decrease of suspensions, office discipline referrals and increase of attendance for the students served. Behavior rating scales will be used to		

		capture students' increase of social emotional skills alongside the new addition of a universal screener and diagnostic tool which will be gradually phased over the course of the next 4 years. Behavior Intervention Specialists (BIS) will also monitor reduction in targeted behavior and increase in replacement behavior. This information will be reviewed monthly and quarterly to ensure positive student outcomes. These improvements will contribute to increased student achievement on state and local assessments and graduation rates. According to the suspension/attendance three-year data trends on the California Dashboard, we did not yet reach our intended outcomes for low-income, foster youth, and English learner pupils district wide. However, other internal measures have shown promising outcome data outlined below. Additionally, changes to implementation have been outlined to yield greater outcomes. Climate and Culture Specialists: In the 2019/20 school year, Climate and Culture Specialists (CCS) provided 2,998 district and site supports. Of those supports, 497 were direct coaching supports to teachers and 356 of these supports were the delivery of district and site professional learning. These supports help build climate and culture sitewide. As a result of these supports, student sense of belonging increased or maintained at 64% of elementary sites and 57% of secondary sites, as measured by the Spring 2019 to Spring 2020 student survey. In order to improve outcomes related to the services provided by Climate and Culture Specialists (CCS), in the 2020/21 school year, Fresno Unified began to offer differentiated levels support to sites based on level of need. Over the next three years, staff will continue to enhance services by refining our district's Climate and Culture survey to better capture student, staff and family perception data and to align to the newly adopted district strategic plan. The survey will be given twice a year verses annually which is current practice. This will provide the district with more reliable perception data that is actionable and can be progress monitored. Additionally, through new internal measures, site's will have a comprehensive view of their site's fidelity of Tier I Climate and Culture practices. Social Emotional Learning: In the 2020/21 school year, staff began the implementation district approved Social Emotional Learning (SEL) curriculum at the secondary level. As a result, 7 out of 30 secondary sites are currently using district approved SEL curriculum. Over the next three years, secondary sites will increase their level of implementation. The district also plans to upgrade elementary SEL curriculum		

to increase ease of use and fidelity at all elementary sites. Site level implementation of Tier I SEL instructions will be gauged utilizing our social emotional screener for all students

Discipline Guideline Sites:

18 sites are currently implementing Discipline Guidelines. These sites outperformed non-Discipline Guideline sites in their reduction of suspension rates, suspension incidents and unique number of suspensions at a much higher rate than non-Discipline Guidelines sites. In a comparison of the 2018/19 school year through quarter 3 to the 2019/20 school year during the same timeframe, Discipline Guideline sites collectively experienced

School Sites	Suspension Rate Reduction	Suspension Incident Reduction	Unique Stu Suspended
Discipline Guideline Sites	-1.43%	-23.82%	-16.83%
Non-Discipline Guideline Sites	-0.54%	-8.41%	-9.80%

In order to replicate these results district-wide, over the next year we will expand the implementation of Discipline Guidelines by 25% each year until all sites have implemented. Once implemented with fidelity, the intended result will be a reduction of exclusionary practices and disparities in student discipline and an increase of students being provided the appropriate intervention.

Tier II Child Welfare and Attendance Specialists (CWAS):

- In 2018/19, over half of chronically absent students improved their attendance during semester 1 of 2018/19 as compared to semester 1 of 2017/18.
- In 2018/19, over half of the students decreased suspensions over the same time.
- In 2019/20, 74% of students with a suspension in Fall 2019 demonstrated a decrease in suspension incidents.
- In 2019/20, 66% of students with an office discipline referral in Fall 2019 demonstrated a decrease.
- In 2019/20, 41% of students who were chronically absent during Fall 2019 demonstrated improvement

Due to circumstances of the pandemic, much of the work in year one of this action was focused on the design of Tier II system and initial phase of implementation and building capacity of staff.

		Recognizing that it takes at least three years to fully develop a program and see its full impact, the district now has established processes, procedures, and measures for staff to utilize for early identifying of students, implementation of evidence-based interventions and progress monitoring. Now that processes and procedures are developed and staff has established a Tier II system, the focus will be on implementing with greater fidelity and expanding Tier II work at ten additional sites. It is expected that students who receive Tier II interventions and support for a full eight weeks will decrease suspensions and/or office discipline referrals by 25% and increase social emotional skills by 50%. Fresno Unified will continue to support and increase effectiveness of Targeted Support Team's (TST) at targeted school sites. Teams will continue to meet twice a month, collect and review student behavior, attendance, and social emotional data to identify students in need. They will engage in problem-solving processes to match students' needs for the best intervention and support. Staff will continue to monitor team meetings and track members' attendance as well as collect team agendas to ensure the team's effectiveness. Tier II Child Welfare and Attendance Specialists (CWAS) will provide a wider array of social emotional, behavior and attendance interventions. Fresno Unified will implement a social emotional universal screener and diagnostic tool gradually over the next 4 years to measure and monitor progress of student SEL Skills. Of the students who received Tier III Behavior Intervention Specialists (BIS) support: In 2018/19, 50% of students with a suspension in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19. In 2018/19, 100% of students with three or more suspensions in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19. In 2019/20, 100% of the students increased the use of a socially appropriate replacement behavior. In 2019/20, 100% of the students showed a reduction in targeted behavior. In 2019/20, 47% of students demonstrated growth in their development of the targeted skill. In 2019/20, 58% of students with an office discipline referral in semester 1 demonstrated a decrease. In 2019/20, 46% of students with a suspension in semester 1 demonstrated a decrease.		

		The revision and implementation of the Student Success Team structure will establish consistency and equitable district practices to provide students with intensive needs access to interventions and progress monitoring. This will be measured utilizing the district student information system where sites will monitor interventions provided and student progress. The district level multi-disciplinary team will continue its work helping students K-6th grade to support schools that are struggling with site-based tier III interventions and help families understand the underlying reasons for the student's intensive needs. The outcome of this work will empower site leaders and support staff to better serve students in need of tier III interventions. The number of students served by the multi-disciplinary team will be monitored utilizing an internal tracking tool. Behavior Intervention Specialists (BIS) will continue to provide intensive support to identified students who are unresponsive to site-based tier III supports. Additionally, Behavior Intervention Specialists (BIS) will now focus on building social emotional skills using evidence-based curriculum, provide parents with coaching and modeling support, and utilize an internal progress monitoring tool that tracks reduction of targeted behavior and increase of replacement behavior. The continuation and revisions to these structures and supports are expected to increase targeted social emotional skills by 40%, reduce frequency of the targeted behavior by 40%, and increase the use of replacement behavior when compared to baseline data. Finally, to better meet the needs of low-income, foster youth, and English learner student populations classroom and school-wide practices and social emotional behavior interventions will be refined and expanded using a trauma informed and culturally responsive lens. A positive school climate and culture fosters safety, promotes a supportive academic and social emotional learning environment, builds and maintains trusting and caring relationships throughout the school community. Research has shown that a positive school climate is tied to high or improving attendance rates, academic achievement, promotion rates, and graduation rates. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.		
43	**Restorative Practices / Relationship**	Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012). Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships	$3,600,613 (Total investment)	Y

	Centered Schools	between students and with staff, among other outcomes (Ashley & Burke, 2009). Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University. Student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning. They are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, our low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. We intentionally implement proven, effective, evidence-based Restorative Practices (RP) within a multi-tiered system of support (MTSS) where students receive access to instruction, interventions and supports based on their needs. Restorative Practices (RP) implementation involves a transformational shift from the traditional school discipline and culture paradigm to one where relationships are at the heart of teaching and learning. The result is school communities where students and adults can learn at high levels and grow to become their best selves. Founded on the values of connection, accountability, respect, equity and safety, all restorative practices efforts focus on building, affirming and repairing relationships. At Tier II and Tier III, students with targeted and intensive needs receive restorative interventions, engage in restorative processes such as restorative conferencing, repair circles and mediation and social emotional counseling that address underlying needs that contribute to academic difficulties, exclusionary discipline practices and disconnection from school and positive relationships. There is also a shift to restorative and equitable disciplinary practices. The actions identified are in service to implementation of RP at Tier II and Tier III as described above. A team of 19 Restorative Practices School Counselors provide services at 32 sites in either full or part-time capacity, in the following actions:	$671,419 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $2,929,194 (Federal funds, Non-Contributing)	

		Tier II and Tier III restorative conferences/circles, conflict mediation and re-entry circles (post-suspension). Tier II social emotional counseling and targeted interventions that are culturally responsive, trauma informed and aligned to restorative principles. Staff coaching and implementation support on building, affirming and repairing relationships and restorative discipline. The team also has one Restorative Practices Teacher on Special Assignment (TSA) who provides services district-wide in the following actions: Training and oversite of peer mediation and peer-based restorative justice programs. Oversite of the UC/CSU approved (g) elective course: Restorative Justice and Peer-Based Peacemaking at Sunnyside, McLane, Edison and Fresno High. Students study the theory and practice of restorative justice through peer-based service learning. Fresno County Youth Court Steering Committee representing Fresno Unified Youth Court programs at eight comprehensive high schools (Sunnyside, McLane, Edison, Fresno, Bullard, Roosevelt, Duncan and Hoover) and the oversite of the Youth Court Student Advisory committee. Staff coaching, implementation support and professional learning on building, affirming and repairing relationships and restorative discipline. Contract with Community Justice Conferencing (CJC) to provide Victim Offender Reconciliation Mediation (VORP) and family group conferencing for students who commit select first time misdemeanor crimes at 12 secondary campuses implementing RP. The intended outcome for these actions is to decrease suspensions, increase student's sense of belonging school connectedness and social emotional wellness of the students that we serve which will contribute to increased student achievement on state and local assessments and graduation rates. Through a partnership with Community Justice Conferencing (CJC), we intend to measure the impact of the services by having CJC report the reduction in recidivism using their agency tracking tools. While we did not reach our intended outcomes for low-income, foster youth, and English learner pupils district wide, sites with a RP counselor had promising results. Additionally, changes to implementation have been outlined to yield greater outcomes.		

		In the 2019-2020 school year, RP Counselors provided 2,516 services to students and 2,457 services to staff including coaching, implementation support and virtual classroom-based supports. They conducted 850 restorative conferences/repair circles and 185 Re-entry Circles (post-suspension). To enhance measurable outcomes over the next school year, we will establish a process for measuring the student-specific impact and recidivism data for students engaging in restorative processes. In a comparison of the 2018-2019 school year through quarter 3 to the 2019-2020 school year during the same timeframe, sites supported by an RP counselor experienced the following results: 71% of elementary sites decreased their annual suspension incidents. The elementary sites collectively experienced a -16% decrease in suspension incidents. 83% of secondary sites decreased their annual suspension incidents. The secondary sites collectively experienced a -27% decrease in suspension incidents. In a comparison of the Spring 2019 to Spring 2020 Climate & Culture student survey results, secondary sites supported by an RP counselor experienced the following result: 67% of secondary sites improved their percent of favorable responses in Student Sense of Belonging. In the 2019-20 school year, the RP TSA trained 395 students in Peer Mediation/Peer-Based Peacemaking and 18 schools received program support. Four high schools provided sections of the Restorative Justice and Peer-Based Peacemaking (g) elective course which included coaching and student training. Youth Court Programs were in place at eight high schools and 10 student leaders represented Fresno Unified on the Fresno County Student Youth Court Advisor Committee. In the 2019-20 school year, Community Justice Conferencing (CJC) provided services to 16 responsible youth who completed mediations and family group conferences resulting in no criminal convictions from the incidents. In the 2020-21 school year, to address the impact of the pandemic and better meet the needs of students, we enhanced the services provided by the RP counselors through creating a Tier II social emotional counseling program. During the Fall of 2020, over 360 students were served virtually in the areas of coping skills, healthy relationships, stress/anxiety, grief/loss, positive self-identity and mindfulness. The effectiveness of these interventions is being progressed through pre and post monitoring tools to identify improvement in social emotional wellness and behavioral data. To better meet the needs of our low-income, foster youth, and English learner student population in 2021-22,Tier II and Tier III restorative processes, social emotional counseling and targeted		

		interventions will be refined and expanded using a trauma informed and culturally responsive lens aligned to restorative principles. RP Counselors will track the outcome of their actions with an internal tracking tool measuring the decrease of suspensions and expulsions, and office discipline referrals. They will track the increase of students' social emotional wellness, connection to school and relationships with caring adults using survey measurements. This information will be reviewed monthly and quarterly depending on the data source to ensure positive student outcomes. The RP TSA actions will be measured with internal tracking tools and data reviewed monthly and quarterly.		
44	**BASE: Department of Prevention and Intervention**	Student Attendance/SARB Student Discipline Mentoring Support Clinical Social Work & Mental Health Support Project ACCESS School Climate & Culture (Tier I) Behavioral Intervention (Tier II & III) Restorative Practices Home Hospital Instruction	$7,863,763	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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional development to continuously build instructional capacity. Fresno Unified will create a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values. We recognize that staff diversity exposes students to various cultural and student groups, preparing students to become better citizens in their communities. For our schools to create a positive, welcoming culture for all students and staff members, it is essential to have an educator workforce that reflects the diversity of the students and communities they serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff diversity to mirror our student population	Metric is in development; baseline data will be collected in 2021-22				Will be updated once baseline data is analyzed in 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teachers appropriately credentialed teachers in the area taught	Fully credentialed: 95.1% Appropriately Assigned: 99.9% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				Fully credentialed: Maintain 95.0% and above annually Appropriately Assigned: Maintain 99.5% and above annually
Rate of teachers mis assigned	0.063% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				.033%
Rate of teacher vacancies	0.28% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				0.19%

Actions

Action #	Title	Description	Total Funds	Contributing
45	**BASE: Recruitment, Selection and Retention of Human Capital**	• Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels • Hire a diverse staff that is reflective of our students and community • Fill all known vacant positions of leaders, teachers and classified • Retain high performing employees through the evaluation process • Leverage the evaluation process to maintain and monitor employee performance • Leverage supervision process to maintain and monitor employee conduct • Collaborate with teacher and leadership development for retention and promotional opportunities • Monitor credentials of all credentialed staff and completion of credential audits • Research, analyze and implement regulatory changes in credentialing and non-credentialing areas • Monitor classification and compensation process • Administrating regulatory and negotiated leaves of absence • Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students	$5,599,799	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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the commitment of Fresno Unified to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and enhance culturally-proficient two-way communication and engagement opportunities for families. Fresno Unified will engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that will result in greater student achievement and strengthen the bond between our families and our schools. Fresno Unified views family engagement as a lever to move student achievement and improve student supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey - rate of parents who report a positive sense of safety and connectedness	Full Implementation (Level 4) Data Year: 2020-21 Data Source: (Local) Parent & Family Engagement Rating				Full Implementation and Sustainability (Level 5)
Seek parent input & promote parental participation in programs for low-income, foster youth, and English learner students and students with exceptional needs	Full Implementation (Level 4) Data Year: 2020-21 Data Source: Local Indicators				Full Implementation and Sustainability (Level 5) Data Year: 2023-24 Data Source: Local Indicators

Actions

Action #	Title	Description	Total Funds	Contributing
46	**Parent Engagement Investments**	Non-English-speaking families and families living in poverty do not always understand the educational system and resources available to support their child's learning experience. By providing inclusive family learning opportunities in family's home languages, families will learn how to navigate our district's resources and be informed partners in education. By being informed partners in education, non- English-speaking families and families living in poverty will seek early interventions to support their child's educational needs.	$3,609,616 (Total investment) $1,985,454 (Supplemental and Concentration, Contributing to the increased or improved services	Y

		Parent University aims to strengthen and sustain meaningful family engagement at all levels of the system. By providing year-round family learning opportunities in multiple languages, families will experience inclusive opportunities to engage in their child's education and feel included in their child's education and district decision-making process. Positive family engagement experiences will result in positive ranking of the Post Parent Engagement Survey which includes subcategories of: ● I feel welcome to participate at this school ● School staff treats me with respect ● School staff takes my concerns seriously ● School staff takes my concerns seriously ● When I have a question, I know whom to contact **Parent University:** Empower, engage, and connect families to support student achievement Empower: ● Provide inclusive family learning opportunities in the areas of early learning, elementary, middle, high school, special education, English learner, Local Control Accountability Plan (LCAP) and social emotional supports in English, Hmong, Spanish, Lao, Punjabi, and Khmer ● Offer proficient two-way communication and family engagement to Southeast Asian families ● Offer additional weekend and virtual family learning opportunities to English learners Engage: Maintain inclusive family leadership opportunities to engage families to be active participants in the district's decision-making process. ● Monthly leadership training to parents include: The Parent Leadership Academy, Hmong Parent Learning Academy, and African American Voices Leadership Council ● Establish culturally proficient two- way communication and family engagement opportunities for African American families of students who have been identified as chronically absent Connect:	requirement for low-income, foster youth, and English learner students) $1,624,162 (Federal funds, Non-Contributing)	

		• Maintain community and intra-district partnerships by operate the District Parent Resource Center which includes a parent engagement training facility, recruitment call center, community resource center, childcare enrichment training center, family engagement media center and volunteer fingerprinting service desk • Service to families in coordination with the Dream Resource Center • Coordinating the Student Scholarship Banquet Empower: By providing year-round family learning opportunities in multiple languages, families will have inclusive opportunities to engage in their child's education. • More than 60,000 parent participants to date • Serving 92 school sites • 490 family learning opportunities in English, Hmong, Spanish, Lao, Khmer, Punjabi, and Mixteco • 1,321 family participants inclusive parent learning opportunities to Southeast Asian families • Parent survey - rate of parents who report a positive sense of connectedness 93.6%; an increase from previous years Engage: By providing inclusive family leadership opportunities, families will learn leadership skills to engage families to be active participants in the district's decision-making process. • One hundred and eighty (180) participants in the District Advisory Committee Meeting who are directly invested in the districts Local Control Accountability Plan and their School Site Council (SSC) • One hundred and sixty-two (162) parent leaders have been trained and developed through Parent University's leadership opportunities • Targeted Parent Engagement Action plans coordinated with CSI/ATSI sites and current SPSA Connect: By connecting families to community and inter-district departments, families will feel supported through individualized family challenges		

		• Expanded partnerships with the Special Education Department to promote participation of the Community Advisory Committee (CAC) where families can invest in the district Special Education Department decision- making process • Training facility has built the capacity of over thirty two parents to enrichment childcare position and school site noon time assistants (NTA) • Increase family participation and volunteerism by offering free volunteer fingerprinting • Community leadership opportunities coordinated with the City of Fresno's; School Area Team led to parent leadership action plans to sixteen school communities • Expansion of partnerships resulted in ten additional family event offerings and social emotional support services		
47	**<u>Expand Student, Parent and Community Communication</u>**	Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004). Following COVID school closures, with additional access to technology tools and with the goal to increase opportunities for families to engage in their students' education, Fresno Unified will: Action 1. Continue community outreach campaigns through English, Spanish and Hmong television to encourage community engagement and feedback, Parent University learning sessions, teacher recruiting efforts, student safety, early learning registration, attendance and student supports. Action 2. Replaced the print version of our 11 monthly issues of the district's Building Futures publication with an online version while maintaining articles in multiple languages	$215,831	Y

		Action 3. Maintain a Fresno Unified Scholarship banquet to encourage applicants, and celebrate and award scholarships given to graduating seniors Action 4. Promote inclusive accessibility of District website tools to improve parent engagement and access to student resources Actions listed above will lead to increased low-income student performance on state and local assessments by informing and involving community, parents, and students. ● To ensure access, outreach requires a multi-tiered approach. Staff will continue to develop monthly public service announcements (PSA's) in English, Spanish and Hmong for ABC30, KSEE24, KFSN47, KMPH26 and Univision 21 television. Through Parent University partnerships, PSAs also appear on Telemundo and Hmong TV. Monthly subjects have included school safety, the School Choice Expo, free summer/winter meals, LCAP community outreach sessions, Parent University resources, dangers of vaping, responsible social media use, access and resources available on the district website, Fresno Unified Scholarship Fund, employee hiring expos, dual immersion, eLearn Academy online learning, and early learning registration. ● The electronic billboard messaging on Freeway 41 at Manchester Center compliments comprehensive engagement efforts with a visually appealing graphic-- capturing attention on a high- traveled area of town. It aligns with monthly television messages and will continue as we direct messaging regarding such topics of safety, dangers of vaping, free meals, responsible social media use, school choice expo, hiring fairs, aspiring teacher expo, early learning registration and student transfer application deadlines. ● Increase Peachjar engagement and users. This electronic flyer distribution system was implemented in March 2019, reducing paper waste and sharing community and school site flyers to an electronic format (website and email). Distance learning and 1 x 1 devices have increased technology access providing an opportunity to increase parent registration. Electronic flyers provide information about		

		District, school site and approved community supports and student resources. ● Support growth in new and existing engagement tools through continued branding efforts including banners for all school sites encouraging enrollment and involvement in Peachjar, EduText (grade and attendance updates), ATLAS Parent Portal, and Rapid Alert (emergency notification system). ● Publishing 11 months of Building Futures newspaper is ongoing, featuring articles in both English, Spanish and Hmong. The publication was moved to an online only publication during distance learning in August 2020 and is distributed through the district website, Peachjar and social media platforms. Building Futures highlights district news, student programs, important resources, and deadlines. ● Post COVID and the return of in-person events, staff will once again develop and distribute a community calendar featuring employee, student, parent, community and program profiles. Calendar highlights include school choice options, college and career pathways, special education, and student achievement data. ● Encouraging students to pursue a post-secondary education, staff will work to increase the number of applications scholarship awards through the Fresno Unified Scholarship Fund and plan. On the most recent parent survey, 93.6% of parents report a positive sense of connectedness which is an increase from previous years. We anticipate this positive growth trend to continue as a result of implementing this action.		

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Goal

Goal #	Description
Goal #6	These investments have direct input and contribute to all Fresno Unified School District Goals

An explanation of why the LEA has developed this goal.

This goal was developed to encompass actions that have direct input and contribute to all Fresno Unified School District goals, metrics and indicators.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

48	**<u>School Site Allocations to be Prioritized by each School's Site Council</u>**	The low-income, foster youth, and English learner student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local metrics. The low-performing student groups, as identified by the dashboard, are integrated into every sites' needs assessment for the School Plan for Student Achievement (SPSA). Funding is allocated based on the enrollment of students living in poverty, English learners, and foster/homeless youth. Schools base site actions on metrics identifying low-performing student groups aligned with District Goals and the California Dashboard. ● Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth ● Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of low-income, foster youth, and English learner students ● Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for low-income, foster youth, and English learner students ● Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for low-income, foster youth, and English learner students ● Products and services provided specifically for low-income, foster youth, and English learner students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff	$29,100,049 (Total investment) $19,052,045 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students) $10,048,004 (Federal funds, Non-Contributing)	Y

- School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its low-income, foster youth, and English learner students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement

Metric	Student Group	2017/18	2019/20
A-G Completion	Low Income	41.46%	45.10%
A-G Completion	English Learners	10.65%	28.03%
EL Reclassification	English Learners	14.90%	16.68%
EAP - ELA	Low Income	10.54%	10.87%
EAP - ELA	Foster Youth	3.03%	4.84%
EAP - Math	English Learners	0.00%	0.20%
Chronic Absenteeism	Low Income	19.00%	16.70%
Chronic Absenteeism	English Learners	13.30%	9.30%
Chronic Absenteeism	Foster Youth	32.40%	23.70%
High School Dropout Rate	Low Income	11.00%	9.20%
High School Dropout Rate	English Learners	15.90%	13.80%
High School Graduation Rate	Low Income	85.50%	87.60%

Metric	Student Group	2018/19	2019/20
SBAC - Math	Low Income	-74.7	-68.1
SBAC - Math	English Learners	-77.2	-75.0
SBAC - ELA	Low Income	-45.2	-40.8

- Developing a site-based plan for English learners is a specific requirement of the site planning process
- The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective

		in meeting the goals and targets for low-income, foster youth, and English learner students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The SPSA process is a cycle of continuous improvement. Annually, each school completes a needs assessment utilizing data from the California Dashboard and internal metrics aligned with the dashboard indicators. Schools create site specific actions based on the results of the needs assessment. School sites review the actions in place, analyze interim data, and reflect on how to best move forward with the implementation process. Sites focus on comprehensive actions and actions that support specific low-performing student groups based on dashboard and internal data. The cycle allows for action shifts to occur based on site metrics. This supports the actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the low-income, foster youth, and English learner students of Fresno Unified School District. School Plans for Student Achievement (SPSA) are posted on Fresno Unified's State and Federal public website at https://stafed.fresnounified.org/documents-2021-2022-spsa/. Each school develops a site action plan aligned to the District goals. Site plans describe the allocation of resources, promoting student growth and positive outcomes. Site principals, staff, and families are actively involved in the on-going process of analysis and reflection in the support of student learning. The anticipated outcomes are increased achievement in English Language Arts and Math, increased student engagement opportunities, increased of social-emotional supports for students, decrease of absenteeism, decrease of suspensions, increased recruitment and retention of staff, and increased inclusive opportunities for families to engage in their students education.		
49	**Supplemental Student Supports**	While progress has been made, student achievement for disadvantaged student groups remains low. Adding additional support staff at school sites will allow schools to better support students by improving instruction, adding key adult supports to the classrooms of early learners, increased student interventions and additional counseling supports at high schools and middle schools have combined to have a positive impact on student achievement.	$29,339,500 (Total investment) $10,988,718 (Supplemental and Concentration, Contributing to the	Y

		<u>Early Childhood Classroom Aides</u> The Early Learning department identified the need for young children of all socioeconomic, cultural, and family backgrounds to have consistent adults in their lives to positively impact consistency in the learning setting and increase connectivity between adults and children through positive relationships and interactions. In the 2019/20 school year, Early Childhood classroom instructional aide support position hours were increased. Instructional aide support in Transitional Kindergarten classrooms increased from 3-hour positions to 6-hour positions, and preschool classroom instructional aide support increased from 3.5-hour positions to 7-hour positions. This change provided instructional aide support throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and midyear transitions in instructional aide positions, resulting in continuity of care and stability for children throughout the academic year. The District will prioritize and sustain the 6-hour instructional aide positions in Transitional Kindergarten classrooms and 7-hour instructional aide positions in Preschool classrooms. Additionally, the District will provide professional learning opportunities to focused on growing instructional aides' knowledge in best practices for working with young children. In addition, professional learning opportunities will be extended through ongoing coaching support provided by Early Learning Instructional Coaches. Participation in professional learning opportunities has been tracked using the existing District professional growth system, iAchieve which indicates a 15% increase in participation by aides in professional learning. In addition, the social-emotional development of children in the early learning program has progressed at least one grade level with 30% of students showing improvement by two grade levels. Foster youth, English learners, and children experiencing poverty may not have the settings to cultivate consistent adult-child relationships to support their development of crucial milestones throughout their first 5 years of life. These children may also experience life factors that hinder their development of positive adult-child relationships. The competencies acquired through the	increased or improved services requirement for low-income, foster youth, and English learner students) $18,350,782 (Federal funds, Non-Contributing)	

		ongoing professional learning and coaching opportunities for instructional aides will ensure that all children, including those in highest-need areas, experience consistent, positive adult-child relationships that will positively impact their development of crucial milestones. **Instructional Coaches** Teacher quality is the number one factor in improving student learning. Instructional Coaches are part of a comprehensive professional learning plan to nurture teacher quality. Their role supports job-embedded practice of learning or coaching sessions. Each year, the District average for proficiency has continued to increase due to teacher supports. This action of providing New Teacher support and Induction for new teachers will ensure the retention of effective teachers, leading to the conditions necessary for success for foster youth, English learners, and low-income students. Metrics are intended to measure positive feedback from the new teachers, their performance in the role, our ability to retain them in the role. The average retention rate of teachers at the state level is 82%. Fresno Unified's new teacher retention far exceeds the state level providing high quality teachers in these classrooms. During data analysis and reflection, Instructional Coaches support teachers to examine their practices with socioeconomically disadvantaged student populations, English learners, and Foster Youth. Coaches share instructional strategies that support learner variability which includes modeling, strategic grouping, sequenced questioning, timely feedback and guided practice opportunities. All new teachers receive supports as a part of an induction model that includes on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New teachers are assigned a full-time release instructional coach for two years that mentor through an instructional and social-emotional lens. This provides acceleration into their new role, positive feelings about teaching, the opportunity to complete the induction		

		process, and be better able to meet the needs of low-income, foster youth, and English learner students. Refinements are made each year to continually improve supports for new teachers and the New Teacher Support coaches assigned to them so that they have the knowledge and skills to effectively meet the needs of the students. New Teachers supported during the 2019-2020 school year: 574 new teachers New Teachers supported during the 2018-2019 school year: 510 new teachers New Teachers supported during the 2017-2018 school year: 452 new teachers Instructional Coaches are committed to supporting effective, standards aligned instructional practice. They build capacity in teachers to create optimal learning environments with ever-present attention to equity and continuous academic, social, and emotional growth. Support is intended to help teachers take effective actions that will result in substantial, sustained improvements in performance. Instructional coaches work side by side and virtually with individual teachers, professional learning communities, and sites to improve student learning. Instructional Coaches support through professional learning, side-by side coaching, co-teaching, and data analysis of student work and results. Professional Learning Communities answer 4 Grounding Questions: 1) What do we want students to know and be able to do? 2) How will we know they have learned it? 3) What will we do if they don't? and 4) What will we do if they already know it? Coaching roles support the following areas: Early Learning, Literacy, Mathematics, New Teacher Support & Induction, and High Schools. Framework to form high performing, collaborative teams of teachers that are all united toward the improvement of student learning (DuFour, DuFour, Eaker, & Karhanek). According to John Hattie, based on a meta-analysis of educational research, collective teacher efficacy has the greatest effect size on student achievement. In our PLCs, the Instructional Lead Teachers facilitate teams of teachers to work together in writing common assessments, planning curriculum, identifying those students at-risk of not learning, and problem solving to intervene for each student. By contract, time is built into the teachers' duty schedule each week to ensure time for teachers to meet in subject specific or grade specific teams to analyze data related to all students		

		while focusing on low income, English learner, and foster youth student groups. Each school site is provided an allocation to ensure that the grade level or subject area teams have an Instructional Lead Teacher to help facilitate the work of the team and to serve on the site's Instructional Leadership Team. They are supported in their role through quarterly professional learning facilitated by their regional principal leadership where they learn facilitation skills, how to address student generated data, and effective teaching practices that is then shared through their weekly PLC meetings. They serve on their site Instructional Leadership Team to help assess needs, analyze data, establish school-wide goals, and guide the on-site professional learning. These efforts align with our three instructional focus areas of: Collaboratively Centered Learning (PLCs), ensuring that Every student will move a minimum of one grade level each year, and providing a MultiTiered System of Support (MTSS). While all students benefit from the structure and practice of high functioning PLCs led by an Instructional Lead Teacher, the low income, English learner, and foster youth are the primary beneficiaries of this practice because the common preparation and collaborative time for teachers is utilized to focus on the progress of low-income, foster youth, and English learner students. The results of these student groups have continued to increase annually since implementing the structure of facilitated teacher collaboration in our district. **Intervention Teachers** The multi-tiered levels approach helps to identify and support struggling students. It focuses on providing high-quality instruction and intervention, typically at three different levels. Students identified as struggling at each level receive intervention support based on the identified need. All students must receive Tier 1 rigorous classroom high-quality instruction and in this model 80 percent of students are expected to reach the targeted goals under Tier 1 instruction. Students identified as struggling with Tier 1 are then provided with targeted interventions that increase in intensity in Tier2		

		and Tier 3. Once in Tier 3, consistently struggling students will require more intensive and individualized intervention which is provided within Tier 3. The goal of this multiple-tiered support model is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers". The effect size for intervention is 1.07, meaning when implemented well, it has the potential of over two year's growth in one academic year (Hattie, 2010) School sites have the opportunity to fund Intervention Teachers each year to support students struggling academically, although every teacher provides tiered systems of support for students within our Multiple Tiered Systems of Support (MTSS), and as such, can be seen as an intervention teacher in their own classroom or in an alternative tiered structure. Some sites use SPSA funds to hire outside supports such as Teaching Fellows, Certificated Tutors, etc.., to provide additional support for students. In addition, site funds may be used to pay on-site teachers to provide after school or before school tutoring. With the ability to provide intervention to students virtually, site funds may be also used to pay for on-site teachers to provide intervention and tutoring on the weekends and after duty hours at the teacher's discretion. Please see Action 20 for additional information for student supports. **School Counselors** A focus of the district is to support students in completing graduation requirements, A-G requirements, career exploration, post-secondary applications and matriculation, and financial aid. Additional counseling is needed to identify and support students who are at-risk of not completing these requirements. Fresno Unified School Counselors provide direct services to students and families in the academic, career and social emotional domains. This action helps to reduce counselor-student caseloads at middle schools, high schools and alternative education schools and increase direct services/supports to students and families. School Counselors support students in developing academic and social skills, serve as an initial point of identification and response when students are		

		experiencing social-emotional concerns, and provide critical guidance towards completion of graduation requirements, A-G requirements, career exploration, post-secondary applications and matriculation, and financial aid. Additionally, School Counselors ensure that students who are most at-risk of dropping out of school and/or not meeting graduation requirements are correctly identified, counseled and enrolled in credit recovery courses to get back on track. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools (Effectiveness.pdf (schoolcounselor.org)). As a result of increased school counseling supports, we have seen growth in career inventory assessments and data showing increased counselor to student interactions in both academic counseling and social emotional supports. Alternative education counselors supported with the expansion of winter session where 1569 students earned credits for a total of 6856.5 credits earned through our alternative education sites. The goal is to continue expansion and grow the number of students earning credit and credits earned to students most in need. The US Department of Education Office of Civil Rights highlights the role of counselors in ensuring equal educational opportunities and outcomes for students: https://www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html. In Fresno Unified, additional school counseling supports that have been added have increased the number and percentage of middle school students that had student/counselor interaction in college, career and social-emotional domains, the number of students applying to college from disproportionately represented groups, and the number and percentage of students earning credit recovery with intentional expansion efforts. **Instructional Lead Teachers** While all students benefit from the structure and practice of high functioning PLCs led by an Instructional Lead Teacher, the low income, English learner, and foster youth are the primary beneficiaries of this practice because the common preparation and collaborative time for teachers is utilized to focus on the progress of low-income, foster youth, and English learner students.		

The guiding questions of a PLC are: 1) What do we want students to learn? 2) How will we know they have learned it? 3) How will we respond when they don't learn? 4) How will we respond when they have already learned it? This action ensures that the third and fourth questions are asked and addressed for the low-income, foster youth, and English learner students. Typically, the SBAC results are utilized to monitor the progress of schools, teams, and student groups. Absent that data from last year, we are able to monitor the internal iReady data and site common formative assessment results.

Fresno Unified has seen growth in district SBAC scores for both English Language Arts and math. In addition, the district has experienced increased student engagement, increased of social-emotional supports for students, decrease of absenteeism, decrease of suspensions, increased recruitment and retention of staff, and increased inclusive opportunities for families to engage in their student's education.

Metric	Student Group	2017/18	2019/20
A-G Completion	Low Income	41.46%	45.10%
A-G Completion	English Learners	10.65%	28.03%
EL Reclassification	English Learners	14.90%	16.68%
EAP - ELA	Low Income	10.54%	10.87%
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EAP - Math	English Learners	0.00%	0.20%
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Chronic Absenteeism	English Learners	13.30%	9.30%
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High School Dropout Rate	Low Income	11.00%	9.20%
High School Dropout Rate	English Learners	15.90%	13.80%
High School Graduation Rate	Low Income	85.50%	87.60%

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<tr>
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<table>
<tr><th>Metric</th><th>Student Group</th><th>2018/19</th><th>2019/20</th></tr>
<tr><td>SBAC - Math</td><td>Low Income</td><td>-74.7</td><td>-68.1</td></tr>
<tr><td>SBAC - Math</td><td>English Learners</td><td>-77.2</td><td>-75.0</td></tr>
<tr><td>SBAC - ELA</td><td>Low Income</td><td>-45.2</td><td>-40.8</td></tr>
</table>

While it is difficult to attribute increases in student achievement to one specific action, additional professional learning support for teachers in terms of Professional Learning Communities, lead teachers, and instructional supports is a key component of the district's success. In addition, direct supports to students in the form of increased intervention teachers, counselors, and early childhood aides creates a positive framework of supports for students.

<table>
<tr><th colspan="5">DISTRICT AVERAGE: ELA</th></tr>
<tr><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr>
<tr><td>27%</td><td>31%</td><td>34%</td><td>37%</td><td>38%</td></tr>
</table>

<table>
<tr><th colspan="5">DISTRICT AVERAGE: MATH</th></tr>
<tr><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr>
<tr><td>18%</td><td>22%</td><td>24%</td><td>27%</td><td>30%</td></tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td><u>BASE: Central Office Administration</u></td>
<td>

Board of Education
Superintendent
Deputy Superintendent Equity Supports
Communications

</td>
<td>$5,296,900</td>
<td>N</td>
</tr>
<tr>
<td>51</td>
<td><u>BASE: Administrative Services</u></td>
<td>
The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration.

These values are the foundation of the division mission which is to:

Collaborate with a growth mind-set
Guide Fiscal Policy
Report timely and accurately

</td>
<td>$12,474,785</td>
<td>N</td>
</tr>
</table>

		• Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success Departments serving to support this mission include: • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office		
52	**BASE: Operational Services**	• Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips	$155,933,481	N
53	**BASE: Other Expenses**	• Health contribution • Retirement	$23,403,797	N

54	**One-time Recovery Resources**	• Additional Instructional Time (All grade levels) • Expanded Summer & Winter Learning (including Alternative & Special Education) • Expanded After School Programs • Middle School & High School Enrichment Opportunities • Math & Literacy Class Size Supports • Credit Recovery • School Site Support (to be planned through the SPSA) • Student Group Support (African American, English Learners, Early Learning) • Two Day Voluntary Professional Learning Summit • Curriculum & Instruction Supports • Teacher Development Supports • Three Additional Planning & Student Engagement Days • Library Services (student books) • Health Services Support • Social-Emotional / Mental Health Supports • Classroom Ventilation Upgrades • Classroom Telecom Upgrades • Student Desk Replacements	$97,905,241	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.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

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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.

This section will be completed as part of the 2022-23 LCAP development process.

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

Increased or Improved Services for Foster Youth, English learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English learners, and Low-Income students
2021/22 34.42%	2021/22 $206,293,921

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.

Goal 1 - Actions 1-25 are designed to work in tandem to improve the academic achievement of students in support of Goal 1 which is to improve academic performance at challenging levels. In support of goal 1, the district has achieved improvement in several areas, including English learner reclassification rate (14.9% in 2017/18 to 16.68% in 2019/20), improvement on the statewide CAASPP assessment for math (from -68.5 distance from standard for all students to -62.1, from -74.7 distance from standard for socioeconomically disadvantaged students to -68.1, from -77.2 distance from standard for English learners to -75.0) improvement on the statewide CAASPP for English language arts (from -38.3 distance from standard for all students to -34.1, from -45.2 distance from standard for socioeconomically disadvantaged students to -40.8).

#1 - Designated School Investment - The three key components of being a "Designated School", including an additional 30 minutes of instruction, an additional certificated staff member, and additional time for professional learning will increase access to effective first teaching for low income, English learner, and foster youth students which has translated to more time with an effective teacher. Schools were selected for the program based on high counts

of these student groups. The designated schools' model, when implemented with fidelity, has supported improve student outcomes in state assessments for English language arts and math.

#2 - Early Interventions – The effectiveness of this action is measured by local data in the form of district diagnostic assessments and statewide assessment data. Staff reviews special education identification rates from year to year. Most recent data show the number of students referred for special education evaluation decreased by 206 students. In addition, in 2019/20 the distance from standard for students in Special Education as measured by the SBAC improved by 12.1 points in ELA and 13.1 points in Math, while the special education graduation rate improved by 5%.

All students must have access to high quality instruction. Specific to special education, we are committed to getting students what they need even if it looks different. This includes student services that remove barriers to learning along with the professional learning for our staff. This also includes partnering with families to provide them with the skills that they need to support the learning of the students to achieve the most impact. RSP teachers provide specialized academic instruction using a systematic approach to increase the impact and improve student outcomes. RSP teachers have supported General Education teachers with strategies to provide access to grade level standards and best first instruction which allows students to remain in the least restrictive environment.

#3 - Additional Teacher Supply Funds – Experience has shown that students identified as low income are not able to provide supplemental instructional supplies to support learning. To support learning and ensure that students have supplies necessary to support instruction, the district has increased classroom supply allocations for teachers. Student achievement has improved in English Language Arts and Math as measured by the most recent state assessments since this action was first implemented. Additional teacher supply funds have, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#4 - Middle & High School Redesign – This initiative was started to provide students better response to intervention (RTI, access to elective coursework, additional counseling support, and lower class size to better meet the needs of English learners and close the achievement gap for these student groups. This redesigned model has enabled all English learner students to have access to electives, where in the past an English Language Development course would have been their elective. Class sizes have been reduced and more disadvantaged students have received counseling supports since the implementation of this action. Efforts to redesign the middle and high school experience for students has, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#5 - Eliminate Elementary Combination Classes – This action became critical during distance learning when teachers did not have combination classes which required that they teach different standards to different student groups. Focused, instruction supports all students but is particularly important for disadvantaged students learning the state standards in mathematics. The elimination of combination classes has, in tandem with other investments, support improve student outcomes in state assessments for English language arts and math.

#6 - National Board Certification - Fresno Unified is partnered with The National Board Resource Center at Stanford University and candidates have attended support sessions both at Stanford and in Fresno. Support is specific to the four components that teachers are assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Data literacy as an effective and reflective practitioner. Two of these components specifically ask teachers to examine their practices with socioeconomically disadvantaged

student populations, English Learners, and Foster Youth. National Board Certification has, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#7 - Instructional Supports – Evaluation of student academic achievement at Fresno Unified has indicated the need for additional supports to improve the capacity of teachers to improve instruction. Low income students, foster youth, and English learners are some of the lowest performing student groups in the district. Included in the district's plan for professional development are specific supports for English learners. Instructional supports for teachers have, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#8 - Additional Teachers Above Base Staffing – This action will support the district's disadvantaged students by reducing core class sizes in high schools. This will allow more focus and attention to English learners and other struggling students. This action also allows the district to make early offers to new teachers, thereby ensuring access to the best new teachers. Since implementation, Fresno Unified has been able to fill 99% of positions prior to the start of the school year. Additional teachers above base staffing, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#9 - Additional School Site Administration for Elementary and Middle Schools with High Counts of low-income, foster youth, and English learner – Schools were selected for an additional administrator based on their high counts of disadvantaged students. Data indicates that schools selected for additional administrative positions have improved on state assessments for English language arts and math. In addition, suspensions and expulsions have decreased at these schools.

#10 - African American Academic Acceleration – 97% of Fresno Unified School District's African American students live in low-income households. In addition, the African American student group is one of the lowest performing student groups on state assessments and are disproportionally impacted by suspensions and expulsions. The summer literacy program has shown reading improvement for participating students of 6.3 months. The African American Academic Acceleration, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts.

#11 - Further Develop Early Childhood Education – Students living in disadvantaged circumstances in the earliest years of development are particularly susceptible to factors which can impede their path to meeting developmental milestones. Screening children early highlights their developmental progress and, in some cases, areas of potential developmental concern, providing windows of opportunity to support children and respond appropriately to any concerns. In the 2019/20 school year, early childhood classroom instructional aide support position hours were increased. This change provided instructional aide support throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and mid-year transitions in instructional aide positions by more than 25%, resulting in continuity of care and stability for children throughout the academic year. In measuring the impact of the increased instructional aide support position hours on child outcomes, results indicate that children's social emotional development continues to progress. The social emotional development of children in our program has progressed at least one developmental level, with over 30% of children progressing two or more developmental levels. Early childhood education, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#12 - Additional Supports for Libraries - In the "School Library Impact Studies" (Gretes,2013) evidence from multiple library impact studies concluded that many low-income, foster youth, and English learner students have limited access to reading material and technology. Research has shown that increased access to reading material and to technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have very little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. School libraries can bridge the learning gap between privileged and at-risk low-income, foster youth, and English learner students by providing equal access and resources for learning. Supports for libraries, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts.

#13 - Equity & Access - Foster youth, English learners, low income students, and all student groups are identified through disaggregated data and supported through all Equity and Access goals (Transparency, Data and Assessment Literacy, and Support for Student Needs). Data retrieved from the four priority areas of focus are disaggregated in the same fashion, provided disproportionality calculations, and are focused on students identified as focus and priority. Equity and Access and Pivot teams' partner with all departments and our County Office of Education towards differentiated support for all identified groups. These goals not only support the disaggregated data needs necessary for all departments and district goals in order to best understand the gaps present with some student groups and schools, but also to build muscle to reduce disproportionality and see that reduction through data. The Aligned Assessment System feeds aligned data into Equity and Access databases and visualizations to use with seeking out support for differentiated needs, while the DEI work ensures that there is learning and understanding of ways, we can decrease said needs. Supports for Equity and Access, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#14 - GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees - Fresno Unified School District's low income, foster youth and English Learner student populations have been historically disproportionately underrepresented groups in accelerated programs such as GATE, Advanced Placement, and International Baccalaureate. These investments have led to greater representation of disadvantaged students in GATE, AP and IB. Supports for GATE, AP, IB and SAT / PSAT fees, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math and better prepare students for post-secondary opportunities.

#15 - Expand Alternative Education - All Alternative Education school site's quality for free and or reduced lunch and the student population needs additional services. Specific focus has been made for English language learners (ELL) to support monthly professional learning for teachers and the expansion of Interact Fellows which support tutorials specific to ELL students. Students at Cambridge, Dewolf and JE Young have reduced chronic absenteeism, and expanded credit recovery results at all three schools (school-specific data available in the action description)

#16 - Maintain Additional Services for Phoenix Community Day School – Phoenix prioritizes needs of foster youth, low-income students, and English Learners by ensuring that disadvantaged students receive additional support to move a minimum of one grade or more during the academic school year. Strategies are specific to English learners, foster youth. Integration of strategies for English language development will be used in all content areas to support progress of EL students. The graduation rate at Phoenix improved from 68.4% in 2018 to 76.7% in 2019, an increase of 9.4%.

#17 - After School Tutoring - For the after-school programs at the elementary level, there is a process that includes lottery selection. Students identified as homeless or foster youth are given priority enrollment into the After-School Programs per California Assembly Bill (AB) 1567. Expansion of tutoring

services will ensure priority for all disadvantaged student groups. Supports for tutoring, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#18 - Extended Summer Learning - Specific and targeted intervention is provided for identified low income, English Learner, and/or foster and homeless youth. Students who participate in summer and winter learning sessions received credits necessary for graduation goals. In addition, supports for summer school, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#19 - All teachers are teachers of English Learner (EL) students – All investments in this action are solely designed to benefit English learner students, who may also be low income and foster or homeless youth. In addition, investments for English learners, in tandem with other investments, has supported improve student redesignation rates.

#20 - Expansion of Dual Language Immersion Programs - District data indicates an ongoing and increased need to support ELs (English Learners) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English Learner students are actively engaged in instruction and continue to grow linguistically and academically. English Learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level on state and local assessments than several other student groups. On the other hand, there is also district data showing that students in the Dual Language Immersion (DLI) program which has been in implementation for over 20 years continue to outperform students who do not participate in the program. For example, 50.3% of students in grades 3-6 who participate in the DLI program meet or exceed grade level standards in English language arts compared to 37.3% of students in the same grade levels who do not participate in DLI programs. Similarly, 47.8% of students in DLI meet or exceed grade level standards in mathematics compared to 32.0% of students who do not participate in the DLI program.

#27 – High Quality School Site Health Services - Access to health care disproportionally impacts foster youth, English Learners, and low-income students. Community health care facilities across the Fresno Unified School district are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods at their nearest school. Families who have limited or no transportation often live within walking distance to a school. Otherwise, students are bused to school where access to health care professionals is readily available and the staff is ready to serve. In the two years prior to the pandemic, health office visits increased from 214,785 in 2017-18 to 235,140 in 2018-19 which is a 9% increase resulting in over 20,000 health office visits. In addition, since 2016-17, the chronic absenteeism rate decreased from 17.8% to 17.1% districtwide.

#28 – Mental Health Supports - Students living in disadvantaged circumstances need behavior, social emotional, and academic supports. The additional resources have allowed the district to provide immediate social emotional supports to students and enables staff to build systems of academic and behavioral supports. The effectiveness of additional School Psychologists is measured by many outcomes, but one key focus is the number of students referred for special education assessment and those students found eligible. A desirable trend since the 2017/18 school year as follows: referrals for special education evaluation decreased by 1,933 students, suspension rate improved by 3.5%, chronic absenteeism rate improved by 3%.

#29 - Expanded Transportation Services – Expanded transportation creates opportunities for disadvantaged student populations to engage in learning and experiences outside of the classroom. s has resulted in more engaged student population and improved academic outcomes. Supports for expanded transportation, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#30 and #31- Upgrading Access to Technology / Annual Refresh – Inadequate access to technology was highlighted as a barrier for disadvantaged students during the COVID 19 pandemic. The experience indicated that low-income students do not consistently have access to reliable technology. Creating this access (through a 1:1 student to device relationship and internet access) will increase access to core curriculum and other educational resources. In addition, software, such as gaggle and Nearpod, have enhanced the educational experience for students by creating more supportive and interactive experiences. Supports for technology, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

Goal 2 - Actions 32-34 are designed to work in tandem to expand learning opportunities for students in support of Goal 2 which is to expand student centered and real-world learning experiences. In support of Goal 2, the district has achieved improvement in several areas, including A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), all targets for CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

#32 – Linked Learning, ROP and CTE pathway development - The needs of foster youth, English learners and low-income students were considered first is based on research that highlights special populations are often challenged with meaningful and relevant career readiness opportunities. One significant reason student drop out of school is that they lose interest and motivation in education because the curriculum does not seem to have a real-world application (Bridgeland, Dillulio & Morison, "The Silent Epidemic: Perspectives of High School Dropouts," 2006). Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world. Through targeted recruitment, focused and specific marketing materials, and the CTE site supports of Coordinators, Job Developers & Career Centers, an expanded focus for foster youth, English learners, and low-income students will provide these students with validated high-quality CTE Pathways that will engage them through dual enrollment/college credit, industry certifications and expanded career-focused work-based learning opportunities. Examples of targeted recruitment include CTE's partnering with A4, EL and Project Access to ensure recruitment of students. Supports for pathways, in tandem with other investments, has improved student outcomes for CTE pathway enrollment.

#33 - Kids Invent! - Underrepresented minorities such as African-American, Latinx, and Native-Americans as well as English learners are particularly underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Students who have had opportunities to participate in STEM classes when they are younger are more likely to take continue to participate in STEM classes as they move throughout their educational journey (National Action Council for Minorities in Engineering, 2013). Blacks and Hispanics make up around a quarter of the overall U.S. workforce, but together they account for only 16% of those employed in STEM occupations. Past studies have raised a number of possible reasons for this underrepresentation. Two of these factors are having less access to quality STEM related educational opportunities and that these groups not being encouraged at early age to learn about STEM fields (MacPhee, Farro, and Silvia, 2013). STEM 5 and Kids Invent will help fill the gaps in relation to these two factors. In addition, foster youth typically live in environments where they don't have access to technology or professionals with a STEM background. Many are unaware of the

career paths available in the science and technology industry. Foster youth are less likely to perform at grade level in math as compared to their peers. It is critical that districts take steps to close these educational engagement and achievement gaps to help foster students the best options to reach their full potential (Wondra, 2021). Taking steps to ensure all foster and homeless youth have access to programs that introduce them to these career pathway options will help close these equity gaps. Investments for Kids Invent!, in tandem with other investments, has supported progress in A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

 # 34 - Men's and Women's Alliance - Fresno Unified School District has a large percentage of students that are considered low-income. Many students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at promise students within the Fresno Unified School District. The program also targets the students who demonstrate academic, behavioral, and attendance challenges, with a focus on Foster Youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not too rigid.(Druian and Butler, 1987). Investments for Kids Invent!, in tandem with other investments, has supported progress in A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

Goal 3 - Actions 35-44 are designed to work in tandem to expand student engagement which is in support of Goal 3 which is to increase student engagement in school and community. In support of Goal 3, the district has achieved improvement addressing chronic absenteeism (reduced rates for all students, low income, English learner, and foster youth. Note that this data is for the 2019/20 school year and was pre pandemic. Chronic absenteeism was a district-wide issue during the 2020/21 school year because of distance learning).

#35 – Supports for students in foster care – Students in foster care face challenges within the educational system which create a lack of engagement and adversely impact academic outcomes. In a comparison of suspensions in 2018/19 through Q3 to suspensions in 2019/20 through Q3 for foster and homeless youth district-wide, foster youth suspension incidents decreased by 1.43% and homeless youth suspension incidents decreased by 8.65%.

#36 – Increase School Allocations for Athletics - The needs of foster youth, English learners, and low-income students were considered first in this investment because data indicated that many of low income and foster youth could not be involved in extracurricular activities due to the prohibitive costs. Engagement in athletics helps some students be more engaged in education. Investment in athletics has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#37 – District-funded educational Enrichment Trips - The TK-sixth grade guarantee enrichment trip program was designed to support students who may not have been able to go on field trips in past because the cost was prohibitive, and fundraising was a family burden. Fresno Unified has worked to eliminate some of the barriers that have contributed to students not attending an educational enrichment trip. Staff has organized sixth camp every year for the past five years and participation has increased each year:

2016-17: 86.6%
2017-18: 87%
2018-19: 88.2%
The educational enrichment student participation rates for each grade level TK-fifth grade hover between 95% and 98%. The overall student participation rate (TK-6th grade) has increased as well:
2016-17: 89%
2017-18: 96%
2018-19: 97%

#38 – District-funded Arts Collaborative - Participating teachers come from some of Fresno Unified's highest need schools, such as McLane High School, Edison High School, Ericson Elementary, Heaton Elementary, Norseman Elementary, and others. Topics covered in the past four years have included, Foster and Homeless Youth, Sense of Belonging, and Resilience. The approach to these topics have been taught utilizing the Understanding by Design process using texts and poetry that build empathy and understanding with students. This is evidenced in the powerful writing and artwork that students produce for exhibit. This work directly supports students that are experiencing these challenges and builds a support network in their classmates throughout the projects. This semester the current seven galleries have been viewed a total of 1,542 times as of March 17, with an additional 15 galleries to be added. Investment in the arts has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#39 – Increased funding for Music -The expansion to TK-1 Music was targeted to start specifically at the 34 most high need elementary sites based upon the Foster Youth, ELL, and low-income population, based upon state and District data. Multiple studies support the positive impact of Music education for this focus groups. The Effects of Musical Training on Child Development: A randomized trial of El Sistema in Venezuela. Prevention Science. Alemán, X., Duryea, S., Guerra, N.G. et al. (2016). Increasing the school engagement and oral language skills of ELLs through arts integration in the primary grades. Journal of Learning through the Arts, 10(1). Brouillette, L., Childress-Evans, K., Hinga, B. & Farkas, G. (2014). Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). Investment in the arts has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#40 – Student Peer Mentor Program - Many of low income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Research has shown that Peer Mentoring Programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-promise student populations (Compass, 2019). Although Peer Mentoring is available for all students, the selection process ensures that the targeted populations have an increase opportunity to participate and to be matched with the appropriate program that can meet the students' needs and provide the best outcomes. The target populations that are provided unique services through Peer Mentoring are English Learners (EL) and foster care students. A total of 427 students participated in Peer Mentoring in 2019-20 where our focus was on sense of belonging and social emotional learning. A hybrid version of the Climate & Culture Survey was administered to Peer Mentoring Students in Fall 2019. In total, 77% of Peer Mentoring students

responded favorably that there is an adult in mentoring who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey (+24% for Peer Mentoring). In addition, 88% of Peer Mentoring students responded favorably that mentoring makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey (+22% for Peer Mentoring).

#41 – Social Emotional Supports -Research indicates that children from lower socioeconomic households and communities often experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic, and grade repetition. Through Q3 of the 2019/20 school year, nearly 4,000 students and families were served by the Child Welfare and Attendance Specialists. Of those students served, 60% of students with a suspension during Fall 2018-19 demonstrated a decrease in suspension incidents for Fall 2019-20, 54% of students with an office discipline referral during Fall 2018-19 demonstrated a decrease in office discipline referrals for Fall 2019-20, and 68% of students working with a Site-Based CWAS who were chronically absent in 2018-2019 had an improvement in attendance rate for Fall 2019-20. During semester 1 of the 2020-21 school year, nearly 2,000 students have been provided support by the CWAS team and 37% have had an increase in their attendance rate.

#42 –School Climate and Culture Expansion - Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decreases behaviors that lead to suspensions. Of the students who received support in 2019/20, 100% of the students increased the use of a socially appropriate replacement behavior, 100% of students showed a reduction in targeted behavior, 47% of students demonstrated growth in their development of the targeted skill, 58% of the students with an office discipline referral in semester 1 demonstrated a decrease and 46% of students with a suspension in semester 1 demonstrated a decrease.

#43 - Restorative Practices (RP) / Relationship Centered Schools - Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to

learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. In the 2019/20 school year, RP Counselors provided 2,516 services to students and 2,457 services to staff including coaching, implementation support and virtual classroom-based supports. They conducted 850 restorative conferences/repair circles and 185 Re-entry Circles (post-suspension). In a comparison of the 2018/19 school year through quarter 3 to the 2019/20 school year, sites supported by an RP counselor experienced the following decreases in suspensions: 71% of elementary sites decreased annual suspension incidents and 83% of secondary sites decreased annual suspension incidents.

Goal 5 - Actions 46-47 are designed to work in tandem to expand investments for families which is in support of Goal 5 which is to increase inclusive opportunities for families to engage in their students' education. In support of Goal 5, the district has improved positive responses to the parent survey "School staff treats me with respect", and "school staff welcomes my suggestions".

#46 - Parent Engagement Investments - Non-English-speaking families and families living in poverty do not always feel comfortable accessing the educational system and resources available to support their child's learning experience. By providing inclusive family learning opportunities in home languages, families will learn how to navigate our district's resources partners in the education of their children. Investments in parent engagement has, in tandem with other district investments, improved parent's feelings that "School staff treats me with respect", and "school staff welcomes my suggestions".

#47 – Expanded Student, Parent and Community Communication - Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004). Investments in expanded student, parent and community communication has, in tandem with other district investments, improved parent's feelings that "School staff treats me with respect", and "school staff welcomes my suggestions".

Goal 6 - Actions 48-49 are designed to work in tandem to expand investments for students. All district metrics are impacted by these investments district or school and progress in key metrics is an indication of effectiveness. School sites conduct micro-analysis of data specific to their school sites to determine needs, create strategies, implement and evaluate.

#48 –School Site Allocations to be Prioritized by each School's Site Council - The low-income, foster youth, and English learner student population student groups are often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. To combat this and allow schools the opportunity to define and resolve needs unique to their school environment and population, each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth. Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth, to assure plans focus on addressing the needs of low-income, foster youth, and English learner students. Site personnel work with School Site Councils to inform stakeholders of goals and targets and incorporate data and leadership feedback to

appropriately revise plans, with the focus on LCAP goals and expected outcomes for unique student groups. Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals.

#49 –Supplemental Student Supports – Supplemental student supports include additional early childhood classroom aides, instructional coaches, intervention teachers, school counselors and lead teachers. Each of these positions is intended to provide direct supports to students with a focus on English learners and foster youth. District data and metric progress indicates that actions are proving effective and contribute to general metric progress.

Using the calculation tool provided by the state, Fresno Unified School District has calculated that it will receive $206,293,921 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the low-income, foster youth, and English learner student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

1.1: Designated School Investment

1.2: Early Interventions

1.3: Additional Teacher Supply Funds

1.4: Middle & High School Redesign

1.5: Eliminate Elementary Combination Classes

1.6: National Board Certification

1.7: Instructional Supports

1.8: Additional Teachers Above Base Staffing

1.9: Additional School Site Administration for Elementary and Middle Schools with High Counts of low-income, foster youth, and English learner

1.10: African American Academic Acceleration

1.11: Further Develop Early Childhood Education

1.12: Additional Supports for Libraries

1.13: Equity & Access

1.14: GATE/Advanced Placement (AP) / International Baccalaureate (IB) / SAT/PSAT Fees

1.15: Expand Alternative Education

1.16: Maintain Additional Services for Phoenix Community Day School

1.17: After School Tutoring

1.18: Extended Summer Learning

1.19: All teachers are teachers of English Language (EL) students

1.20: Expansion of Dual Language Immersion Programs

1.27: High Quality School Site Health Services

1.28: Mental Health Supports

1.29: Expanded Transportation Services

1.30: Upgrading Access to Technology

1.31: Student Technology Access and Annual Refresh

2.32: Linked Learning, ROP and CTE pathway development

2.33: Kids Invent!

2.34: Men’s and Women’s Alliance

3.35: Supports for students in foster care

3.36: Increase School Allocations for Athletics

3.37: District-funded educational Enrichment Trips

3.38: District-funded Arts Collaborative

3.39: Increased funding for Music

3.40: Student Peer Mentor Program

3.41: Social Emotional Supports

3.42: School Climate and Culture Expansion

3.43: Restorative Practices (RP) / Relationship Centered Schools

5.46: Parent Engagement Investments

5.47: Expanded Student, Parent and Community Communication

6.48: School Site Allocations to be Prioritized by each School's Site Council

6.49: Supplemental Student Supports

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our low-income, foster youth, and English learner population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our low-income, foster youth, and English learner student population to help Fresno Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the low-income, foster youth, and English learner student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the low-income, foster youth, and English learner student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

All actions described in the LCAP, and identified as contributing to increased or improved services, will benefit foster youth, English learners and low-income students by adding staff and services focused on these specific groups. With that said, 2021/22 will be a unique year. Fresno Unified School District will receive an unprecedented amount of one-time learning recovery funding from State and Federal sources. This is funding beyond the supplemental and concentration funding detailed in the LCAP. These funds, totaling $97.9 million dollars for the 2021/22 school year include several investments intended to principally support English learners, foster youth and students living in poverty and are added onto the LCAP as action #54 but are not indicated as contributing actions. While not required to be included in the LCAP according to statute, Fresno Unified has long maintained the importance of including the entire general fund in the LCAP to enable the Fresno community to have a narrative and view of the entire budget. New and supplemental investments included in this one-time funding are outlined below. Services that will principally benefit Fresno Unified School District's disadvantaged student groups (but not funded from Supplemental and Concentration funds), including English learners, foster youth and students living in poverty (and others) are indicated with an *.

- Additional Instructional Time (All grade levels)*
- Expanded Summer & Winter Learning (including Alternative & Special Education)*
- Expanded After School Programs*
- Middle School & High School Enrichment Opportunities*
- Math & Literacy Class Size Supports*

- Credit Recovery*
- School Site Support (to be planned through the SPSA)*
- Student Group Support (African American, English Learners, Early Learning)*
- Two Day Voluntary Professional Learning Summit*
- Curriculum & Instruction Supports
- Teacher Development Supports*
- Three Additional Planning & Student Engagement Days*
- Library Services (student books)*
- Health Services Support*
- Social-Emotional / Mental Health Supports*
- Classroom Ventilation Upgrades
- Classroom Telecom Upgrades
- Student Desk Replacements

Using the calculation tool provided by the state, our LEA has calculated that it will receive $206,293,921 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 34.42%. Our LEA has demonstrated that it has met the 34.42% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the low-income, foster youth, and English learner student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 782,629,241	$ 188,830,297	$ 18,328,074	$ 213,936,079	1,203,723,691	$ 973,537,362	$ 230,186,329

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Designated School Investment	All	$ 19,853,885				$ 19,853,885
1	2	Early Interventions	PreK-6	$ 3,061,849				$ 3,061,849
1	3	Additional Teacher Supply Funds	All	$ 1,310,104				$ 1,310,104
1	4	Middle & High School Redesign	All	$ 12,930,751				$ 12,930,751
1	5	Eliminate Elementary Combination Classes	All	$ 4,257,209				$ 4,257,209
1	6	National Board Certification	All	$ 73,978				$ 73,978
1	7A	Instructional Supports	All	$ 720,053				$ 720,053
1	7B	Instructional Supports	All				$ 412,170	$ 412,170
1	8	Additional Teachers Above Base Staffing	All	$ 14,856,472				$ 14,856,472
1	9	Additional School Site Administration for Ele	All	$ 2,238,699				$ 2,238,699
1	10	African American Academic Acceleration	African American	$ 3,476,754				$ 3,476,754
1	11A	Early Childhood Education Developmental S	All	$ 13,333,702				$ 13,333,702
1	11B	Early Childhood Education Developmental S	All				$ 3,347,042	$ 3,347,042
1	12	Additional Supports for Libraries	All	$ 535,000				$ 535,000
1	13	Equity & Access	All	$ 2,406,664				$ 2,406,664
1	14A	GATE / Advanced Placement (AP) / Interna	All	$ 2,254,364				$ 2,254,364
1	14B	GATE / Advanced Placement (AP) / Interna	All					$ -
1	15	Expand Alternative Education	All	$ 2,132,190				$ 2,132,190
1	16	Maintain Additional Services for Phoenix Co	All	$ 4,733,527				$ 4,733,527
1	17A	After School Tutoring	All	$ 550,743				$ 550,743
1	17B	After School Tutoring	All		$ 4,472,229		$ 1,075,000	$ 5,547,229
1	18A	Extended Summer Learning	All	$ 4,560,444				$ 4,560,444
1	18B	Extended Summer Learning	All				$ 705,629	$ 705,629
1	19A	All teachers are teachers of English Learner	English Learners	$ 10,806,554				$ 10,806,554
1	19B	All teachers are teachers of English Learner	English Learners				$ 4,309,179	$ 4,309,179
1	20	Expansion of Dual Language Immersion Pro	All	$ 1,997,465				$ 1,997,465
1	21	Base: Instruction	All	$ 313,673,050	$ 13,905,651	$ 2,857,998	$ 63,801,000	$ 394,237,699
1	22	Base: Special Education	All	$ 85,414,291	$ 57,874,400	$ 2,727,831	$ 17,346,311	$ 163,362,833
1	23	Base: Professional Learning	All	$ 4,262,459	$ 421,526	$ 100,000	$ 41,944,444	$ 46,728,429
1	24	Base: Technology Access and Support	All	$ 15,148,898		$ 2,148,267		$ 17,297,165
1	25	Base: Early Learning	All			$ 520,000		$ 520,000
1	26	Base: Equity & Access	All	$ 1,931,338	$ 100,000		$ 1,112,733	$ 3,144,071
1	27A	High Quality School Site Health Services	All	$ 7,959,860				$ 7,959,860
1	27B	High Quality School Site Health Services	All	$ 1,513,855		$ 1,587,250		$ 3,101,105
1	28	Mental Health Support	All	$ 1,052,962				$ 1,052,962
1	29A	Expanded Transportation Services	All	$ 229,375				$ 229,375
1	29B	Expanded Transportation Services	All				$ 1,750,000	$ 1,750,000
1	30	Upgrading Access to Technology	All	$ 1,064,353				$ 1,064,353
1	31A	Student Technology Access and Annual Re	All	$ 6,655,579				$ 6,655,579
1	31B	Student Technology Access and Annual Re	All					$ -
2	32A	Linked Learning, ROP, and CTE Pathway D	All	$ 13,029,752				$ 13,029,752
2	32B	Linked Learning, ROP, and CTE Pathway D	All		$ 6,367,609		$ 1,084,387	$ 7,451,996
2	33	Kids Invent!	All	$ 1,416,905				$ 1,416,905
2	34A	Men's and Women's Alliance	All	$ 1,237,155				$ 1,237,155
2	34B	Men's and Women's Alliance	All				$ 390,751	$ 390,751
3	35A	Supports for Students in Foster Care	Foster Youth	$ 1,960,594				$ 1,960,594
3	35B	Supports for Students in Foster Care	Foster Youth				$ 694,564	$ 694,564
3	36A	Increase School Allocations for Athletics	All	$ 13,776,306				$ 13,776,306
3	36B	Increase School Allocations for Athletics	All					$ -
3	37	District-Funded Educational Enrichment Trip	All	$ 4,449,537				$ 4,449,537
3	38	District Arts Collaborative Project	All	$ 99,866				$ 99,866
3	39	Increased Funding for Music	All	$ 1,420,297				$ 1,420,297
3	40	Student Peer Mentor Program	All	$ 448,128				$ 448,128
3	41	Social Emotional Supports	All	$ 3,038,061				$ 3,038,061
3	42	School Climate and Culture Expansion	All	$ 9,451,317				$ 9,451,317
3	43A	Restorative Practices / Relationship Center	All	$ 671,419				$ 671,419
3	43B	Restorative Practices / Relationship Center	All				$ 2,929,194	$ 2,929,194
3	44	Base: Department of Prevention and Interve	All	$ 5,081,690	$ 812,574		$ 1,969,499	$ 7,863,763
4	45	Base: Recruitment, Selection and Retention	All	$ 5,347,920		$ 110,510	$ 141,369	$ 5,599,799
5	46A	Parent Engagement Investments	All	$ 1,985,454				$ 1,985,454
5	46B	Parent Engagement Investments	All				$ 1,624,162	$ 1,624,162
5	47	Expanded Student, Parent and Community	All	$ 215,831				$ 215,831
6	48A	School Site Allocations to be Prioritized by e	All	$ 19,052,045				$ 19,052,045
6	48B	School Site Allocations to be Prioritized by e	All				$ 10,048,004	$ 10,048,004
6	49A	Supplemental Student Supports	All	$ 10,988,718				$ 10,988,718
6	49B	Supplemental Student Supports	All				$ 18,350,782	$ 18,350,782
6	50	Base: Central Office Administration	All	$ 5,203,451		$ 93,449		$ 5,296,900
6	51	Base: Administrative Services	All	$ 3,793,756	$ 2,779,509	$ 4,753,923	$ 1,147,597	$ 12,474,785
6	52	Base: Operational Services	All	$ 150,891,711	$ 1,612,924	$ 3,428,846		$ 155,933,481
6	53	Base: Other Expenses	All	$ (15,927,099)	$ 42,330,896			$ 26,403,797
6	54	One-time Recovery Resources	All		$ 58,152,979		$ 39,752,262	$ 97,905,241

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 206,293,921	$ 206,293,921
LEA-wide Total:	$ 193,363,170	$ 193,363,170
Limited Total:	$ -	$ -
Schoolwide Total:	$ 12,930,751	$ 12,930,751

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Designated School Investment	LEA-wide	All	All Schools	$ 19,853,885	$ 19,853,885
1	2	Early Interventions	LEA-wide	All	PreK-6	$ 3,061,849	$ 3,061,849
1	3	Additional Teacher Supply Funds	LEA-wide	All	All Schools	$ 1,310,104	$ 1,310,104
1	4	Middle & High School Redesign	Schoolwide	All	Middle Schools: Tioga, Ahwahnee, Tenaya, Wawona, Kings Canyon, Terronez, Fort Miller, Sequoia, Tehipite, Scandinavian, Yosemite, Gaston; High Schools: Bullard, Edison, Hoover, McLane, Fresno, Roosevelt, Sunnyside, Duncan	$ 12,930,751	$ 12,930,751
1	5	Eliminate Elementary Combination Classes	LEA-wide	All	TK-6th	$ 4,257,209	$ 4,257,209
1	6	National Board Certification	LEA-wide	All	All Schools	$ 73,978	$ 73,978
1	7A	Instructional Supports	LEA-wide	All	All Schools	$ 720,053	$ 720,053
1	8	Additional Teachers Above Base Staffing	LEA-wide	All	All Schools	$ 14,856,472	$ 14,856,472
1	9	Additional School Site Administration for El	LEA-wide	All	All Schools	$ 2,238,699	$ 2,238,699
1	10	African American Academic Acceleration	LEA-wide	All	All Schools	$ 3,476,754	$ 3,476,754
1	11A	Early Childhood Education Developmental	LEA-wide	All	All Schools	$ 13,333,702	$ 13,333,702
1	12	Additional Supports for Libraries	LEA-wide	All	All Schools	$ 535,000	$ 535,000
1	13	Equity & Access	LEA-wide	All	All Schools	$ 2,406,664	$ 2,406,664
1	14A	GATE / Advanced Placement (AP) / Interna	LEA-wide	All	All Schools	$ 2,254,364	$ 2,254,364
1	15	Expand Alternative Education	LEA-wide	All	High Schools	$ 2,132,190	$ 2,132,190
1	16	Maintain Additional Services for Phoenix C	LEA-wide	All	7th-12th	$ 4,733,527	$ 4,733,527
1	17A	After School Tutoring	LEA-wide	All	All Schools	$ 550,743	$ 550,743
1	18A	Extended Summer Learning	LEA-wide	All	All Schools	$ 4,560,444	$ 4,560,444
1	19A	All teachers are teachers of English Learne	LEA-wide	All	All Schools	$ 10,806,554	$ 10,806,554
1	20	Expansion of Dual Language Immersion Pr	LEA-wide	All	All Schools	$ 1,997,465	$ 1,997,465
1	27A	High Quality School Site Health Services	LEA-wide	All	All Schools	$ 7,959,860	$ 7,959,860
1	28	Mental Health Support	LEA-wide	All	All Schools	$ 1,052,962	$ 1,052,962
1	29A	Expanded Transportation Services	LEA-wide	All	All Schools	$ 229,375	$ 229,375
1	30	Upgrading Access to Technology	LEA-wide	All	All Schools	$ 1,064,353	$ 1,064,353
1	31A	Student Technology Access and Annual Re	LEA-wide	All	All Schools	$ 6,655,579	$ 6,655,579
2	32A	Linked Learning, ROP, and CTE Pathway I	LEA-wide	All	All Schools	$ 13,029,752	$ 13,029,752
2	33	Kids Invent!	LEA-wide	All	5th-6th	$ 1,416,905	$ 1,416,905
2	34A	Men's and Women's Alliance	LEA-wide	All	7th-12th	$ 1,237,155	$ 1,237,155
3	35A	Supports for Students in Foster Care	LEA-wide	All	All Schools	$ 1,960,594	$ 1,960,594
3	36A	Increase School Allocations for Athletics	LEA-wide	All	All Schools	$ 13,776,306	$ 13,776,306
3	37	District-Funded Educational Enrichment Tri	LEA-wide	All	TK-6th	$ 4,449,537	$ 4,449,537
3	38	District Arts Collaborative Project	LEA-wide	All	All Schools	$ 99,866	$ 99,866
3	39	Increased Funding for Music	LEA-wide	All	TK-6th	$ 1,420,297	$ 1,420,297
3	40	Student Peer Mentor Program	LEA-wide	All	All Schools	$ 448,128	$ 448,128
3	41	Social Emotional Supports	LEA-wide	All	All Schools	$ 3,038,061	$ 3,038,061
3	42	School Climate and Culture Expansion	LEA-wide	All	All Schools	$ 9,451,317	$ 9,451,317
3	43A	Restorative Practices / Relationship Center	LEA-wide	All	All Schools	$ 671,419	$ 671,419
5	46A	Parent Engagement Investments	LEA-wide	All	All Schools	$ 1,985,454	$ 1,985,454
5	47	Expanded Student, Parent and Community	LEA-wide	All	All Schools	$ 215,831	$ 215,831
6	48A	School Site Allocations to be Prioritized by each School's Site Council	LEA-wide	All	All Schools	$ 19,052,045.00	$ 19,052,045
6	49A	Supplemental Student Supports	LEA-wide	All	All Schools	$ 10,988,718.00	$ 10,988,718

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$ 1,203,723,691	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Designated School Investment	Yes	$ 19,853,885	
1	2	Early Interventions	Yes	$ 3,061,849	
1	3	Additional Teacher Supply Funds	Yes	$ 1,310,104	
1	4	Middle & High School Redesign	Yes	$ 12,930,751	
1	5	Eliminate Elementary Combination Classes	Yes	$ 4,257,209	
1	6	National Board Certification	Yes	$ 73,978	
1	7A	Instructional Supports	Yes	$ 720,053	
1	7B	Instructional Supports	No	$ 412,170	
1	8	Additional Teachers Above Base Staffing	Yes	$ 14,856,472	
1	9	Additional School Site Administration for Eleme	Yes	$ 2,238,699	
1	10	African American Academic Acceleration	Yes	$ 3,476,754	
1	11A	Early Childhood Education Developmental Scr	Yes	$ 13,333,702	
1	11B	Early Childhood Education Developmental Scr	No	$ 3,347,042	
1	12	Additional Supports for Libraries	Yes	$ 535,000	
1	13	Equity & Access	Yes	$ 2,406,664	
1	14A	GATE / Advanced Placement (AP) / Internatior	Yes	$ 2,254,364	
1	14B	GATE / Advanced Placement (AP) / Internatior	No	$ -	
1	15	Expand Alternative Education	Yes	$ 2,132,190	
1	16	Maintain Additional Services for Phoenix Comr	Yes	$ 4,733,527	
1	17A	After School Tutoring	Yes	$ 550,743	
1	17B	After School Tutoring	No	$ 5,547,229	
1	18A	Extended Summer Learning	Yes	$ 4,560,444	
1	18B	Extended Summer Learning	No	$ 705,629	
1	19A	All teachers are teachers of English Learner (E	Yes	$ 10,806,554	
1	19B	All teachers are teachers of English Learner (E	No	$ 4,309,179	
1	20	Expansion of Dual Language Immersion Progr	Yes	$ 1,997,465	
1	21	Base: Instruction	No	$ 394,237,699	
1	22	Base: Special Education	No	$ 163,362,833	
1	23	Base: Professional Learning	No	$ 46,728,429	
1	24	Base: Technology Access and Support	No	$ 17,297,165	
1	25	Base: Early Learning	No	$ 520,000	
1	26	Base: Equity & Access	No	$ 3,144,071	
1	27A	High Quality School Site Health Services	Yes	$ 7,959,860	
1	27B	High Quality School Site Health Services	No	$ 3,101,105	
1	28	Mental Health Support	Yes	$ 1,052,962	
1	29A	Expanded Transportation Services	Yes	$ 229,375	
1	29B	Expanded Transportation Services	No	$ 1,750,000	
1	30	Upgrading Access to Technology	Yes	$ 1,064,353	
1	31A	Student Technology Access and Annual Refres	Yes	$ 6,655,579	
1	31B	Student Technology Access and Annual Refres	No	$ -	
2	32A	Linked Learning, ROP, and CTE Pathway Dev	Yes	$ 13,029,752	
2	32B	Linked Learning, ROP, and CTE Pathway Dev	No	$ 7,451,996	
2	33	Kids Invent!	Yes	$ 1,416,905	
2	34A	Men's and Women's Alliance	Yes	$ 1,237,155	
2	34B	Men's and Women's Alliance	No	$ 390,751	
3	35A	Supports for Students in Foster Care	Yes	$ 1,960,594	
3	35B	Supports for Students in Foster Care	No	$ 694,564	
3	36A	Increase School Allocations for Athletics	Yes	$ 13,776,306	
3	36B	Increase School Allocations for Athletics	No	$ -	
3	37	District-Funded Educational Enrichment Trips	Yes	$ 4,449,537	
3	38	District Arts Collaborative Project	Yes	$ 99,866	
3	39	Increased Funding for Music	Yes	$ 1,420,297	
3	40	Student Peer Mentor Program	Yes	$ 448,128	
3	41	Social Emotional Supports	Yes	$ 3,038,061	
3	42	School Climate and Culture Expansion	Yes	$ 9,451,317	
3	43A	Restorative Practices / Relationship Centered S	Yes	$ 671,419	
3	43B	Restorative Practices / Relationship Centered S	No	$ 2,929,194	
3	44	Base: Department of Prevention and Interventi	No	$ 7,863,763	
4	45	Base: Recruitment, Selection and Retention of	No	$ 5,599,799	
5	46A	Parent Engagement Investments	Yes	$ 1,985,454	
5	46B	Parent Engagement Investments	No	$ 1,624,162	
5	47	Expanded Student, Parent and Community Co	Yes	$ 215,831	
6	48A	School Site Allocations to be Prioritized by eac	Yes	$ 19,052,045	
6	48B	School Site Allocations to be Prioritized by eac	No	$ 10,048,004	
6	49A	Supplemental Student Supports	Yes	$ 10,988,718	
6	49B	Supplemental Student Supports	No	$ 18,350,782	
6	50	Base: Central Office Administration	No	$ 5,296,900	
6	51	Base: Administrative Services	No	$ 12,474,785	
6	52	Base: Operational Services	No	$ 155,933,481	
6	53	Base: Other Expenses	No	$ 26,403,797	
6	54	One-time Recovery Resources	No	$ 97,905,241	

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

For additional questions or technical assistance related to the completion of the 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:

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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.

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.

- **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, if applicable, to its English learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. 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, school site-level advisory groups, as applicable (e.g., school site councils, English learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site 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.
>
> 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 specific 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
- 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 should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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.

- 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.

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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023-24**: 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 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	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 **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 group 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 group are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

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.

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 2021–24 LCAP from the 2017–2020 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.

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.

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

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