

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Fresno Unified School District

CDS code:

10 62166 0000000

Link to the LCAP:

(optional)

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

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and
Academic Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

TITLE I, PART A -- TITLE II, PART A -- TITLE III, PART A -- TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Fresno Unified School District serves a diverse population of approximately 69,200 students in preschool through grade 12, with more than 63 languages spoken by students and their families. With a mission of 'nurturing and cultivating the interests, intellect, and leadership of our students' the district is focused on offering exciting educational experiences achieved by an excellent, equitable education in a culturally proficient environment. The district is committed to improving student outcomes by utilizing a model of continuous improvement with investment priorities rooted in a review of performance on a variety of state and local indicators. These indicators assess student progress in academic achievement and illuminate student group performance gaps. Investment strategies are also informed by valuable feedback gathered through education partner engagement. Input received from a variety of education partners helps to craft the district's strategy for investment. As investment priorities are developed and refined, considerations for use of federal funding received by the district are integrated into the Local Control and Accountability Plan to supplement other state and local funds received for planned actions. Federal funds are used to enhance the investment's scope, which would otherwise not be possible.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district's Local Control and Accountability Plan (LCAP) shows the coordination of the following to improve student outcomes: the five district goals; the assessment of performance; and investment priorities. Each investment priority is described as an action and connected to one of the five district goals: 1) Improve academic performance at challenging levels 2) Expand student-centered and real-world learning experiences 3) Increase student engagement in school and community 4) Increase recruitment and retention of staff reflecting the diversity of our community and 5) Increase inclusive

opportunities for families to engage in their student's education. Within the individual action or priority, the district's LCAP demonstrates this alignment and captures a representation of where and how all federal funding sources are utilized.

ESSA Provisions Addressed Within the LCAP

Within the LCAP, an LEA must describe its goals and the actions to achieve them for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For most LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district works to identify and monitor service disparities to diverse student populations through multiple tools and data sets. With online tools, such as the human resource and performance evaluation systems, data is collected, monitored and used throughout the staffing process. Areas of data collection include status of teacher credentialing, credential type, years of service, special permit holdings, and teacher evaluation ratings. Further, the ability to collect and review information at multiple levels such as districtwide, regional, and site by site facilitates meaningful review of staffing equity.

High quality teaching throughout the district is supported through various career ladder and professional learning opportunities. The teacher pipeline is an umbrella of programs that support aspiring, new and existing teachers. The Teacher Development department was created in 2009 with a vision to ensure that every classroom has a highly effective teacher and a purpose to provide a continuum of support for teachers. There are four overarching goals for the department that include recruitment, selection, training, and retention strategies working in collaboration with Human Resources:

Increasing the diversity within the teacher pipeline to support closing the achievement gap, implementing a pre-service to in-service, teacher preparation model with program supports, sequencing professional learning activities and advancing communities of practice that include internal departments, institutions of higher education, other school districts, and national organizations.

Aspiring Teachers

Fresno Unified recognizes teacher and leader quality as the top factors in raising student achievement. The “grow our own” teacher program is the most efficient and sustainable strategy for developing a diverse, effective teaching force that is committed to high academic expectations for all learners. This method of recruiting and training teachers is research-based and proven to develop loyal, well-trained educators who will be retained through a deep commitment to our students and district. Fresno Unified has created eight aspiring teacher preparation programs.

Teacher Academy - provides experiences for students in grades 9-12 with an interest in education

Para Academy - a program for all paraprofessionals interested in teaching supporting their credential work

Grow 2 Teach - paraprofessionals identified to finish their credential within 5 years

Transition to Teaching – a program that focuses on “hard to fill” areas: math, science, and special education

Teacher Residency Program - an intensive teacher preparation program for aspiring teachers in all grade levels with a focus on Science, Technology, Engineering and Math (STEM) and hard-to-fill areas: SPED, Dual Immersion, and Early Learning.

Fresno Internship Credential Program- a program for alternative certification teachers to earn their teaching credential through Fresno Unified coursework and supervision

Student Teachers - Fresno Unified places all student teachers and provides professional learning to master teachers with their student teachers on co-teaching and working together within the classroom

Substitute Teachers - Identify current substitutes with a credential who want to become full-time teachers or subs working towards a credential and providing long-term substitute positions for them to gain experience

New Teachers (including inexperienced or out-of-field)

Each new teacher receives at least 50 hours of transitional learning to support their new role. Once hired, all new teachers receive: New Hire and Induction Orientations, one-on-one coaching, face to face professional learning, attendance at conferences, Professional Learning Communities, grade level/content Lead Teacher support, and leader support.

Ineffective Teachers

An online performance evaluation tool is used to complete and compile evaluative data on teacher effectiveness. Data is used to identify ineffective teachers through a teacher’s evaluation. Human Resources collaborates with site leaders and the department of Teacher Development to ensure these teachers are supported with the expectation they improve. If a teacher is not meeting standards and not improving with support, we move forward with presentation of a 90 Day Notice of Unsatisfactory Performance, as per Education Codes 44932 and 44938. Supports for ineffective teachers include:

Weekly Formal Observations – Site administrators conduct weekly formal observations during the 90 Day Notice process. There are pre- and post-conferences, where teachers receive feedback.

Veteran Support Coaches - Exemplary teachers that support the professional learning and job embedded practice of struggling teachers. Veteran Support Coaches are job-alike peers that are assigned 1:1 to provide intensive support.

Instructional Coaches/Teacher on Special Assignment - Teacher leaders fully released or site-based to support the implementation of curriculum, instruction, and assessment.

Professional Learning Community Teams and Lead Teachers - Grade level or content area support teams with a lead teacher to support planning and development of instructional content.

Release Time- Teachers will be released by a substitute teacher to observe exemplary teachers in a side-by-side model with their instructional coach or the teacher can be observed by a coach and provided feedback for improvement.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

GUIDANCE:

[Parent and Family Engagement](#)
[ESSA Sections 1112\(b\)\(3\) and 1112\(b\)\(7\)](#)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is committed to and places a high value on quality parent and family engagement. Various committees; such as the Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC) and the district's Parent/Family Committee allow for opportunities to provide parents and family's information and skills to contribute. These committees provide parents and families an opportunity to participate in school level budget planning through the School Plan for Student Achievement (SPSA) process and develop policies such as the district's Parent and Family Engagement Policy (PFEP). In addition to these examples, the district is proud to offer many engagement opportunities through Parent University.

This 2024/25 school year marked a milestone for Parent University's 16 years of service. To date, 192,017 families have been served. Parent University is leading the effort to broaden the district's family goal to increase inclusive opportunities for families to engage in their students' education. This year, Parent University has served over 57,772 families. These efforts include the following key elements: Family Learning, Family Leadership, and Family Engagement with vision strategies.

Fresno Unified School District Goals

This school year, Fresno Unified School District is committed to two primary goals:

1. **Improving Student Outcomes:** We aim to achieve double-digit gains by moving 15 points closer to proficiency annually over the next two years.
2. **Achieving Operational Excellence:** Our focus is to provide excellent customer service to every employee, parent/family, student, and community member.

Parent University Vision Strategies

Parent University has six critical vision strategies:

1. **Design, develop, and implement family learning** to better support school sites.
2. **Increase family participation in leadership, advocacy, civic engagement, and decision-making** through family leadership.

3. **Develop and implement family engagement activities** that align with the district's family goal and priority objective key result.
4. **Improve family engagement data collections and evaluation systems.**
5. **Establish, develop, and build positive relationships with educational partners** (diverse families, students, school sites, district departments, community partnerships, and others).
6. **Identify families of targeted student groups and develop new recruitment plans.**

Collaboration

Parent University's mission is to empower, engage, and connect families to support student achievement would not be possible without the dedication of one Executive Director, three Managers, ten Primary Language Instructional Specialists (PLIS), two Community Relations Liaisons, and two front office staff. The PLIS are proficient in English, Hmong, or Spanish and present family learning curriculums in the family's native languages, providing cultural relevance to better meet their needs. We are currently in the process of updating the PLIS job title and description to better reflect its evolving needs and to enhance inclusivity.

Building Capacity

Parent University invests in its staff's attendance at professional learning to increase cultural competency and build a more profound knowledge of family engagement's impact and benefits. Additionally, Parent University has expanded professional development to support home-school liaisons, teachers, and staff in building home-school-community partnerships. To support Fresno Unified's two targeted goals this school year, Parent University has developed four key strategies:

1. Enhance Family Engagement Hours

- a. **Objective:** Increase participation and feedback by 10% this year.
- b. **Approach:** Through targeted outreach, personalized communication, workshops, and follow-up support, we will enhance family engagement. Home School Liaisons will play a crucial role in this effort. During these events, we will share information on how families can become more engaged through Family Leadership Academies and other opportunities.

2. Train Family Leaders to Advocate for Student Success

- a. **Objective:** Increase the completion rate and feedback responses of Family Leadership Academies by 20%.
- b. **Approach:** These academies will teach parents and family members critical leadership and advocacy skills, enabling them to more effectively engage in their children's education. By participating, families will be better equipped to support and advocate for their students, contributing to improved academic outcomes.

3. Adopt and Use Evidence-Based Family Engagement Strategies

- a. **Objective:** Train an additional 50 principals and/or co-administrators, 100 teachers, and 75% of currently active home school liaisons.
- b. **Approach:** We will deliver comprehensive training and capacity-building workshops focused on Dr. Karen Mapp's evidence-based Family Engagement research, "Everyone Wins." These sessions aim to equip educators with strategies to foster effective family and community engagement that supports student success.

4. Increase Positive Entry Points for Family Engagement

- a. **Objective:** Ensure at least 10% of participants complete the event passport, including providing feedback, by the end of this school year.
- b. **Approach:** We will strengthen and expand our regional family engagement events, emphasizing academic and attendance-focused initiatives delivered through high-quality customer service. Collaborating with internal partners, such as School Leadership, and external partners, such as community organizations, we will offer a comprehensive array of resources to our families. Each event will guide families on how to further engage with ongoing family engagement activities.

Achievements

As a result of Parent University's collaborative efforts engaging families, departments, administrators, and staff, new family learning curriculums were developed and implemented at monthly Family Engagement Hours in English, Hmong, and Spanish at various school sites. These efforts aim to provide district and community resources that foster positive relationships between families and school sites to support student achievement. The Parent University team has trained and developed 98 home school liaisons to ensure the success of Family Engagement Hours. 86 of the 98 Home School Liaisons are actively implementing family engagement hours. Through the districtwide Family Engagement Hours initiative, we have served over 5,500 families. Additionally, the team provides one-on-one HLS support and resources to encourage families to engage in conversations and learn how to support their students at home.

Parent University has been leading the charge in strengthening home-school partnerships by providing high-impact professional development opportunities for principals, teachers, home-school liaisons, and both certificated and classified staff. Our mission is to elevate family engagement as a key driver of student success by equipping educators and families with the knowledge, skills, and resources necessary to foster meaningful collaboration.

This year, our comprehensive professional learning program centered on five critical elements for building strong and sustainable family-school partnerships: shifting educator mindsets, cultivating a positive school culture, developing key competencies, building capacity for sustainable change, and redefining the "New Normal" for Family Engagement. A key component of our professional learning program is Dr. Karen Mapp and her colleagues' "Everyone Wins!" book, which emphasizes:

1. Building trust between families and schools.
2. Creating welcoming school environments.
3. Encouraging two-way communication.
4. Supporting family advocacy.
5. Promoting equity and inclusion in family engagement.

Additionally, we introduced two Family Engagement Bootcamps this year to provide staff with strategies to build trust and cultivate relationships with families. These bootcamps have been instrumental in equipping our educators with practical tools to enhance family engagement. A total of 489 staff members participated across all sessions. These opportunities included large-scale bootcamps, leadership development trainings, targeted teacher sessions, and individualized coaching for new staff members.

Parent University's work transcends traditional training; it is a catalyst for transformation. By prioritizing family engagement, we are reshaping school culture, strengthening trust between families and educators, and ultimately improving student success across our district. This investment in professional learning is a strategic step toward ensuring that every family can play an active role in their child's education, regardless of language or socioeconomic background. With continued support, we can expand these efforts to create a lasting, system-wide impact that benefits students, families, educators, and our broader community.

Parent University is committed to advancing a hybrid system that allows families to engage either in person or virtually, providing inclusive opportunities that best suit their needs. To accommodate the increasing number of families attending sessions and seeking resources, we have relocated to a larger building, enhancing our facilities and services with additional family workshop rooms and larger childcare areas.

In the 2024/25 school year, Parent University coordinated seven regional family engagement events, each focusing on region-specific themes, such as social-emotional health and wellness, student literacy success, and excellent attendance. Two district-wide events, including the Family Goal Kickoff event, provided students with free backpacks, school supplies, haircuts, literacy resources, and district and community resources to ensure they are equipped and ready for the

school year.

Parent University collaborated with the African-American Academic Acceleration (A4) department, community schools, and Bullard regional school leaders to implement Black Voices in Literacy events. These events targeted African American families to foster relationships and provide resources needed to support their students at home. Our regional and district events involve board members, district leaders, school staff, and community partners to better support student achievement, culminating in a Family Goal Celebration to honor families' contributions to student outcomes.

In addition, Parent University's Family Leadership Academies expanded the Strong Dads program to additional school sites, creating more opportunities for fathers and father figures to actively participate in their children's education. By encouraging both fathers and father figures to engage with their students in setting goals and aspirations, we have seen an increase in their presence at Strong Dads events, contributing to student success.

Parent University family leadership academies are a five-week hybrid series designed to train and develop family leaders to be decision-makers and become the strongest advocates for their students. Family leaders have opportunities to provide feedback through focus groups, such as providing feedback for the district to select the K-6 History-Social Science Textbook, improving the school safety plan, and other relevant subject matters to support student achievement. After attending the family leadership academy, family leaders identified and developed projects to support student outcomes, such as bringing school safety awareness to five communities and showcasing appreciation to teachers and staff. To date, 574 family ambassadors have completed the five-week Family Leadership Cohort.

Family leadership academies are designed to empower families as key leaders in the community and advocate for their children's education, provided in English, Spanish, and Hmong. The academies offer opportunities for family leaders to discover their leadership skills and build trust and positive relationships with their school community. Family leaders of students with disabilities will learn new tools to support their child's Individualized Education Plan (IEP). Additionally, to maintain inclusive family opportunities, Parent University engages families to actively participate in family leadership academies to contribute to the district's decision-making process and the District's Parent Advisory Committee (PAC) to provide feedback and recommendations to improve the Local Control and Accountability Plan (LCAP).

Most importantly, through family learning and family leadership initiatives, families were able to build confidence to advocate and seek access to support their student's learning. The family survey from families and teachers found that families are more engaged with their students' education.

Outreach

Engaging families in districtwide programs takes significant recruitment. The Primary Language Instructional Specialist and Community Relations Liaison staff initiate personalized phone calls inviting families to learning opportunities at their school site and regional and district events. All phone calls are made in English, Spanish, and Hmong to ensure families feel welcome before they arrive at the school site. Additional outreach includes ParentSquare, PeachJar, social media platforms (Facebook), flyers, text messaging, a revamped website, Let's Talk, and connecting with community and educational partners for broader connections.

Parent University listens to families' needs, responds with new learning and leadership opportunities, and continues to evolve based on the needs of our families. These efforts to strengthen partnerships between families and school communities are vital in preparing career-ready graduates.

LCAP

Ongoing educational partner engagement is an integral part of the Local Control and Accountability Plan (LCAP) planning process. All LCAP engagement experiences are organized around three essential elements:

- 1) Update on current LCAP initiatives/investments
- 2) Displaying current student and district outcomes via data visualizations, and
- 3) An opportunity to provide feedback

Fresno Unified creates multiple ways for the community to provide input for the to inform the Board of Education on the budget development process by community meetings held strategy in the seven high school regions, LCAP survey, engaging with the district's Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), Community Advisory Committee (CAC) and Student Advisory Board (SAB). Each fall, staff conducts an LCAP survey that remains open through February. Invitation to participate in this LCAP survey is sent to every parent, staff member, and secondary student through phone messages, radio and television public service announcements and social media. The feedback from the community meetings and the LCAP survey is presented to staff leaders and the Board of Education.

A written draft of the LCAP is made available in April and is regularly updated with feedback from staff, community, families, and the Board in April, May, and the beginning of June. Finally, in mid-June, a public hearing is conducted on the LCAP, and it is adopted at the subsequent board meeting.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 experiencing homelessness or in the foster care system. The program promotes school connectedness and a sense of belonging on campus by providing financial support to students to participate in arts, activities, and athletics. The mission of Project ACCESS is to empower and inspire students who are in foster care and experiencing homelessness, to be college and career ready through a holistic and student-centered approach with effective community partnerships. Project ACCESS serves over 500 homeless students annually within the district. Project ACCESS has 21 Clinical School Social Workers (CSSW) and 2 Academic Counselors, 2 Community Liaisons, and 1 Child Welfare Attendance Specialist (CWAS). CSSW's provide supportive counseling, individual and group mental health counseling, intensive case management and crisis intervention to homeless students in grades K-12. Project ACCESS Academic Counselors provide targeted academic interventions to students identified as homeless grades 8-12, to ensure they are academically on track and to increase high school graduation rates. In addition, they assist senior students with completing their Free Application for Federal Student Aid (FAFSA) and transitioning to higher education. Project ACCESS Community Liaisons provide targeted support to students and families identified as experiencing homelessness. Support consists of case management, community resources, assistance with identification and school enrollment, and training on services within the program. CWAS helps support and address chronic absenteeism for students experiencing homelessness. By providing various resources to eliminate barriers hindering the student(s) attending school and improving their attendance. Furthermore, Project ACCESS partners with Live Again Fresno, a community-based organization that provides case management services to students/families identified as homeless and chronically absent. The objective of this partnership is to build a stronger relationship with students and families facing homelessness in addressing attendance barriers, linking families to resources, and providing additional tutorial support.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All school sites participate in a Schoolwide Program. Support is provided to the schools through collaborative efforts with representatives from various departments. The support includes planning

sessions and online tools to assist school-level needs assessment and data review. Here schools review past performance and develop actions aimed at improving the academic program. This review includes student group performance to ensure schools are addressing specific student needs. The School Program for Student Achievement (SPSA) is developed and monitored through an online portal where improvement targets are set, including student group targets, in alignment with the district goals. The plan is developed and approved by the School Site Council composed of staff, parents/community, and students, as prescribed in the regulations. The web-based planning template ensures that all required elements are included detailing how the school will improve the academic program. This process is aligned with district-level action planning in the Local Control and Accountability Plan (LCAP) to support the needs of the district's lowest-performing student groups as indicated on the California Dashboard.

Project ACCESS (Achievement in Core Curriculum for Equity and Student Success) provides services to students identified in foster care, encountered the Juvenile Justice System or experiencing homelessness. Once students are identified and are in grades K-12th, they are assigned to a Clinical School Social Worker (CSSW). Social Workers provide an array of services such as individual/group counseling, case management services, school supplies and vouchers to support participation in extracurricular activities and trips. Academic Counselors provide support to students in grades 8th-12th and review 11th and 12th grade transcripts to ensure students are on track for college and assist with FASFA completion and college/vocational applications. A designated CSSW serves as the liaison with Fresno County Juvenile Justice Center and supports weekly during the academic school year to identify students that are incarcerated and sentenced to 30 days or more. The CSSW meets with the student and parent/care provider prior to release to develop a transitional plan back into an educational school setting and coordinates student reentry with school site administration. Support strategies with school staff include transitional meetings based on the students' needs upon enrolling. Regional based Clinical School Social Workers collaborate with staff to assist with social/emotional strategies that can promote student engagement and provide training to school staff on trauma-informed practices and effective ways to engage at-risk students.

Site Climate and Culture Teams were created to develop, analyze, and improve systems and protocols that affect students' behavior, connectivity, well-being, and overall performance. The team consists of representatives from the following roles: grade level/content area teachers, site administration, and support staff such as Safety Assistants, Resource Counseling Assistants, and Campus Culture Director. This team also seeks input from staff, families and students when making decisions.

Class Circles are implemented to build and affirm relationships, establish norms of kindness and inclusion, and create a venue for student voice, so students hear different perspectives and feel heard. Restorative processes are implemented when there is a need to repair harm, restore a relationship(s) and/or safety and re-engage the student into the school community. They are often used after a disciplinary incident or to respond to conflict. These processes such as repair circles, conflict meditation and reentry meetings are facilitated by a trained practitioner and involve members of the school community and those impacted such as student(s), teachers, support staff, site administration and parent/guardians.

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 a structured, equity-driven initiative designed to promote academic achievement, positive behavior, and college and career readiness among participating students. Through a comprehensive daily curriculum focused on character development, leadership, social-emotional learning, and behavior support, the program provides targeted interventions that include mentorship, academic tutoring, professional skill-building, and community engagement. These supports are strategically aligned to reduce suspension and expulsion rates, improve school attendance, and increase graduation outcomes, particularly for historically underserved student populations.

The Peer Mentoring Program addresses district-identified needs related to student engagement, academic performance, and social-emotional well-being, particularly among middle school students who may be at risk for disengagement or underperformance and have a higher rate of suspensions and expulsions. By establishing consistent, positive peer relationships, the program builds school connectedness and provides students with academic guidance and leadership development in a supportive, relatable context. Compensation for high school mentors and supplemental contracts for facilitators ensure program quality and sustainability, while enrichment field trips and professional learning deepen student engagement and skill-building opportunities. The Peer Mentoring Program 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 an afterschool setting. The purpose is to guide and support social and emotional development and relationship building. 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. The program specifically targets English Learners and African American students:

For English Learner students, the Peer Mentoring Program collaborates with the Fresno Unified English Learners Department, connecting EL students and EL newcomers with high-performing EL peers. EL teachers play a crucial role in designing language skill-building activities during the mentoring sessions. The program aims to assist EL students in enhancing language skills, reinforcing social and emotional abilities, increasing school connectedness, and promoting academic success. The ultimate goal is to support students in their journey toward redesignation.

Regarding African American students, the Peer Mentoring Program partners with the African American Academic Acceleration (A4) and the Edison High School Rise UP Program. The Rise UP Program establishes mentor relationships between 9th-10th grade African American Advanced Placements (AP) students and AP 11th and 12th graders. The A4 Peer Mentor Program connects high school students with mentors from Bullard, Roosevelt, Sunnyside, Design Science, Hoover, McLane, and Edison. The program's intended outcome is to provide academic and social-emotional support to students.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Childhood Education Programs

Fresno Unified School District offers a continuum of early childhood education programs at most elementary sites. In partnership with external agencies, such as Head Start and private childcare providers, the district offers presentations to families whose children will be transitioning from early childhood education programs to elementary school programs. These presentations inform parents about program options within the district that include Transitional Kindergarten, Kindergarten programs, and Dual Immersion. Through this partnership, agencies also share information with the district about students entering FUSD (Fresno Unified School District). Internally, resources from the Fresno Unified Early Learning Principal Academy are available to all site leaders to support in their oversight of developmentally appropriate Preschool and Transitional Kindergarten programs.

Transitions from Elementary to Middle School

Middle school counselors coordinate classroom visits at each regional elementary school to inform students about course options. 6th-grade students and parents receive a welcome letter from their middle school, informing them of their courses for the coming year and providing the parents with information on how to contact their middle school counselor. Incoming 7th-grade students and their parents are invited to attend informational sessions on the middle school campus to learn what to expect during the transition. Students are invited to the middle school for fun campus culture activities led by their older peers and are given information about programs, activities, athletics, and clubs on campus. Targeted students are invited to attend summer school programs on their middle school campus and receive individual and/or small group meetings. 6th grade students complete a career and skill interest assessment and a worksheet that helps them think critically about their interests and post-secondary options. In partnership with the Career Technical Education (CTE) Department, 6th-grade students complete a CTE Escape Room Box, exploring our district's pathways using problem-solving skills, teamwork, reading, and math. In partnership with CTE, all 6th grade students are given the opportunity to attend a local college or university.

Transition from Middle to High School

Students visit their regional high school for a campus tour to learn about available programs, activities, athletics, clubs, and pathways. Each middle school campus has at least one school counselor who supports students in the Academic, Career, and Personal/Social domains. High school and middle school counselors work together to coordinate classroom visits and presentations in which students learn about high school course options and rank elective preferences. 8th-grade students and parents receive a letter welcoming them to the campus, informing them of courses for the coming year, and providing information on how to contact the high school counselor. Students and their parents are invited to attend sessions on campus to learn important transition information, have questions answered, and learn about specific program offerings. Incoming 9th-grade students are invited to participate in a summer bridge program at the high school. The week before the start of school, 9th-grade students are invited to the school for fun campus culture activities led by their older peers. Both 7th and 8th grade students complete career exploration using a web-based tool to identify career skills and interests. Based on student's career exploration results, counselors find industry sectors to come to their sites to share information about their careers. All 8th-grade students are given the opportunity to tour a CSU.

High School to Post-secondary Education

Each high school has a team of school counselors that support students in the Academic, Career and Personal/Social domains. School Counselors ensure appropriate course placement for both

graduation and meeting A-G requirements, which is the minimum entrance requirements for four-year universities. Each high school provides field trip opportunities for students to visit college campuses at the community college, California State Universities, University of California, and Private universities throughout California. Local college fair opportunities including the College Night from the Fresno County Office and Historically Black College and University are promoted, and transportation is provided. Counselors hold regular workshops during the day and the evening to assist and support students in applying to college. Counselors assist students and their families in creating a Federal Student Aid ID (FSA ID) and completing the Free Application for Federal Student Aid (FAFSA)/Dream Act (CAADA) to qualify for aid to support the rising costs of college. Counselors also support to resolve submission errors before the deadline and provide ongoing support to all students to ensure maximum completion before they graduate along with scholarship opportunities for students that are promoted with the support of counselors. After admission to college, students submit their Student Intent to Register (SIR) and complete additional matriculation steps before attending college. Fresno Unified School District has developed strong partnerships with local community colleges, CSU and UC and California Colleges Guidance Initiative that have resulted in data sharing agreements that allow us to track students, develop summer and winter support programs, increase A-G completion rates, connect students to special programs on college campuses, and plan for better matriculation of students into college. The district works with local colleges to align CTE pathways to increase enrollment and persistence of students matriculating. Dual enrollment opportunities have expanded offerings in academic content areas including our STEP-UP program, which is in its second pilot year in offering a dual enrollment opportunity at a Historically Black College and University.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, Fresno Unified offers families the opportunity to learn about various district specialty programs through a School Choice Fair and GATE (Gifted and Talented Education) Parent informational Nights. These events are offered in the Fall and Spring, prior to the enrollment process.

Targeted outreach to families of second language learners and other underrepresented groups will include translated and follow-up communication as needed to build awareness of available accelerated programs. Parent Outreach support is provided to families of eligible students as they make educational decisions when offered enrollment in designated GATE classrooms at Manchester GATE and Yokomi Elementary. To increase awareness of accelerated programs to eligible students the following have been implemented: 1). Increase the number of families attending informational nights as captured in parent sign-in sheets and 2). Increase the number of parent communications via phone calls captured in phone logs, which allows families to make a more informed decision regarding accepting placement in GATE designated classes. Families right to differentiated services for their child are provided in all general education and through lottery selection for specialty sites,

decreasing disproportionality of targeted groups, including English learners, students living in poverty, and African American students.

Young Scholars' Summer School is 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. Young Scholars' Summer School is provided to existing first grade students and implements the following: 1). On ramping students to accelerated learning, 2). Exposes and engages them in accelerated instruction prior to second grade regardless of participation in a GATE program, and 3). Increases in numbers of eligible students from disadvantaged circumstances or underrepresented groups participating from every high school region, as measured by enrollment data. 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.

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 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. FUSD's GATE Certification Cohort Program certifies K-8 classroom teachers in gifted education and acceleration with an embedded focus to the needs of low income, English learners, and other underrepresented groups. An increased participation of 7-8 grade teachers in GATE Certification Cohort 2020-2021 reported only 8%. This was increased in the 2021-2022 school year to 50%. Thus, providing an equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications. GATE Certification teachers attend the California Association for the Gifted Summer Institute annually and measured by registration forms. The current cohort will attend in Spring of 2024. The number of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation has increased, which allows students to receive appropriate instructional services outside of a formal GATE program.

Resources for the district's library programs were increased in recent years to support extended hours for student and parent access. All secondary schools have two full-time library positions, and elementary schools have one full-time library position. Additionally, all school libraries receive discretionary funds to support their programs. Also, for the last two years, we have offered a Summer Libraries program allowing for libraries to be staffed during Summer School for students who are attending, but also for all our students.

Funding is used in several ways including purchasing print and digital books, digital tools, computers, and related equipment. The district has increased the amount of professional learning for library staff to a total of 82 hours, including elementary (20 hours), secondary (27 hours), Library Launch (4 hours), New Library Cohort (16) and Substitute Library Media Technicians (15 hours).

Professional learning for library staff includes training on the following: librarianship, Follett Destiny, online databases, Digital Citizenship, and reading strategies. Libraries provide access to 1:1 technology and our Sora Digital Library that allow students to listen to books and to support readers for whom English is not the primary language spoken at home. In addition to the primary support for our print and digital libraries, Library Services is also the major proponent for the creation of home libraries for our students.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, describe how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's professional growth pipeline is an umbrella of programs and professional learning opportunities for teachers, principals, and other school leaders. Four overarching goals include:

- 1) Increasing the diversity within the teacher pipeline to support closing the achievement gap
- 2) Implementing a pre-service to in-service, teacher preparation model with program supports
- 3) Sequencing professional learning to improve instructional practice
- 4) Advancing communities of practice that include internal departments, institutions of higher education, other school districts, and national organizations

The "grow our own" method of recruiting and training teachers is research-based and proven to develop loyal, well-trained educators who will be retained through a deep commitment to our students and district. There are eight aspiring teacher preparation program, new teacher support, and teacher leadership opportunities to address our needs:

Teacher Academy - provides experiences for students in grades 9-12 with an interest in education

Para Academy - a program for paraprofessionals interested in teaching to support their credential work

Grow 2 Teach - paraprofessionals identified to finish their credential within five years

Transition to Teaching – a program that focuses on "hard to fill" areas such as math, science, and special education

Teacher Residency Program - an intensive teacher preparation program for aspiring teachers with a focus on Science, Technology, Engineering and Math and hard-to fill areas: SPED, Dual Immersion, and Early Learning.

Student Teachers - Fresno Unified places all student teachers and provides professional learning to the Master Teachers with their student teachers on co-teaching and working together within the classroom

Fresno Internship Credential Program- Alternative Certification candidates complete their credentials through a District led credential program; including coaching from a supervisor and Instructional Coach

Substitute Teachers – Identify current substitutes with a credential who want to become full-time teachers or subs working towards a credential and providing long-term substitute positions for them to gain experience

New Teachers (including support for inexperienced and out-of-field teachers) receive at least 50 hours of transitional learning to support their new role. Once hired, all new teachers receive support such as one-on-one coaching, professional learning opportunities, Professional Learning Communities, and Lead Teacher support, etc.

Ineffective Teachers - Ineffective teachers are identified through the evaluation process. Veteran Support Coaches are job-alike peers assigned one-on-one to provide intensive support based on the California Standards for the Teaching Profession.

Instructional Coaches/Teachers on Special Assignment - Teacher leaders on-site and with a full release to support the implementation of curriculum, instruction, and assessment.

Mentor/Master Teachers- Teacher leaders on site that build capacity in aspiring teachers to become teachers

National Board Certification- Teacher leaders on site that work on 4 components of professional development for submission to National Board. Peer review and rigorous process of certification.

Lead Teachers exist on all campuses to support Professional Learning Communities. Sessions provide a venue to ensure a common learning experience for all lead teachers and administrators.

The “grow our own” design of teacher recruitment and development continues into our leadership development pipeline. The programs and structures are also research based and built upon the teacher leadership opportunities.

Leadership Cohort is the Preliminary Administrative Services Credential (PASC) program that is a district sponsored partnership with San Diego State University and National University for those aspiring to move into administration.

New Administrator Induction through the Clear Administrative Services Credential (CASC) Program is a 2-year program. The program includes ongoing standards-based reflection, job alike networking, targeted professional learning, individualized leadership plans, and 40 hours of administrative coaching.

New Principal Induction includes 40 hours of administrative coaching, job alike networking, and onboarding.

Breakthrough Leadership Program - The Breakthrough Leadership Program emphasizes Improvement Science, guiding participants to identify root causes of academic performance challenges in their schools. Participants collaborate to design and implement targeted improvement plans, sharing their progress and outcomes during monthly meetings.

The Bridge Program- The Bridge Program focuses on developing the attributes outlined in the Portrait of a Leader. Participants engage in six modules, with each module addressing one of the core attributes. The program is designed to support aspiring leaders in their professional growth.

New Leader Mentoring is provided for administrators who have clear credentials but are promoted into a new role. Department supervisors assign a mentor to support the transition.

Administrative Coaches are successful leaders selected to mentor and coach new administrators through the induction process.

Representation Based Mentorship are African-American leaders who have been selected to mentor and coach African-American teachers and site leaders.

Aspiring Principal Cohort are successful Co-Administrators who have been selected and aspire to be principals. Individuals participate in this cohort and develop their skills in building and leading a culture of equity.

Co-Administrators Meetings are professional learning sessions for Vice Principals and Guidance Learning Advisors that focus on operational, managerial, and system information delivered by department leaders.

Principal Meetings are professional learning sessions for principals that provide an opportunity for system-wide learning with the Superintendent and district leadership.

Affinity Groups are race-based spaces for leaders to learn and grow and receive mentorship to support our leaders of color.

Instructional Practice Walks support the understanding and calibration of effective instruction through a cohort model that includes all site administrators. Cohorts all utilize the Instructional Practice Guides and are led by the Instructional Superintendents throughout the year.

Skillful Leader Training is a series of professional learning sessions focusing on developing the capacity of individuals and teams through skillful supervision and evaluation practices provide job embedded professional learning.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All student groups are identified through disaggregated data, the California Dashboard and supported through all CSI/ATSI/TSI Division of School Leadership goals (Literacy, Improving CAASPP (California Assessment of Performance and Progress) Proficiency in Mathematics and English Language Arts, increasing graduation rates, and increasing student engagement). With the clear need shown on the California Dashboard and related data to address academic achievement levels for identified student groups and indicators, schools actively implementing comprehensive support and improvement (CSI) activities are guided by a cycle of inquiry and action, involving regular coaching and professional learning sessions. The cycles involve professional learning sessions for site personnel to understand the identification status, plan requirements, promote data clarity, and address concerns. The CSI/ATSI/TSI Team along with Instructional Superintendents, act as support system for all involved in the process,

facilitating collaboration, assisting with determining actions, ensuring timely plan monitoring, and evaluating site progress.

The CSI/ATSI/TSI Team partners 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 to best understand the gaps present with some student groups and schools, but also to prioritize schools working toward achieving these goals and demonstrating progress in key areas such as mathematics and English Language Arts proficiency, graduation rates, and positive responses in student engagement, organization environment, and family engagement domains to reduce disproportionality and see improvement through data.

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 student groups, schools, and a combination of student groups at specific schools for focused attention and support, through cycles of improvement and identified processes, the CSI/ATSI/TSI Division of School Leadership organizes processes for increasing leading indicators towards student groups and school successes as identified by cycles of identification at the state level. Our model and use of improvement science has allowed for tracking of student groups identified toward greater support, and the County Office of Education has modeled their support of smaller, area districts off 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.

Outcomes of these services from CSI/ATSI/TSI Division of School Leadership includes 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 improvement science methods throughout the district in various forms of multi-departmental structures, 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 established district strategic plan (mission, vision, values, and goals).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Describe how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Department of Analysis, Measurement, and Accountability facilitates the alignment and use of equity-driven data resources to assess district performance on key measures, with a particular focus on addressing disparities that contribute to achievement gaps among underperforming student groups. We have updated resources such as Power BI visualization tools, enabling users to analyze data with achievement gaps in mind. Additionally, we have developed targeted tools to support efforts aimed at improving outcomes for Foster Youth, specifically in the areas of stability, absenteeism, and literacy. Furthermore, we have collaborated with the Fresno County Superintendent of Schools on Differentiated Assistance, focusing on reducing suspension rates among middle school students with disabilities, African American students, and homeless and foster youth.

Professional growth and improvement systems are structured by a well-specified common aim based upon the overarching measures of the Local Control Accountability Plan and the California School Dashboard. Internally, the district examines a range of independent variables and the association with academic outcomes through student, school, and district level datasets. Student progress on key indicators is monitored and disaggregated to identify students and student

groups who require additional, targeted equity-orientated strategies. This internal dataset provides

granular data necessary to identify, target, and monitor the high-leverage primary and secondary drivers that account for the outcomes of desired improvement. This allows the district to pinpoint areas of need and utilize data to drive professional learning practices based on common needs, equity, and student performance.

The district continues to partner with researchers and other institutions. These partnerships bring together multiple perspectives and domains of expertise that support alignment.

Fresno Unified provides targeted professional learning that supports professional growth. All teachers are evaluated and supported around the California Standards for the Teaching Professions. These standards provide support to teachers and administrators. The continuum prompts reflection and assists staff to formulate professional goals. Additionally, it guides, monitors, and assesses progress of teaching practices, in support of student learning and a continuous cycle of improvement.

Utilizing the continuum and other internal practices of professional growth support improvement and professional learning. Internal practices include the evaluation process, utilizing student outcome data to pinpoint trends, data and feedback from district aligned Instructional Practice Walks, and a data from the common classroom observation tool called the Instructional Practice Guide.

Professional learning is provided to all site leaders to promote professional growth and ensure improvement. The effectiveness of growth is based on the leaders' improvement in the California Professional Standards for Education Leaders (CPSEL) as measured in the evaluation process, and the growth of identified student achievement indicators at the site of supervision.

Site leaders have multiple opportunities to receive professional learning. Throughout the year, site leaders attend meetings designed to support common needs and student equity. School site leaders are tiered within a Level 1, Level 2, or Level 3-tiered system of instructional leadership. All site leaders build strategic goal setting systems within their schools utilizing a cycle of continuous improvement (CCI) model. These CCI sessions are performed each quarter and based on the school's goal achievement around formative assessments, individualized actions and professional learning and coaching are implemented.

Differentiated supports are then set in place through the Level 1-3 tiered systems of instructional leadership. Within these systems, site leaders, instructional coach, site teacher on special assignment (TSA) and Lead Teachers formulate a school site intensive team that work in support of the built actions for improvement. Depending on the tiered level and intensity, these strategic site teams then work with a cross functional team of department representatives that provide support from a district level. Other instructional leadership professional learnings will also take place based on the site need and tiered level. Cross functional site walks, Principal Learning Sessions, and one on one coaching are designed to promote knowledge building around improving challenging content and high-quality instruction. Within our Level Tiered System of Instructional Leadership, school sites identified by the State as CSI/ATSI/TSI will be specifically supported within the tiered level system and receive these supports focused specifically on their areas of need based on their California Dashboard results. These services will be beyond the normal services mentioned here.

Instructional superintendents also have site leaders work within Principal accountability Teams (PAC) that team together 3-4 site principals that work towards solving similar problems of practice identified through their CCI cycles. Instructional Superintendents provide more intense differentiated one on one site coaching based on the specific needs of the site if specific leaders have shown long term needs. New site leaders receive both support from their Instructional Superintendent through the modes detailed here along with new leader training from Leadership Development. These supports provide mentoring from veteran leaders, and emerging leader sessions. Leaders define site needs

through reviewing leadership standard ratings, frequent student achievement data based on their quarterly/semester goal achievement cycles, and social-emotional indicators. Regional training is provided to leaders to support common needs and provide alignment. External consultants are contracted to meet alongside site leads and their instructional superintendents. During the consultations, the utilization of data defines the specific areas of growth for each site to determine topics for professional learning.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner (EL) and Reclassified English Proficient (RFEP) students constitute approximately 32% of the district's approximately 71,274 student enrollment. State English language and content assessment data indicate that while RFEP students outperform all other student groups in meeting or exceeding grade-level standards in English language arts and in mathematics, 29% of EL students are categorized as Long-Term English Learners and the proficiency rate for the EL student group ranks in the lowest of the student groups. Local assessment data also indicates a need for EL students to have access to highly effective instruction that meets their linguistic, as well as their academic needs through both integrated and designated ELD (English Language Development) instruction.

All teachers are prepared to provide instruction to EL students, the district offers professional learning emphasizing and promoting the use of academic English in all content areas and all domains as described in the CA ELA/ELD Framework. This foundational document includes both standards, content and language, and methodologies for addressing rigorous grade level instruction. It encompasses instruction in developing students' ability to communicate with competence and confidence in English across a range of personal and academic contexts.

Professional learning addresses the following four areas:

- 1) Fostering collaborative conversations, abundant writing, and interactive reading around complex texts and rich content
- 2) Engaging in text-oriented talk about language in complex texts and rich content tasks
- 3) Observing students closely to provide "planned" and "just-in-time" scaffolding
- 4) Creating positive and culturally responsive learning environments

These identified areas in the CA ELA/ELD Framework as high-need, priority strategies to address the instructional needs of EL students. The district's adopted curricula are utilized in all professional learning, ensuring teachers are being prepared to utilize the same materials for all students but employ different methodologies required to address the instructional needs of students.

The district provides focused, sustained, professional learning for district leaders, site administrators, instructional coaches, other support personnel and for teachers as described in the Master Plan for English Learner Success. The EL professional learning plan ensures comprehensive professional learning sequenced to continually increase depth and knowledge of effective EL instructional practices. Each school has an English Learner Representative who receives support to be able to

provide the training to their teachers at each site. Professional learning is ongoing, and includes face-to-face or virtual sessions, on-line resources, and coaching.

In addition to the common district goal of “Every student advancing at least one grade level per year,” the district developed an Instructional Practice Guide for ELA and mathematics document that serve as anchors for professional learning and lesson planning. All departments and schools collaborate in attaining the goal through implementing effective instruction as described in the practice guides. Additionally, staff members from the departments of Curriculum and Instruction, Special Education, Early Learning, and English Learners collaborate in developing professional learning modules.

Each school is assigned a Teacher on Special Assignment (TSA) who works directly with the principal and vice principal to ensure the Master Plan for English Learner Success is guiding the instructional practices for EL students. They assist school administrators in setting goals, supporting with professional learning, and monitoring the progress of English Learners.

Resources are dedicated to improving instruction for EL students through professional learning for teachers and school administrators. Funding is used to provide six TSAs (Teachers on Special Assignment), developing, or purchasing materials for professional learning, supplemental contracts to attend professional learning outside of workday and for securing substitutes to enable classroom teachers to attend professional learning sessions.

The District’s Instructional Division’s Theory of Action, which includes the Instructional Practice Guide, is our guiding document that ensures professional learning is aligned and coherent. The English Learner Department staff collaborates closely with departments such as Curriculum and Instruction, Early Learning and Teacher Development to ensure all professional learning is aligned and coherent.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Extended support services for immigrant students are coordinated with services for migrant students and other English Learner students. Upon identification of students, site principals are notified of the students that qualify for additional support as immigrant students. The site principal, in consultation with teachers, prioritizes the services they select for qualifying students. Enhanced instructional services include academic guidance, grade monitoring, financial aid guidance, college exploration, and career awareness for qualifying high school students and tutoring, homework assistance, and language support for elementary school students.

Additionally, eligible newcomers are assigned an interpreter for a brief period to assist them in adapting to the academic demands of schooling in our country and, specifically, our district as well as support with language development through use of an adaptive language computer program.

The department collaborates closely with the Fresno County Superintendent of Schools, the California State University, Fresno, and WestEd to identify and employ highly effective strategies and activities that enhance the learning for immigrant students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs, activities, and support of the academic achievement of English Learner (EL) students are described in detail in the *Master Plan for English Learner Success*, last revised in August 2023. The revision of the plan was guided by the English Learner Services Department with feedback from various educational partners, including students, parents, board members, community members, classified staff, teachers, principals, vice principals, district leaders and English Learner Services staff.

The updated master plan helps build a shared understanding of the programs, services, and support for English learners and includes recent adopted district goals, aligned with updated policies, practices, and current research. It identifies a comprehensive vision that embodies the aspirations of parents, students, educators, and community members and it articulates evidence-based principles of effective English Learner instruction, English language development approach, and enhanced instructional models available.

Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content-area classes create multiple, well-scaffolded opportunities for students to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The District Language Development Approach includes:

- 1) Integrated and Designated English Language Development instruction
- 2) Two, research-based instructional models: Structured English Language Immersion and Dual Language Immersion, and
- 3) A commitment to developing the competency skills of educators to meet the educational needs of EL students.

The plan describes a multi-year design with yearly benchmarks to develop and implement support for teachers, including balanced assessments aligned with the Language Development Approach, and content and the CA ELD standards. To develop the support teachers, need to accomplish high academic learning, the district has created a centralized system for teachers to access interim and summative assessment data for EL students and uses iReady, EdCite Interim, and BAS assessments in schools serving students. Professional learning includes formative assessment practices, adopted instructional materials, and deepening knowledge of subject matter content in classrooms with students. This plan is also utilized to prioritize actions, to measure and report outcomes of activities, and to develop the budget.

The effectiveness of the activities described in the plan are measured by State and local language and content assessments, English Learner Progress Indicator (ELPI) growth, reclassification numbers, and graduation. Achievement data for EL students is shared with the Board of Education throughout each year in quarterly communications. At least once per year, a presentation is given to the Board and Committee members describing the impact of the activities on student learning. This information is also shared with the District English Learners Advisory Committee (DELAC) and site leaders, and in turn, representatives share the information with parents at each school.

To advance quality teaching for EL students and ensure that instruction develops disciplinary conceptual understandings, analytical practices, and the language and literacy needed to engage in both, the focus is on developing capacity to observe classroom practices and use observation results to improve professional learning. A related, and equally important, action for transformation of teaching and learning for EL students is developing teachers' capacity to observe problems of practice in classrooms and to collaboratively develop goals and propose actions to improve instruction for students.

Research confirms the need to provide teachers with professional learning in the context of teaching. Professional learning and support tailored to subject area content and discipline-specific practices that integrate English language and literacy development are more likely to change long held, and often detrimental beliefs about language and literacy learning. Moreover, when educators who have expertise in teaching the same content are involved in the joint work of observation and planning that is problem-focused, the knowledge and skills learned in professional development are more likely to be implemented and sustained. Based on this research, TSAs work with grade level or content specific groups of teachers to support them with their planning for instruction, provide lesson delivery demonstrations during both professional learning days and in classrooms. Teachers may also be released from their classroom to observe their peers and learn from those experiences.

All tools and protocols for classroom observation developed from the vision for EL students and the CA ELA/ELD Framework align with the Instructional Practice Guide. As all educators develop knowledge about effective instruction for EL students, we engage groups of teachers in classrooms by using the tools in their professional learning.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To promote learning opportunities for English Learner (EL) students, in addition to supporting all district schools, intense support is provided to elementary and middle schools with high numbers of EL students. This support includes the principles described in the CA EL Roadmap, and fostering a climate and culture that values the diverse needs of EL students and their families, developing the belief that all teachers are teachers of EL students and ensuring all are appropriately equipped to serve English learner students.

The EL Services staff works with district departments and schools to establish a culture of shared responsibility for providing rigorous and engaging instruction for all EL students, by embracing an approach to academic language development that acknowledges the importance of rich language acquisition in tandem with content learning. We all focus our efforts in developing all teachers and leaders to understand and foster rigorous learning environments for EL students in all classrooms throughout the district.

Since the establishment of the Smarter Balanced Assessment Consortium (SBAC) in 2014, the

district's EL students have experienced academic progress in English Language Arts and Mathematics in the following three student groups: current EL students, Reclassified Fluent English Proficient (RFEP), and "Ever EL" students. Additionally, per the CA School Dashboard, we have had approximately 40% of English learner students making growth toward English language proficiency as measured by the English Learner Progress Indicator (ELPI). The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. In the Spring of 2024, English learner students scored the following on ELPAC: 1,212 EL students achieved an overall level 4; 4,032 EL students achieved an overall level 3; 4,183 EL students achieved an overall level 2 and 3,304 EL students achieved an overall level 1. There remains concern for the high numbers of Long-Term English Learner (LTEL) students. In 2023, approximately 42% of our current EL students are considered LTEL as compared to 29% in 2024. However, there has been a decline in ELPI growth between 2023 and 2024 as reported on the CA School Dashboard. As a result, there is a need to continue searching for strategies that will better serve LTEL students.

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is applying for Title IV funds and plans to transfer amounts to Title II, as allowed, to support professional learning opportunities. Required Title IV provisions are addressed through the following actions and activities:

Well-rounded educational opportunities and support are provided to students. A multitude of courses, pathways, and activities are offered. Examples of programs currently in place are elementary STEM experiences such as THINK and Bricks4Kidz, Career Technical Education courses, Linked Learning Pathways, work-based learning, dual enrollment, an expansion of music instruction, Gate and International Baccalaureate programs, advanced placement opportunities, and elective courses outside of the required curriculum at the secondary level. School Counselors provide academic support to ensure students are in the correct courses to meet their A-G requirements.

The Department of Prevention and Intervention (DPI) provides programs to support safe and healthy students through a multi-tiered system of support. Through professional learning and

coaching, Tier 1 universal practices and discipline guidelines are in place to create a healthy school climate and culture. DPI equips its team of trained professionals to provide targeted and intensive interventions and support including tier II interventions, restorative practices, school-based mental health services, and intensive behavior supports. Additionally, evidence-based social emotional learning, bullying prevention, drug prevention, and suicide prevention awareness lessons are available to sites to support students' social emotional skill development and well-being. These services are in place to decrease barriers and increase equity to improve educational outcomes for our students.

Consistent and effective use of technology is promoted in all classrooms. Each student is provided with a laptop for use on and off campus, as well as a hotspot if needed for off-campus connectivity. The district provides personnel to support classroom technology emphasizing building educator and student capacity and delivering rigorous technology-assisted courses. In support of high-quality instruction, the district launched the Personalized Learning Initiative (PLI). Educators receive professional learning to create impactful learning experiences for all students with the utilization of technology. PLI includes a blended learning model to support students at various proficiency levels.

Internal data and state indicators are utilized to gauge student progress. Monitoring key student performance data drives the evaluation and effectiveness of the above activities. Analysis of how these programs and activities affect student performance drives continued support or shifts within the current district initiatives.

