



Fresno Unified
School District



ACHIEVING
our **GREATEST**
Potential!

LCAP Executive Summary

2023/24

LCFF

Local Control Funding Formula

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

LCAP

Local Control and Accountability Plan

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

During the 2022/23 school year, Fresno Unified School District held numerous meetings and roundtables to gain community input on how best to serve students.



8 State Priorities

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

District Overview



Fresno Unified
School District



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

STUDENT
ENROLLMENT
72,216
TOTAL

2,692
Pre – K

39,182
TK – 6

10,679
7 – 8

19,663
9 – 12



STUDENT DIVERSITY

African American	7.6%	Hispanic	69.5%
American Indian	0.6%	Two or More Races	2.6%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.1%

STUDENT ENROLLMENT BY PROGRAM

English Learner	19.26%
Low-income Students	84.01%
Students with Disabilities	11.83%
Foster Youth	1.06%

SCHOOLS
110
TOTAL

67 Elementary
Schools

14 Middle
Schools

10 High
Schools

3 Special Education
Schools

6 Alternative Education
& Adult Schools

10 Charter
Schools



EMPLOYEES
10,000+
TOTAL



Educational Partner Engagement

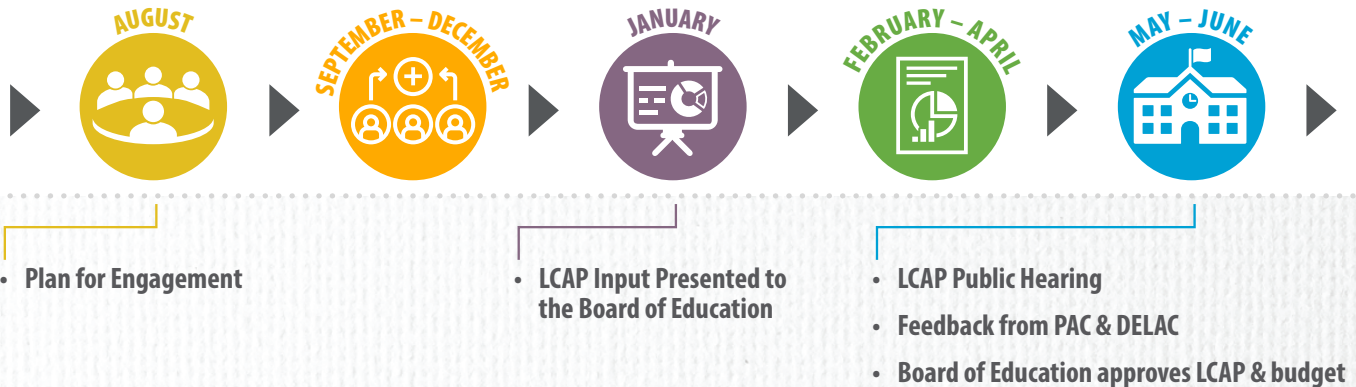
LCAP PROCESS

Key Point:

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

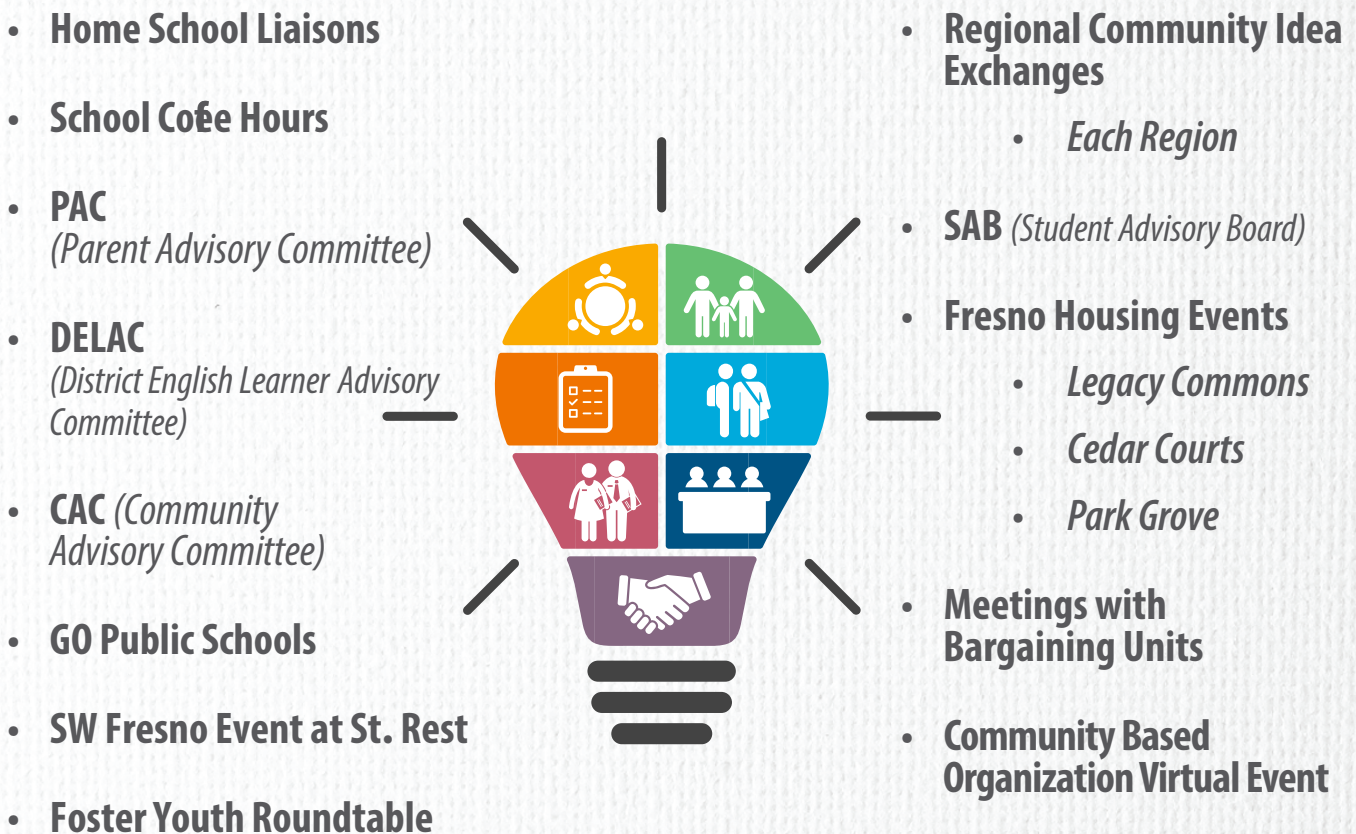
- Connect with Community
- 44 Separate Opportunities

- FUSD Writes First Draft of the LCAP Plan
- Receive Input on the Draft
- Revise and Update Draft



ENGAGEMENT OPPORTUNITIES

LCAP Participation Summary of Efforts



Progress Indicators

ACADEMIC



		YEAR	RESULTS	2023/24 DESIRED OUTCOME
English Language Arts iReady 3: On or above grade level	Year 2 Outcome	2022/23	18.3%	38.9%
	Baseline	2020/21	35.6%	
Math iReady 3: On or above grade level	Year 2 Outcome	2022/23	12.4%	28.6%
	Baseline	2020/21	28.6%	
A-G Completion Rates	Year 2 Outcome	2021/22	48.7%	56.4%
	Baseline	2019/20	54.0%	
% of Students who pass AP exam with a score of 3 or higher	Year 2 Outcome	2021/22	28.7%	30.7%
	Baseline	2019/20	27.4%	
English Learner Progress	Year 2 Outcome	2021/22	44.3%	49.2%
	Baseline	2018/19	45.9%	
English learner Redesignation	Year 2 Outcome	2021/22	3.0%	Meet/Exceed State Redesignation Rate
	Baseline	2019/20	10.4%	

SCHOOL CONNECTEDNESS



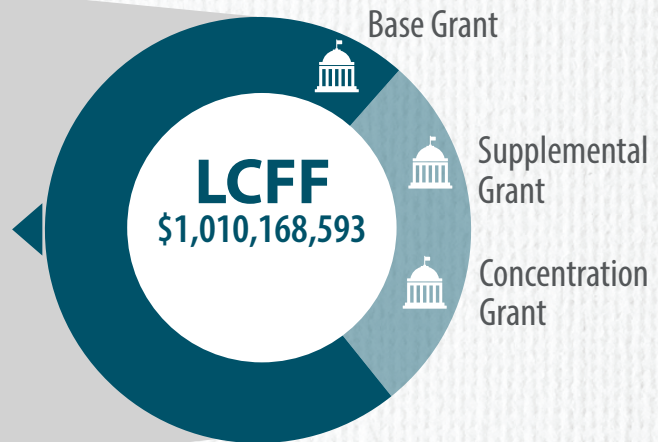
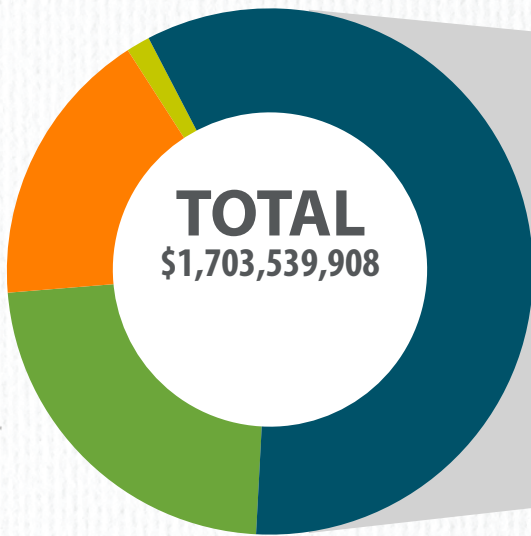
		YEAR	RESULTS	2023/24 DESIRED OUTCOME
School attendance rate	Year 2 Outcome	2021/22	80.1%	93.6%
	Baseline	2019/20	91.9%	
Chronic absenteeism	Year 2 Outcome	2021/22	50.9%	14.2%
	Baseline	2018/19	15.8%	
Middle school dropout rate	Year 2 Outcome	2021/22	0.3%	0.3%
	Baseline	2019/20	0.5%	
High school dropout rate	Year 2 Outcome	2021/22	7.3%	7.2%
	Baseline	2019/20	8.3%	
High school graduation rate	Year 2 Outcome	2021/22	89.5%	90.5%
	Baseline	2019/20	88.2%	
% students enrolled in any engagement in school and community	Year 2 Outcome	2021/22	44.9%	71.5%
	Baseline	2019/20	59.7%	
Student suspension rate	Year 2 Outcome	2021/22	5.8%	5.7%
	Baseline	2018/19	7.0%	
Student expulsion rate	Year 2 Outcome	2021/22	0.17%	0.17%
	Baseline	2018/19	0.2%	

OPERATIONAL



		YEAR	RESULTS	2023/24 DESIRED OUTCOME
Fully credentialed in area taught	Year 2 Outcome	2022/23	94.7%	99.5%
	Baseline	2020/21	99.9%	
Teachers misassigned	Year 2 Outcome	2022/23	0.123%	0.033%
	Baseline	2020/21	0.063%	
Teacher vacancies	Year 2 Outcome	2022/23	0.80%	0.19%
	Baseline	2020/21	0.28%	
Access to instructional materials	Year 2 Outcome	2022/23	100.0%	100%
	Baseline	2020/21	100.0%	
Facilities are properly maintained	Year 2 Outcome	2022/23	100.0%	100%
	Baseline	2019/20	100.0%	

Financial



Federal ● \$369,696,729

State ● \$298,165,335

Local ● \$25,509,251

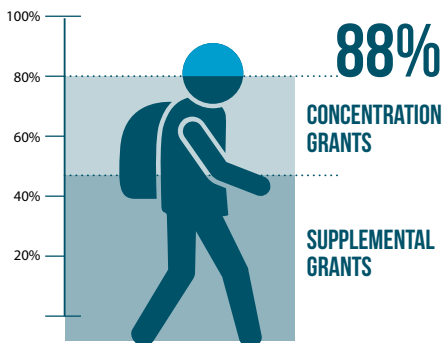
LCFF ● \$1,010,168,593

TOTAL \$1,703,539,908



LOCAL CONTROL FUNDING FORMULA- LCFF

STUDENTS LIVING IN DISADVANTAGED CIRCUMSTANCES



In Fresno Unified, 88% of student's are English language learners, foster youth or students whose families live below the federal poverty level.

BASE GRANTS

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

SUPPLEMENTAL GRANTS +20%

LCFF provides supplemental grants which equate to 20% above the base grant for English learner, foster youth and low-income students.

CONCENTRATION GRANTS +65%

In districts with at least 55% of English learners, foster youth, or low-income students. LCFF provides an additional grant which equates to 65% above base funding.



Designated School Investment: \$24.9M

- Additional 30 minutes of instruction each day
- Ten additional professional development days
- One additional teacher to be prioritized by the school



Additional Teacher Supply Funds: \$1.3M

- Each teacher-member receives an additional \$315 above base classroom funding for additional supplies and materials



Middle & High School Redesign: \$11.4M

- Provides a broad course of study, including electives, for EL students



Eliminate Elementary Combination Classes: \$5.4M



National Board Certification: \$0.7M

- Designed to develop, retain, and recognize accomplished teachers



Instructional Supports and Instructional Coaches: \$26.7M

- Instructional coaches



Additional Teachers Above Base Staffing: \$13.9M

- Additional teachers have been added to reduce class sizes



Additional School Site Administration above Base: \$5.8M

- Additional Vice Principals and Guidance Learning Advisors



African American Academic Acceleration: \$5.9M

- Promoting school connectedness through extracurricular activities
- Academic acceleration through summer literacy program, academic advisor support, and college mentoring



Early Childhood Education Developmental Screening: \$22.5M

- TK Expansion
- Child Development Centers



Additional Supports for Libraries: \$1.4M

- Book distribution
- Backpacks



Equity & Access: \$3.0M

- Identify gaps and supports for students with the greatest need
- Support families/students with school choice options and outreach
- Cultural Proficiency Training
- GATE assessments and development



GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate): \$5.8M



Expand Alternative Education: \$2.2M



Maintain Additional Services for Phoenix Community Day School: \$5.3M

- Behavior modification program for expelled students
- Individual counseling programs to reduce peer conflict



After School Tutoring: \$108.8M



Extended Summer Learning: \$36.1M

- Credit recovery



All teachers are teachers of English learner (EL) students: \$19.4M

- Student Peer Mentors
- Teacher professional learning



Expansion of Dual Language Immersion Programs: \$2.5M

- Access to increase English literacy while maintaining primary language



BASE: Instruction: \$436.1M

- All costs associated with the delivery of instruction to students



BASE: Professional Learning: \$54.4M



BASE: Technology Access and Support: \$22.8M



BASE: Early Learning: \$1.5M



Million

LCAP Adoption - June 21, 2023



Ongoing Initiatives



New/ Expanded Initiatives for 2023/24

Student Goal – Improve academic performance at challenging levels *(Continued)*



BASE: Equity and Access: \$2.9M



High Quality School Site Health Services: \$17.0M

- Registered Nurses and Licensed Vocational Nurses to support student health



Upgrading Access to Technology: \$2.5M

- Integration of technology, instruction, and learning
- Classroom Interactive Panels
- Fresno Unified's LTE Network



Student Technology Access and Annual Refresh: \$28.4M

- 1 x 1 student to device
- Family Learning and Technical Support (FLATS)



Instructional Lead Teachers: \$0.3M

- Lead Teachers

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



Linked Learning, ROP, and CTE Pathway Development: \$27.6M

- Linked Learning Pathways
- CTE courses throughout the district
- ROP Courses
- California Partnership Academies
- Internship opportunities
- Dual Enrollment



CTE STEM PK-6 Kids Invent!: \$1.4M



Men's and Women's Alliance: \$1.7M



School Counselors and Resource Counseling Assistants: \$19.6M

Student Goal – Increase student engagement in their school and community



Increase School Allocations for Athletics: \$15.6M

- Summer Athletic Bridge Academy



District-Funded Educational Enrichment Trips: \$5.1M



District Arts Collaborative Project: \$0.1M



Increased Funding for Music: \$13.6M



Student Peer Mentor Program: \$0.8M



Social Emotional Supports: \$4.5M

- Resource Counseling Assistants
- Social Workers
- Child Welfare and Attendance Specialists
- Social Workers at Middle Schools



School Climate and Culture Expansion: \$10.3M



Restorative Practices / Relationship Centered Schools: \$4.0M

- Restorative Practices Counselors



BASE: Department of Prevention and Intervention: \$9.2M



Campus Climate and Culture Teachers: \$1.0M



Home School Liaisons: \$5.6M

- Additional Home School Liaisons



Mental Health Supports: \$10.5M

- School Psychologists



Expanded Transportation Services: \$2.9M

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



Base: Recruitment, Selection and Retention of Human Capital: \$11.7M

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



Parent Engagement Investments: \$4.2M

- Parent University



Expanded Student, Parent and Community Communication: \$1.1M

- Translation Services

Foster Youth – Provide foster youth targeted social emotional and academic interventions to increase graduation rates



Supports for Foster Youth / Project Access: \$2.9M

- Clinical School Social Workers
- Academic Counselors
- Mental Health Supports and Case Management Services

Homeless Youth– Provide homeless youth targeted social emotional and academic interventions to increase graduation rates



Supports for Homeless Youth: \$2.2M

- Academic Counselors
- Clinical School Social Workers
- Child Welfare and Attendance Specialists

Students with Disabilities – Provide students and their families / guardians with transition planning resources and options for pathways towards post-secondary and employment opportunities



Regional Instructional Managers for Students with Disabilities: \$2.7M

- Job-Embedded Coaching
- Support Academic Planning to Improve Graduation Rates



Early Interventions: \$5.1M



BASE: Special Education: \$191.4M

- Paraprofessionals

Contributes to all Fresno Unified School District Goals



School Site Allocations to be Prioritized by each School's Site Council: \$32.2M



BASE: Central Office Administration: \$8.1M

- Board of Education, Superintendent, Communications



BASE: Business and Financial Services: \$17.7M

- Fiscal Services, Payroll, Benefits/Risk Management, State and Federal, Student Transfers



BASE: Operational Services: \$203.6M

- Nutrition Services, Facilities, Maintenance, Safety, Utilities, Transportation



BASE: Other Expenses: \$66.7M

- Health contribution, retirement



One-time Recovery Resources: \$270.6M



Campus Safety Assistants: \$5.2M

- Training on Restorative Practices
- Reduce Chronic Absenteeism

2023/24 Supplemental & Concentration
One-time Carryover

\$280.0M

\$ 27.6M

Total Supplemental & Concentration Resources

= \$307.6M

District Focus Goals



Education Code Section 52064(e)(5) requires school districts that meet the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

To better support graduation rates and college and career readiness for Foster Youth, Homeless Youth and students with disabilities, the district has made additional investments to support students earlier in their academic careers and promote high school graduation.

FOSTER YOUTH

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
Graduation Rate	66.7%	69.8%
SBAC - ELA	-84.1	-72.2
SBAC - MATH	-120.1	-118.9
Chronic Absenteeism	52.9%	21.6%
Suspension Rate	14.6%	14.5%

HOMELESS YOUTH

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
SBAC - ELA	-118.0	-105.7
SBAC - MATH	-151.9	-139.9
Chronic Absenteeism	82.4%	37.3%
Suspension Rate	12.9%	12.8%

STUDENTS WITH DISABILITIES

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
Graduation Rate	71.1%	71.8%
SBAC - ELA	-129.4	-121.3
SBAC - MATH	-158.7	-146.6
Chronic Absenteeism	59.2%	20.8%
Suspension Rate	8.9%	8.8%

Personal Opportunities for Engagement (1,828 Participants)

- Home School Liaisons
- School Coffee Hours
- PAC (Parent Advisory Committee)
- DELAC (District English Learner Advisory Committee)
- CAC (Community Advisory Committee)
- GO Public Schools
- SW Fresno Event at St. Rest
- Foster Youth Roundtable
- Regional Community Idea Exchanges
 - Each Region
- SAB (Student Advisory Board)
- Fresno Housing Events
 - Legacy Commons
 - Cedar Courts
 - Park Grove
- Meetings with Bargaining Units
- Community Based Organization Virtual Event

Virtual Opportunities for Engagement (7,675 Participants)



- 4,641 Students
- 1,328 Certificated Staff
- 728 Parents
- 476 Classified Staff
- 323 Administrators
- 179 Community Members

Summary Report Top 5 Themes

THEMES FROM EDUCATIONAL PARTNERS	CURRENT DISTRICT INVESTMENTS	PROPOSED ADDITIONS FOR 2023/24
Academics	<ul style="list-style-type: none"> • Credit Recovery • Dual Enrollment • Dual Language Programs • Designated Schools • Tutor.com 	<ul style="list-style-type: none"> • Technology Upgrades • Dual Enrollment Expansion • Library Initiative • Literacy and Math Supports • TK Expansion
Food	<ul style="list-style-type: none"> • Cafeteria Fund Provides 70,000 meals each day (breakfast, lunch, snacks, and super snacks) • 550,000 Summer Meals 	<ul style="list-style-type: none"> • 9 Executive Chefs • Multiple Meal Options • Food Preparation at Elementary Sites • Equipment Purchases • Environmental Initiatives - Increase Organic Products and Climate- Smart Processes
Mental / Physical Health	<ul style="list-style-type: none"> • School Psychologists • Resources Counseling Assistants • Social Workers • Restorative Practices • Student Peer Mentors 	<ul style="list-style-type: none"> • Increase Nurses (7.5 FTE) • LVN (10 FTE) • Tier II Intervention Specialists (3.0) • Positive Behavioral Interventions and Supports (PBIS) Professional Learning • Increased Behavioral and Restorative Supports (5 FTE)
Student Engagement	<ul style="list-style-type: none"> • Enrichment Trips • Arts and Music • Mentoring Programs • Increased Child Welfare and Attendance Specialists • High School Graduation 	<ul style="list-style-type: none"> • Athletics- Replace Equipment and Uniforms • Athletic Bridge Academy • Graduation Supports • Increase Elementary Engagement • IdeaFest - Project-Based Learning
Safety	<ul style="list-style-type: none"> • Additional Campus Safety Assistant (CSA) at High Schools • Additional CSA to Identified Middle Schools 	<ul style="list-style-type: none"> • Increase Campus Safety Assistants (37.2 FTE) • Professional Learning for Campus Safety Assistants - Restorative Practices

Investment from Local Control Funding Formula (LCFF), Supplemental and Concentration Funds



For questions or comments, please contact:
Fresno Unified School District
Office of State & Federal Programs
<https://stafed.fresnounified.org/lcap/>
 (559) 457-3934



Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents

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

CDS Code: 10621660000000

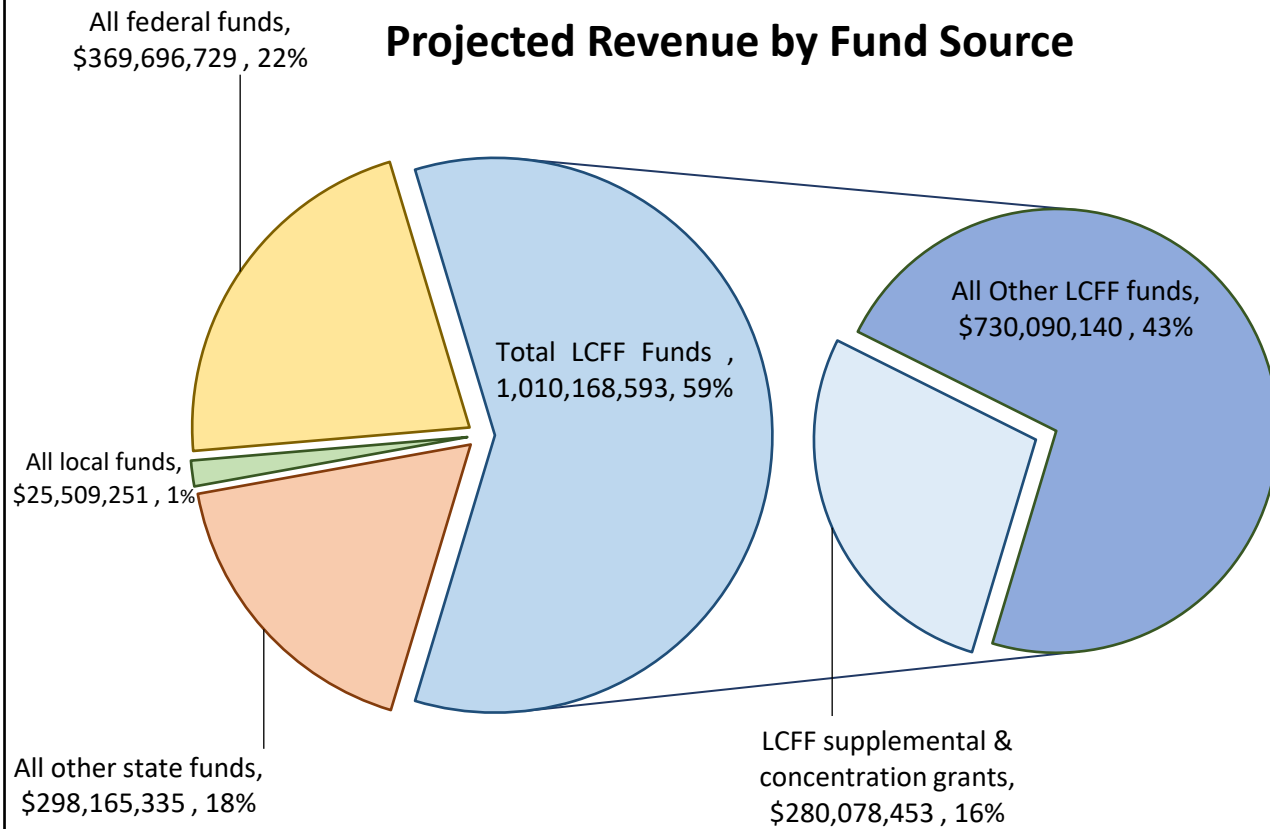
School Year: 2023-24

LEA contact information: Robert Nelson, Superintendent

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

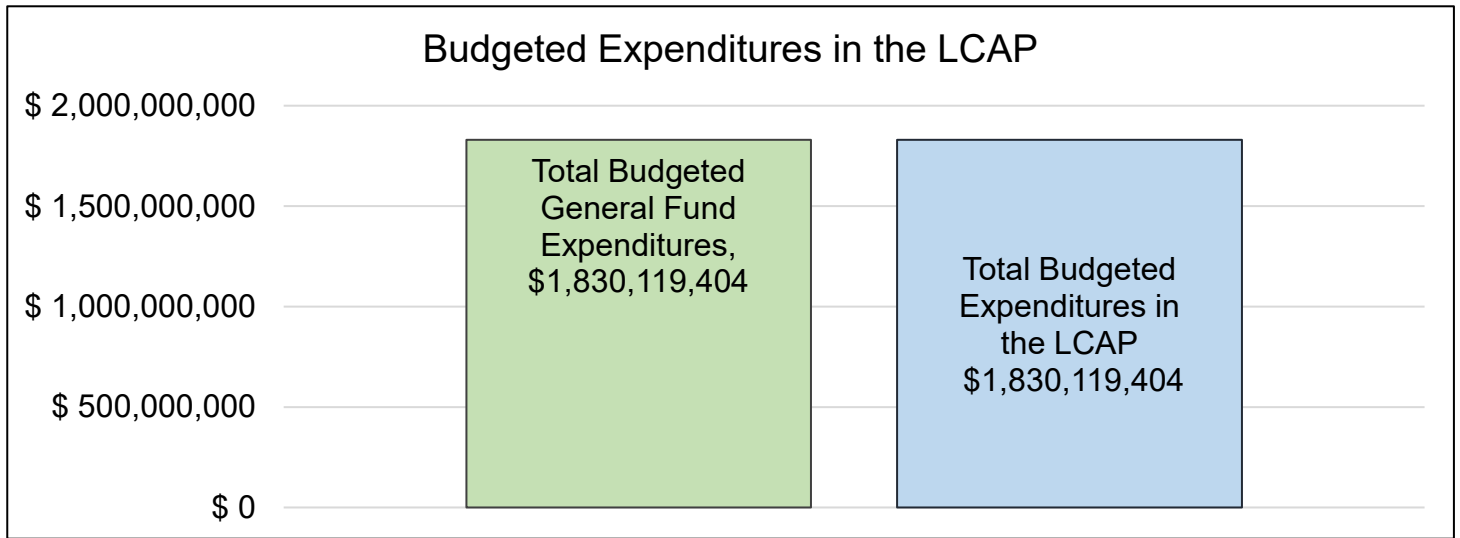


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Fresno Unified School District is \$1,703,539,908.00, of which \$1,010,168,593.00 is Local Control Funding Formula (LCFF), \$298,165,335.00 is other state funds, \$25,509,251.00 is local funds, and \$369,696,729.00 is federal funds. Of the \$1,010,168,593.00 in LCFF Funds, \$280,078,453.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno Unified School District plans to spend \$1,830,119,404.00 for the 2023-24 school year. Of that amount, \$1,830,119,404.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

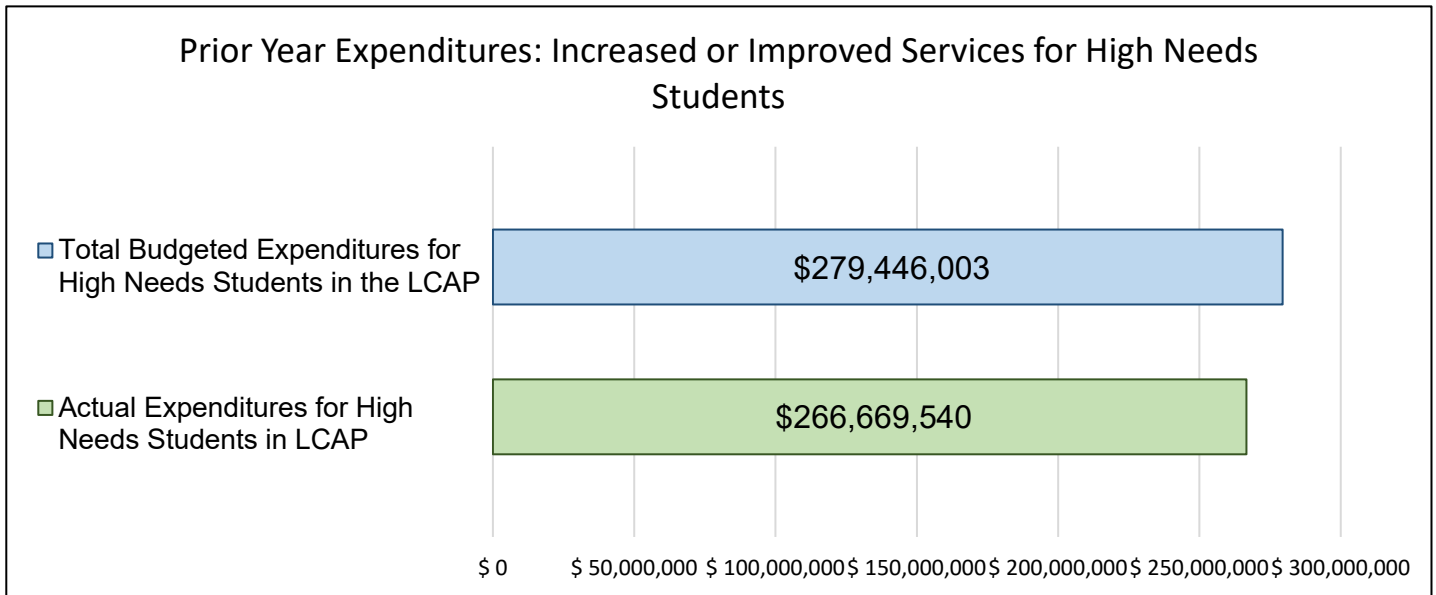
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, Fresno Unified School District is projecting it will receive \$280,078,453.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend \$307,683,375.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Fresno Unified School District's LCAP budgeted \$279,446,003.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent \$266,669,540.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$12,776,463.00 had the following impact on Fresno Unified School District's ability to increase or improve services for high needs students:

Although not all funds were expended, Fresno Unified implemented increased/improved services as described in the LCAP. This is due to state funding made available after budget adoption. All General Fund expenditures are included in the Fresno Unified Local Control and Accountability Plan to ensure transparency and accountability.

Local Control and Accountability Plan

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

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

Plan Summary 2023/24

General Information

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

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

Fresno Unified values the vast array of people that comprise our community. Students are encouraged to become lifelong learners, demonstrating positive behaviors and personal accountability. Many Fresno families face extraordinary circumstances, including extreme low-income. To promote progress, Fresno Unified established goals for students, staff, and families with objectives that are actionable and measurable as part of a District Strategic Plan. This plan guides program evaluation and equitable allocation of resources to enrich academic performance, expand learning experiences, and increase inclusive opportunities for students and their families. All of this is with the goal of helping students achieve their greatest potential.

Reflections: Successes

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

The 2022/23 school year continues to present challenges stemming from the COVID-19 Pandemic. With that said, the district did see progress in some key areas. For both English language arts and math, all students, including student groups, English learners and foster youth experienced higher levels of students on or above grade level from the previous year. In addition, all students showed more progress in both English language arts and math compared to the previous year. To build on these successes and to provide support for teachers to ensure that English Learner (EL) students are actively engaged in instruction and continue to grow linguistically and academically, the district maintain teachers on special assignment to provide support at every site, ensure site-based professional learning for EL's, and support EL

Site Reps and principals to develop a calendar of regular, annual, and site based EL professional learning based on specific EL populations. In addition, Fresno Unified will continue to invest in two academic counselors, ten Clinical School Social Workers serving 7-12 students and add an additional ten Clinical School Social Workers, which will increase foster youth services to grades K-6 across the district.

In addition, Fresno Unified will continue to fund 37 Clinical School Social Workers, 4 Resource Counseling Assistants, and 15 Child Welfare and Attendance Specialists to provide social-emotional supports, mental health counseling and education, and attendance interventions at identified sites and regions, serving K-12 grade students across the district, which will increase foster youth services for all grade levels.

Graduation rates for English learner, foster youth, and low-income students increased, subsequently middle school and high school dropout rates for these student groups decreased. Additionally, English learner and low-income students increased the rate of students who passed the Advanced Placement exams with a score of 3 or higher and English learner students increased their A-G completion rates. The district continues to maintain broad courses of study and student access to instructional materials.

To continue to provide continued support in the classroom the district decreased the rate of teacher vacancies and the rate of mis assigned teachers. Maintaining quality, properly assigned teachers impacts all student learning, specifically for English learner, foster youth, and low-income students. These students continue to be engaged inside and outside of the classroom, increasing their rate of participation in at least one arts, activities, or athletics.

Facilities are properly maintained – 100% vs 100%

Percent of students who have participated in at least one arts, activities, or athletics event Broad Course of Study – 32.2% vs 44.9% (All), 23.6% vs 34.9% (EL), 31.0% vs 44.3% (FY), and 30.8% vs 43.9% (SED)

Average time to fill a management position from closing date of position to candidate signing the contract – 37 days vs 28 days

Reflections: Identified Need

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

Fresno Unified School Districts identified needs is based on the data from the 2022 California School Dashboard (Dashboard), requiring the reporting of the 2021/22 school year data only. Due to this, the reports display status level that was received for the state indicators reported on the 2022 Dashboard. English learner student reclassification data has not been reported and the College/Career Indicator will not be available.

During the 2022/23 school year attendance continued to be a challenge, with the district and all student groups experiencing lower attendance and increased chronic absenteeism. The district is experiencing lasting effects of the COVID-19 Pandemic. This has dramatically affected the attendance rate and increased chronic absenteeism. The district will continue to provide services to all students, specifically low-income, English learner, and foster youth, to appropriately counsel and support their needs to increase attendance. Some of these supports include mental health services, behavioral supports, and student engagements.

Suspension and expulsion rates increase. The district also lost ground in several key academic indicators including English learner student progress toward proficiency, A-G completion rate for all students and for student groups, foster youth and low-income, and rate of foster

youth students passing Advanced Placement exams. Lasting effects of the COVID-19 Pandemic continue to show an increased need for academic, social-emotional, and engagement support.

Utilizing the improvement science approach, Fresno Unified identifies and addresses the needs of all students, with a focus on English learner, foster youth, and low-income students. Several investments were designed to support academic outcomes and promote student success. New investments include but are not limited to new positions at school sites, investments in technology, social emotional supports, mental and physical health supports, safety supports, expanded opportunities for student engagement, early learning expansion, and facility upgrades.

In addition, the 2023/24 Local Control and Accountability Plan for Fresno Unified includes a new focus goal to support homeless youth and two continuing focus goals to support foster youth and students with disabilities. These focus goals were required because of EC Section 52064(e)(5) which requires districts that meet specific performance criteria for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

Required Goals: are for Foster Youth, Homeless Youth, and Students with Disabilities.

Fresno Unified created the goal for foster youth based on graduation rate data. This year the foster youth goal will also be based on academic (ELA and math), attendance, and suspension data. This goal will continue to focus on the graduate rate for foster youth since they are two levels below other student groups. Foster youth students are provided Social Workers, tutors, and academic counseling to support their attendance and academics. The social workers will support with connecting foster students to any services that might be needed outside of the district. The district will address the gap in the graduation rate for foster youth students by supporting targeted interventions with school Academic Counselors and Social Workers, focusing on the academic and social-emotional needs of each individual student.

Fresno Unified will provide similar supports academic and social-emotional support to Homeless youth through targeted intervention, tutoring, academic counseling, and supports with attendance. The Academic Counselors and Social Workers will work directly with students in order to support their individual needs. The schools and the Department of Prevention and Intervention have local community partnerships that provide additional support to Homeless Youth and their families outside of the school day in order to maintain continuous support in order to increase attendance, academic progress, and decrease suspensions.

The students with disabilities goal was created based on both graduation rate and college and career readiness (CCR) data. This year the students with disabilities goal will also be based on academic (ELA and math), attendance, and suspension data. The CCR data was not reported on the Dashboard. The new focus goal for homeless youth was created based on academic (ELA and math), attendance, and suspension data.

Fresno Unified was identified for multiple student groups for Differentiated Assistance. This includes African Americans, Foster Youth, English Learner students, Homeless Youth students, and Students with Disabilities. All groups were identified in priority areas 4 (Pupil Achievement for ELA and Math), 5 (Pupil Engagement), and 6 (School Climate). Data is utilized throughout this process to ensure needs are identified and to support reflection to provide adjustments to the action plan. There are multiple actions that will address this work specifically to increase the academic support for each student group. This includes academic and social emotional interventions and structures to provide students and families with what they need to be successful. Athletics, arts, extra-curricular expansions continue to support engagement for these student groups at all grade levels. This includes transportation support to ensure students can be involved and engaged. Measures have been taken to increase school connectedness and safety for students and families in order to increase climate and

culture in Fresno Unified and on our school campuses. Parent and Family engagement will continue to support the identified students groups in all of the designated priority areas.

Percent of current English Learner students making progress towards English language proficiency or enable EL's access to CCS and ELD Standards: Baseline 45.9% compared to 44.3% year 2 outcome.

Rate of students who have completed both A-G requirements and completed CTE capstone courses – 27.9% vs 23.0% (All), 15.3% vs 11.3% (EL), 10.7% vs 6.3% (FY), and 27.4% vs 22.5% (SED)

A-G Completion Rates – 51.8% vs 48.7% (All), 23.4% vs 20.0% (FY), and 49.1% vs 46.4% (SED)

Rate of students who passed Advanced Placement exams with a score of 3 or higher – 11.0% vs 0.0% (FY)

Suspension Rate – 0.2% vs 5.8% (All), 0.1% vs 4.5% (EL), 0.9% vs 14.6% (FY), and 0.2% vs 6.2% (SED)

Student expulsion rates – 0.0% vs 0.17% (All), 0.0% vs 0.15% (EL), 0.0% vs 0.52% (FY), and 0.0% vs 0.18% (SED)

Student chronic absenteeism rate – 25.4% vs 50.9% (All), 21.3% vs 45.6% (EL), 41.2% vs 52.9% (FY), and 25.9% vs 53.1% (SED)

Student attendance rate – 87.5% vs 80.1% (All), 89.2% vs 82.3% (EL), 78.9% vs 76.3% (FY), and 87.1% vs 80.0% (SED)

LCAP Highlights

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



LCAP Executive Summary

2023/24

LCFF Local Control Funding Formula

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

LCAP Local Control and Accountability Plan

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

During the 2022/23 school year, Fresno Unified School District held numerous meetings and roundtables to gain community input on how best to serve students.



8 State Priorities

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

Publish Date: June 2023

1

District Overview



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

STUDENT
ENROLLMENT
72,216
TOTAL

2,692

Pre - K

39,182

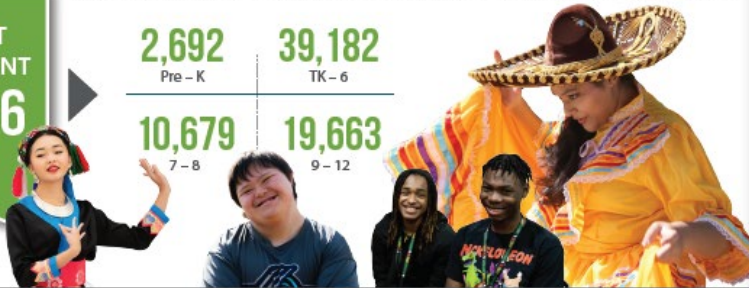
TK - 6

10,679

7 - 8

19,663

9 - 12



STUDENT DIVERSITY

African American	7.6%	Hispanic	69.5%
American Indian	0.6%	Two or More Races	2.6%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.1%

STUDENT ENROLLMENT BY PROGRAM

English Learner	19.26%
Low-income Students	84.01%
Students with Disabilities	11.83%
Foster Youth	1.06%

SCHOOLS
110
TOTAL

67 Elementary
Schools

14 Middle
Schools

10 High
Schools

3 Special Education
Schools

6 Alternative Education
& Adult Schools

10 Charter
Schools



EMPLOYEES
10,000+
TOTAL

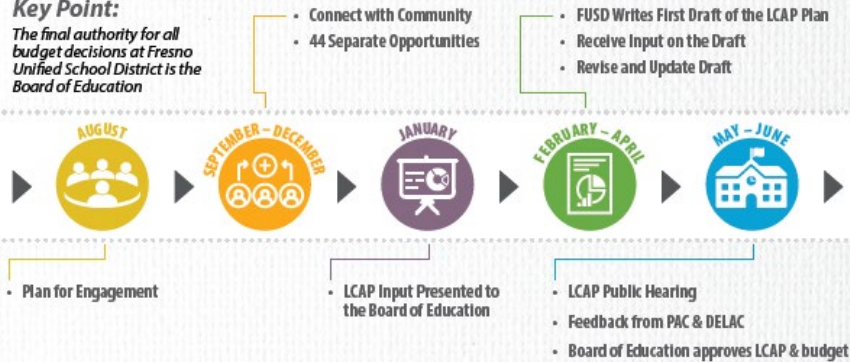
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Educational Partner Engagement

LCAP PROCESS

Key Point:

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






ENGAGEMENT OPPORTUNITIES

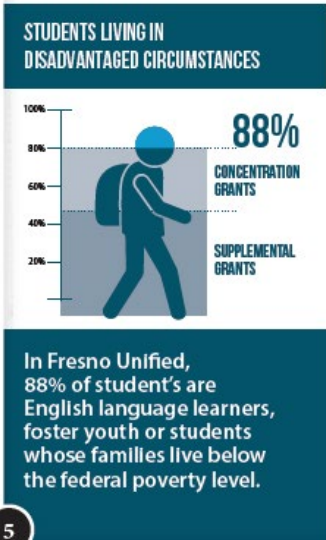
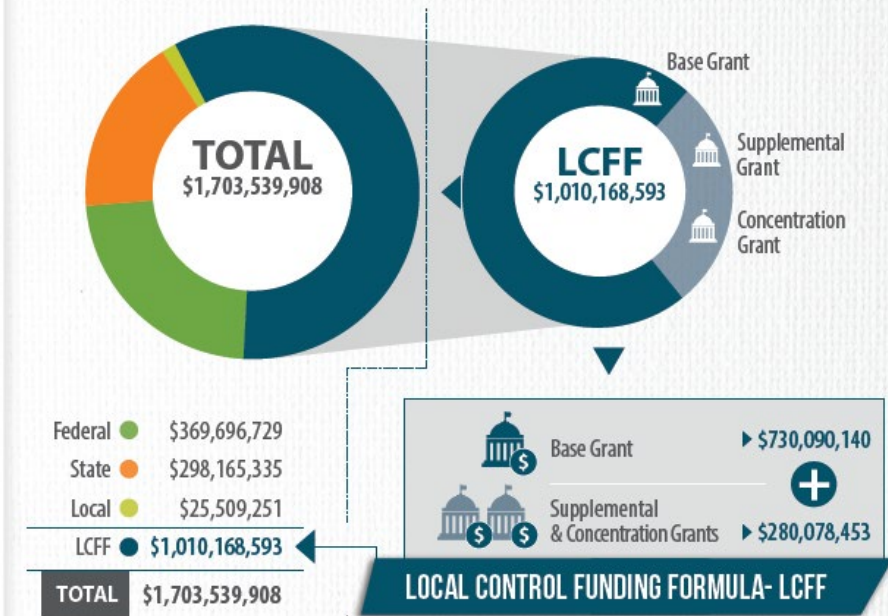
LCAP Participation Summary of Efforts



Progress Indicators

ACADEMIC 		YEAR	RESULTS	2023/24 DESIRED OUTCOME
English Language Arts iReady 3: On or above grade level	Year 2 Outcome	2022/23	18.3%	38.9%
	Baseline	2020/21	35.6%	
Math iReady 3: On or above grade level	Year 2 Outcome	2022/23	12.4%	28.6%
	Baseline	2020/21	28.6%	
A-G Completion Rates	Year 2 Outcome	2021/22	48.7%	56.4%
	Baseline	2019/20	54.0%	
% of Students who pass AP exam with a score of 3 or higher	Year 2 Outcome	2021/22	28.7%	30.7%
	Baseline	2019/20	27.4%	
English Learner Progress	Year 2 Outcome	2021/22	44.3%	49.2%
	Baseline	2018/19	45.9%	
English learner Redesignation	Year 2 Outcome	2021/22	3.0%	Meet/Exceed State Redesignation Rate
	Baseline	2019/20	10.4%	
SCHOOL CONNECTEDNESS 		YEAR	RESULTS	2023/24 DESIRED OUTCOME
School attendance rate	Year 2 Outcome	2021/22	80.1%	93.6%
	Baseline	2019/20	91.9%	
Chronic absenteeism	Year 2 Outcome	2021/22	50.9%	14.2%
	Baseline	2018/19	15.8%	
Middle school dropout rate	Year 2 Outcome	2021/22	0.3%	0.3%
	Baseline	2019/20	0.5%	
High school dropout rate	Year 2 Outcome	2021/22	7.3%	7.2%
	Baseline	2019/20	8.3%	
High school graduation rate	Year 2 Outcome	2021/22	89.5%	90.5%
	Baseline	2019/20	88.2%	
% students enrolled in any engagement in school and community	Year 2 Outcome	2021/22	44.9%	71.5%
	Baseline	2019/20	59.7%	
Student suspension rate	Year 2 Outcome	2021/22	5.8%	5.7%
	Baseline	2018/19	7.0%	
Student expulsion rate	Year 2 Outcome	2021/22	0.17%	0.17%
	Baseline	2018/19	0.2%	
OPERATIONAL 		YEAR	RESULTS	2023/24 DESIRED OUTCOME
Fully credentialed in area taught	Year 2 Outcome	2022/23	94.7%	99.5%
	Baseline	2020/21	99.9%	
Teachers misassigned	Year 2 Outcome	2022/23	0.123%	0.033%
	Baseline	2020/21	0.063%	
Teacher vacancies	Year 2 Outcome	2022/23	0.80%	0.19%
	Baseline	2020/21	0.28%	
Access to instructional materials	Year 2 Outcome	2022/23	100.0%	100%
	Baseline	2020/21	100.0%	
Facilities are properly maintained	Year 2 Outcome	2022/23	100.0%	100%
	Baseline	2019/20	100.0%	

Financial




BASE GRANTS	LCFF provides a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.
SUPPLEMENTAL GRANTS +20%	LCFF provides supplemental grants which equate to 20% above the base grant for English learner, foster youth and low-income students.
CONCENTRATION GRANTS +65%	In districts with at least 55% of English learners, foster youth, or low-income students. LCFF provides an additional grant which equates to 65% above base funding.

Student Goal – Improve academic performance at challenging levels



- 
Designated School Investment: \$24.9M
 - Additional 30 minutes of instruction each day
 - Ten additional professional development days
 - One additional teacher to be prioritized by the school
- 
Additional Teacher Supply Funds: \$1.3M
 - Each teacher-member receives an additional \$315 above base classroom funding for additional supplies and materials
- 
Middle & High School Redesign: \$11.4M
 - Provides a broad course of study, including electives, for EL students
- 
Eliminate Elementary Combination Classes: \$5.4M
- 
National Board Certification: \$0.7M
 - Designed to develop, retain, and recognize accomplished teachers
- 
Instructional Supports and Instructional Coaches: \$26.7M
 - Instructional coaches
- 
Additional Teachers Above Base Staffing: \$13.9M
 - Additional teachers have been added to reduce class sizes
- 
Additional School Site Administration above Base: \$5.8M
 - Additional Vice Principals and Guidance Learning Advisors
- 
African American Academic Acceleration: \$5.9M
 - Promoting school connectedness through extracurricular activities
 - Academic acceleration through summer literacy program, academic advisor support, and college mentoring
- 
Early Childhood Education Developmental Screening: \$22.5M
 - TK Expansion
 - Child Development Centers
- 
Additional Supports for Libraries: \$1.4M
 - Book distribution
 - Backpacks
- 
Equity & Access: \$3.0M
 - Identify gaps and supports for students with the greatest need
 - Support families/students with school choice options and outreach
 - Cultural Proficiency Training
 - GATE assessments and development
- 
GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate): \$5.8M
- 
Expand Alternative Education: \$2.2M
- 
Maintain Additional Services for Phoenix Community Day School: \$5.3M
 - Behavior modification program for expelled students
 - Individual counseling programs to reduce peer conflict
- 
After School Tutoring: \$108.8M
- 
Extended Summer Learning: \$36.1M
 - Credit recovery
- 
All teachers are teachers of English learner (EL) students: \$19.4M
 - Student Peer Mentors
 - Teacher professional learning
- 
Expansion of Dual Language Immersion Programs: \$2.5M
 - Access to increase English literacy while maintaining primary language
- 
BASE: Instruction: \$436.1M
 - All costs associated with the delivery of instruction to students
- 
BASE: Professional Learning: \$54.4M
- 
BASE: Technology Access and Support: \$22.8M
- 
BASE: Early Learning: \$1.5M

M Million

 Ongoing Initiatives

 New/ Expanded Initiatives for 2023/24

Student Goal – Improve academic performance at challenging levels *(Continued)*

-  **BASE: Equity and Access: \$2.9M**
-  **High Quality School Site Health Services: \$17.0M**
 - Registered Nurses and Licensed Vocational Nurses to support student health
-  **Upgrading Access to Technology: \$2.5M**
 - Integration of technology, instruction, and learning
 - Classroom Interactive Panels
 - Fresno Unified's LTE Network
-  **Student Technology Access and Annual Refresh: \$28.4M**
 - 1 x 1 student to device
 - Family Learning and Technical Support (FLATS)
-  **Instructional Lead Teachers: \$0.3M**
 - Lead Teachers


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

-  **Linked Learning, ROP, and CTE Pathway Development: \$27.6M**
 - Linked Learning Pathways
 - CTE courses throughout the district
 - ROP Courses
 - California Partnership Academies
 - Internship opportunities
 - Dual Enrollment
-  **CTE STEM PK-6 Kids Invent!: \$1.4M**
-  **Men's and Women's Alliance: \$1.7M**
-  **School Counselors and Resource Counseling Assistants: \$19.6M**

Student Goal – Increase student engagement in their school and community

-  **Increase School Allocations for Athletics: \$15.6M**
 - Summer Athletic Bridge Academy
-  **District-Funded Educational Enrichment Trips: \$5.1M**
-  **District Arts Collaborative Project: \$0.1M**
-  **Increased Funding for Music: \$13.6M**
-  **Student Peer Mentor Program: \$0.8M**
-  **Social Emotional Supports: \$4.5M**
 - Resource Counseling Assistants
 - Social Workers
 - Child Welfare and Attendance Specialists
 - Social Workers at Middle Schools
-  **School Climate and Culture Expansion: \$10.3M**
-  **Restorative Practices / Relationship Centered Schools: \$4.0M**
 - Restorative Practices Counselors
-  **BASE: Department of Prevention and Intervention: \$9.2M**
-  **Campus Climate and Culture Teachers: \$1.0M**
-  **Home School Liaisons: \$5.6M**
 - Additional Home School Liaisons
-  **Mental Health Supports: \$10.5M**
 - School Psychologists
-  **Expanded Transportation Services: \$2.9M**


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

-  **Base: Recruitment, Selection and Retention of Human Capital: \$11.7M**


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

- 
Parent Engagement Investments: \$4.2M
 • Parent University
- 
Expanded Student, Parent and Community Communication: \$1.1M
 • Translation Services

Foster Youth – Provide foster youth targeted social emotional and academic interventions to increase graduation rates

- 
Supports for Foster Youth / Project Access: \$2.9M
 • Clinical School Social Workers
 • Academic Counselors
 • Mental Health Supports and Case Management Services

Homeless Youth– Provide homeless youth targeted social emotional and academic interventions to increase graduation rates








- 
Supports for Homeless Youth: \$2.2M
 • Academic Counselors
 • Clinical School Social Workers
 • Child Welfare and Attendance Specialists

Students with Disabilities – Provide students and their families / guardians with transition planning resources and options for pathways towards post-secondary and employment opportunities

- 
Regional Instructional Managers for Students with Disabilities: \$2.7M
 • Job-Embedded Coaching
 • Support Academic Planning to Improve Graduation Rates
- 
Early Interventions: \$5.1M

BASE: Special Education: \$191.4M
 • Paraprofessionals

Contributes to all Fresno Unified School District Goals

- 
School Site Allocations to be Prioritized by each School's Site Council: \$32.2M
- 
BASE: Operational Services: \$203.6M
 • Nutrition Services, Facilities, Maintenance, Safety, Utilities, Transportation
- 
BASE: Central Office Administration: \$8.1M
 • Board of Education, Superintendent, Communications
- 
BASE: Other Expenses: \$66.7M
 • Health contribution, retirement
- 
BASE: Business and Financial Services: \$17.7M
 • Fiscal Services, Payroll, Benefits/Risk Management, State and Federal, Student Transfers
- 
One-time Recovery Resources: \$270.6M
- 
Campus Safety Assistants: \$5.2M
 • Training on Restorative Practices
 • Reduce Chronic Absenteeism

2023/24 Supplemental & Concentration	\$280.0M
One-time Carryover	\$ 27.6M
Total Supplemental & Concentration Resources	= \$307.6M

District Focus Goals



Education Code Section 52064(e)(5) requires school districts that meet the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

To better support graduation rates and college and career readiness for Foster Youth, Homeless Youth and students with disabilities, the district has made additional investments to support students earlier in their academic careers and promote high school graduation.

FOSTER YOUTH

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
Graduation Rate	66.7%	69.8%
SBAC - ELA	-84.1	-72.2
SBAC - MATH	-120.1	-118.9
Chronic Absenteeism	52.9%	21.6%
Suspension Rate	14.6%	14.5%

HOMELESS YOUTH

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
SBAC - ELA	-118.0	-105.7
SBAC - MATH	-151.9	-139.9
Chronic Absenteeism	82.4%	37.3%
Suspension Rate	12.9%	12.8%

STUDENTS WITH DISABILITIES

	YEAR 2 OUTCOME	2023/24 DESIRED OUTCOME
Graduation Rate	71.1%	71.8%
SBAC - ELA	-129.4	-121.3
SBAC - MATH	-158.7	-146.6
Chronic Absenteeism	59.2%	20.8%
Suspension Rate	8.9%	8.8%

Personal Opportunities for Engagement (1,828 Participants)

- Home School Liaisons
- School Coffee Hours
- PAC (Parent Advisory Committee)
- DELAC (District English Learner Advisory Committee)
- CAC (Community Advisory Committee)
- 60 Public Schools
- SW Fresno Event at St. Rest
- Foster Youth Roundtable
- Regional Community Idea Exchanges
 - Each Region
- SAB (Student Advisory Board)
- Fresno Housing Events
 - Legacy Commons
 - Cedar Courts
 - Park Grove
- Meetings with Bargaining Units
- Community Based Organization Virtual Event

Virtual Opportunities for Engagement (7,675 Participants)



- 4,641 Students
- 1,328 Certificated Staff
- 728 Parents
- 476 Classified Staff
- 323 Administrators
- 179 Community Members

Summary Report Top 5 Themes

THEMES FROM EDUCATIONAL PARTNERS	CURRENT DISTRICT INVESTMENTS	PROPOSED ADDITIONS FOR 2023/24
Academics	<ul style="list-style-type: none"> • Credit Recovery • Dual Enrollment • Dual Language Programs • Designated Schools • Tutor.com 	<ul style="list-style-type: none"> • Technology Upgrades • Dual Enrollment Expansion • Library Initiative • Literacy and Math Supports • TK Expansion
Food	<ul style="list-style-type: none"> • Cafeteria Fund Provides 70,000 meals each day (breakfast, lunch, snacks, and super snacks) • 550,000 Summer Meals 	<ul style="list-style-type: none"> • 9 Executive Chefs • Multiple Meal Options • Food Preparation at Elementary Sites • Equipment Purchases • Environmental Initiatives - Increase Organic Products and Climate-Smart Processes
Mental/Physical Health	<ul style="list-style-type: none"> • School Psychologists • Resources Counseling Assistants • Social Workers • Restorative Practices • Student Peer Mentors 	<ul style="list-style-type: none"> • Increase Nurses (7.5 FTE) • LVN (10 FTE) • Tier II Intervention Specialists (3.0) • Positive Behavioral Interventions and Supports (PBIS) Professional Learning • Increased Behavioral and Restorative Supports (5 FTE)
Student Engagement	<ul style="list-style-type: none"> • Enrichment Trips • Arts and Music • Mentoring Programs • Increased Child Welfare and Attendance Specialists • High School Graduation 	<ul style="list-style-type: none"> • Athletics - Replace Equipment and Uniforms • Athletic Bridge Academy • Graduation Supports • Increase Elementary Engagement • IdeaFest - Project-Based Learning
Safety	<ul style="list-style-type: none"> • Additional Campus Safety Assistant (CSA) at High Schools • Additional CSA to Identified Middle Schools 	<ul style="list-style-type: none"> • Increase Campus Safety Assistants (37.2 FTE) • Professional Learning for Campus Safety Assistants - Restorative Practices

Investment from Local Control Funding Formula (LCFF), Supplemental and Concentration Funds



For questions or comments, please contact:
Fresno Unified School District
Office of State & Federal Programs
<https://stafed.fresnounified.org/lcap/>
 (559) 457-3934



Comprehensive Support and Improvement

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

Schools Identified

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

- Addams Elementary
- Addicott Elementary
- Aynesworth Elementary
- Cambridge Continuation
- Dewolf Continuation
- Fort Miller Middle School
- Fulton Special Education
- Gaston Middle School
- Heaton Elementary
- Phoenix Academy
- Phoenix Secondary
- Tehipite Middle School
- Terronez Middle School
- Wilson Elementary

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

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

Sites provide professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites collaborate with the District’s Instructional Superintendents and the CSI Team. If needed, schools will be supported by a variety of site personnel, multiple representatives from the central office and partners from the County Office of Education. Teams work in tandem to support student performance growth. In addition, CSI Team, in conjunction with the Instructional Superintendents, from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

School Leadership works closely with CSI schools throughout the SPSA process and takes site teacher leader and administration teams through a cycle of inquiry and action. CSI school sites fit within the highest level (level 3) of the tiered services from school leadership. These sessions will be in connection to the CSI site regular school leadership coaching and professional learning support. These supports (level 3) are guided through a collaboration between site leadership, site teacher leaders, School Leadership, instructional coach and can request support outside of the school as needed.

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

During plan development, sites are provided professional learning and guiding documents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborate to construct the guidance for this process to ensure compliance, alignment with district goals, and concurrence with site practices and investments.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, use of funds and strategies to support student achievement. Guiding Coalition Teams assist in identifying appropriate evidence-based interventions. Sites utilize the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the site. The menu includes central office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable.

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

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

Monitoring and Evaluating Effectiveness

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

The Instructional Superintendents, with the support of the CSI Team and State and Federal, work directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Meetings that assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review (CA Dashboard, reports, interviews, surveys), to develop a research plan, and provide one-on-one support with the designated CSI representative.

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

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ongoing Education Partner engagement is an integral part of

<u>WHO</u>	<u>WHEN</u>	<u>HOW</u>	<u>WHAT?</u>
HSL Professional Development Meet & Greet	August 2022	In Person	Classified Staff
Family Goal Kickoff Event	August 2022	In Person	Parents, Community
District English Learners Advisory Committee (DELAC)	August 2022	In Person	DELAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Community Advisory Committee (CAC)	August 2022	Virtual	SELPA, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Migrant Education Program PAC Meeting	September 2022	In Person	Parents, Community
Parent Coffee Hour- Kirk Elem.	September 2022	In Person	Parents
Housing Authority Resident Meeting – Parc Grove	September 2022	In Person	Parents, Community
Parent Coffee Hour – Rowell Elem.	September 2022	In Person	Parents
Community Based Organizations*	September 2022	Virtual	Community
Housing Authority Resident Meeting – Legacy Commons	September 2022	In Person	Parents, Community
Housing Authority Resident Meeting – Parc Grove	September 2022	In Person	Parents, Community
Housing Authority Resident Meeting – Cedar Courts	September 2022	In Person	Parents, Community
Parent Coffee Hour – Sunnyside HS	September 2022	In Person	Parents
Parent Coffee Hour – Wawona K-8.	October 2022	In Person	Parents
Parent Coffee Hour – Ericson Elem.	October 2022	In Person	Parents
Parent Coffee Hour – Fremont Elem.	October 2022	In Person	Parents
LCAP Community Townhall Meeting	October 2022	In Person	Parents, Community, Principals, Credentialed Administrators Certificated Staff, Classified Staff, Pupils, Teachers
Go Fresno Public Schools	October 2022	Virtual	Parents
Univision – LCAP Interview	October 2022	Virtual	Community
Pastor Criner Event	October 2022	In Person	Parents, Community
Parent Advisory Committee (PAC)	October 2022	In Person	PAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Foster Youth Roundtable	October 2022	In Person	Certificated Staff, Classified Staff, students, community partners,
Teachers			
LCAP Community Townhall Meeting	October 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff,

Housing Authority Resident Meeting – Legacy Commons	October 2022	In Person	Classified Staff, Pupils, Teachers
Housing Authority Resident Meeting – Cedar Courts	October 2022	In Person	Parents, Community
LCAP Community Townhall Meeting	October 2022	In Person	Parents, Community
			Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
Parent Coffee Hour – Terronez MS	October 2022	In Person	Parents
LCAP Community Townhall Meeting	November 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
District English Learners Advisory Committee (DELAC)	November 2022	In Person	DELAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Labor Management – FTA Trades	November 2022	Virtual	Bargaining Units
Labor Management – FASTA	November 2022	Virtual	Bargaining Units
LCAP Community Townhall Meeting	November 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
District Student Advisory Board (SAB)	November 2022	Virtual	Pupils
LCAP Community Townhall Meeting	November 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
LCAP Community Townhall Meeting	November 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
LCAP Community Townhall Meeting	November 2022	In Person	Parents, Community, Principals, Credentialed Administrators, Certificated Staff, Classified Staff, Pupils, Teachers
Community Advisory Committee (CAC)	November 2022	Virtual	SELPA, Parents, Principals, Certificated Staff, Classified Staff, Teachers
LCAP Presentation EL Students	November 2022	In Person	Certificated Staff, Classified Staff, Students, Teachers
Parent Advisory Committee (PAC)	November 2022	In Person	Parents, Community
LCAP Townhall – Students with Special Needs	November 2022	In Person	Parents, Community, Principals, Certificated Staff, Classified Staff, Community, Teachers
Parent Advisory Committee (PAC)	January 2023	In Person	PAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Educational Partners Feedback – BOE	March 2023	In Person	Board of Education, Community
District English Learners Advisory Committee (DELAC)	February 2023	In Person	DELAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers

Foster Youth Roundtable	February 2023	In Person	Certificated Staff, Classified Staff, students, community partners, Teachers
Teachers Parent Advisory Committee (PAC)	May 2023	In Person	PAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
District English Learners Advisory Committee (DELAC)	June 2023	In Person	DELAC, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Community Advisory Committee (CAC)	June 2023	In Person	SELPA, Parents, Principals, Certificated Staff, Classified Staff, Teachers
Public Hearing Period	May 25-June 21, 2023	Online	Community, Parents, Certificated Staff, Classified Staff
<i>*Draft LCAP was posted to the public website and is available in hard copy if requested</i>			
Public Hearing Date	June 14, 2023	In Person	Community, Parents, Certificated Staff, Classified Staff
Local Indicators	June 2023	In Person	Community, Parents, Certificated Staff, Classified Staff
LCAP and Budget Adoption	June 21, 2023	In Person	Community, Parents, Certificated Staff, Classified Staff

Feedback, questions, and responses from the district's District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC).

Q haya más seguridad en la escuela de Fremont / "More security at Fremont Elementary"

We are adding an 8-hour campus safety assistant next year.

¿Porque en estas juntas no tenemos acceso a la traducción en línea, en este caso idioma español? / Why do we not have access to online translation, in this case Spanish language?

All interpretations are in person only.

A summary of the feedback provided by specific educational partners.

LCAP Community Roundtable Townhalls

Question: ***“As we plan for the next school year, what are the most important things our district needs to think about in order to support all students?”***

OPPORTUNITIES FOR ENGAGEMENT

ThoughtExchange **VIRTUAL ENGAGEMENT** (7,676 Participants)

- 4,641 Students
- 1,328 Certificated Staff
- 728 Parents
- 476 Classified Staff
- 323 Administrators
- 179 Community Members



PERSONAL/ ENGAGEMENT (1,828 Participants)

- Home School Liaisons
- School Coffee Hours
- PAC (Parent Advisory Committee)
- DELAC (District English Learner Advisory Committee)
- CAC (SPED Parent Advisory Committee)
- GO Public Schools
- SW Fresno Event at St Rest
- Foster Youth Roundtable
- Regional Community Idea Exchanges
 - Each Region
- SAB (Student Advisory Board)
- Meetings with Bargaining Units
 - SEIU
 - FASTA
 - CSEA 125
 - FTA Trades
- Fresno Housing Events
 - Legacy Commons
 - Cedar Courts
 - Park Grove
- Community Based Organization Virtual Event



TOP THEMES FOR PARTICIPANT GROUPS: Students

4,641 Students



1. Better Food for Lunch
 - a) 746 thoughts, [4.2 star](#) score
2. Social Emotional Supports for Students
 - a) 212 thoughts, [4.0 star](#) score
3. Better Communication (patience, listening, speaking)
 - a) 208 thoughts, [3.9 star](#) score
4. Relax Dress Code
 - a) 198 thoughts, [4.1 star](#) score
5. Invest in Sports and Athletics
 - a) 124 thoughts [3.9 star](#) score
6. Lunch Times, Lines
 - a) 118 thoughts, [4.2 star](#) score
7. Restrooms (cleanliness, rules)
 - a) 95 thoughts, [4.2 star](#) score

Top Thoughts:

- “We need more break time and better lunch: it’s important because some kids won’t eat”
- “Cleaner restrooms: They are always disgusting and overflowed with trash”
- “More time for lunch: If the lunch line is long, it can take for3ever and then you have little time left to eat”



TOP THEMES FOR PARTICIPANT GROUPS:

Teachers

1,328 Teachers

1. Smaller Class Sizes
 - a) 155 thoughts, [4.5 star](#) score
2. Behavior Supports
 - a) 109 thoughts, [4.4 star](#) score
3. Pay / Hire Paraprofessionals
 - a) Hire – 86 thoughts, [4.1 star](#) score
 - b) Pay – 57 thoughts, [4.3 star](#) score
 - c) SPED Paras – 86 thoughts, [4.1 star](#) score
4. More Money for Classroom School Supplies
 - a) 50 thoughts, [4.0 star](#) score
5. More Classrooms
 - a) 41 thoughts [4.0 star](#) score

Top Thoughts:

- “Have quality teachers and [low class](#) sizes: The knowledge that a quality teacher exhibits is life changing and [lower class](#) size allow the teacher to manage the excessive challenges of our youth.”
- “Reducing Class Sizes, Para Support: To ensure better education, support students who have severe learning deficiencies”



TOP THEMES FOR PARTICIPANT GROUPS: **Parents**

728 Parents



1. Better Food for Lunch
 - a) 67 thoughts, [3.9 star](#) score
2. General requests around safety
 - a) 41 thoughts, [4.0 star](#) score
3. Social Emotional Supports for Students
 - a) 45 thoughts, [3.8 star](#) score



Top Thoughts:

- “Safety at school is important so that both children and school staff feel safe, have control of who enters and leaves.”
- “Better lunch food for students: Less strict policies.”
- “Special Education is understaffed and underfunded: I volunteer in my son's school, and they need more support: IDEA says it's important”



TOP THEMES FOR PARTICIPANT GROUPS: **Classified Staff**

476 Classified Staff



1. Better Pay
 - a) 42 thoughts, 4.7 star score
2. Student Emotional Supports
 - a) 42 thoughts, 4.2 star score
3. Hire more Paraprofessionals
 - a) 30 thoughts, 4.5 star score



Top Thoughts:

- “Salaries for classified employees: FUSD is the 3rd largest district, but our classified staff is just about the least paid. White- and Blue-Collar employees need to have livable wages.”
- “Pay increases for support staff I'm not here for the paycheck, but a living wage above struggling to make ends meet (and sometimes not being able to) would be lovely.”



TOP THEMES FOR PARTICIPANT GROUPS: Administrators/Principals

323 Administrators/Principals



1. Student Emotional Supports
 - a) 45 thoughts, [4.1 star](#) score
2. More support for Hiring
 - a) 18 thoughts, [3.9 star](#) score
3. After School and Summer Supports
 - a) 11 thoughts, [4.0 star](#) score



Top Thoughts:

- “Mental Health supports for students: Mental health needs to be a priority”
- “Fully staff positions”
- “Interventions and supports for students that are not succeeding: We have too many chronically absent, academically behind, and in need of connection”



TOP THEMES FOR SPECIFIC RACE/ETHNICITIES: Hispanic or Latino

3,870 Participants



1. Better Food
 - a) 871 thoughts, [4.3 star](#) score
2. Student Emotional Supports
 - a) 448 thoughts, [4.0 star](#) score
3. Class Size
 - a) 180 thoughts, [4.4 star](#) score



Top Thoughts:

- “Pay Classified Employees Livable Wages (ex: Office Staff, Paras, Custodial): A large portion of employees who work for FUSD do not make a livable wage in difficult positions that are essential in daily operations around FUSD.”
- “have more food options because I don't like eating the same things everyday because it gets old ”
- “Safety on campus: All persons on any campus need to be safe”



TOP THEMES FOR SPECIFIC RACE/ETHNICITIES: **Black or African American**

624 Participants



1. Better Food
 - a) 754 thoughts, [4.3 star](#) score
2. Sports and Athletics
 - a) 127 thoughts, [4.0 star](#) score
3. General Support to Prioritize Academics
 - a) 126 thoughts, [3.7 star](#) score



Top Thoughts:

- “Increase school food quality: That way people can eat better food, with better nutrition, and also because my friend got food poisoning last year”
- “More diverse staff with mental health counselors: It’s important because when a student shares similarities with an adult (sexuality, race, gender, etc) they’re more likely to open up”
- “Safety: To keep our students and staff safe ”



TOP THEMES FOR SPECIFIC RACE/ETHNICITIES: **Asian or Pacific Islander**

817 Participants



1. Better Food
 - a) 774 thoughts, [4.1 star score](#)
2. Student Emotional Supports
 - a) 396 thoughts, [4.1 star score](#)
3. Class Size
 - a) 159 thoughts, [4.6 star score](#)



Top Thoughts:

- “Vending machines: snacks for students so schools can get more money”
- “I think our district should work on more security for students: It is important because some students could be really dangerous”
- “Better food: Kids can don't really like the variety of food there is”



TOP THEMES FOR SPECIFIC STUDENT GROUPS: English Learner

2,787 Participants



1. Better Food
 - a) 861 thoughts, [4.2 star](#) score
2. Student Emotional Supports
 - a) 445 thoughts, [4.1 star](#) score
3. Behavior Supports
 - a) 166 thoughts, [4.4 star](#) score



Top Thoughts:

- “We need to keep class size small. No more than 24 for 4-6 grade: Teachers need to develop relationships with their students, so they feel that an adult at school cares for them.”
- “District needs adequate staffing to meet the social, emotional, mental health, and academic needs of all students: To ensure all students have equal access to education resources and opportunities”



TOP THEMES FOR SPECIFIC STUDENT GROUPS: **Foster / Homeless Youth**

1,313 Participants



1. Better Food
 - a) 432 thoughts, [4.0 star](#) score
2. Student Emotional Supports
 - a) 309 thoughts, [4.2 star](#) score
3. Smaller Class Size
 - a) 177 thoughts, [4.6 star](#) score



Top Thoughts:

- “Full time counselors at sites: Students need social emotional support”
- “We need more special Ed personnel on campus from teachers to paras to support: Our children are screaming out for help and there are no one to answer them”
- “School Resource Officers were a positive role model on our middle school campus. I would love to see their return: Building positive relationships with students and community are shared district goals”



TOP THEMES FOR SPECIFIC STUDENT GROUPS: **Students with Special Needs**

1,049 Participants



1. Better Food
 - a) 489 thoughts, [3.8 star](#) score
2. Student Emotional Supports
 - a) 339 thoughts, [4.1 star](#) score
3. Smaller Class Size
 - a) 181 thoughts, [4.5 star](#) score



Top Thoughts:

- “Smaller class sizes Support with discipline”
- “We need more support staff! They work very hard and at times get hit, spit on, kicked and still come to work. They need to be paid more! If we don't pay them more, they won't stay: We need people who care about kids.”

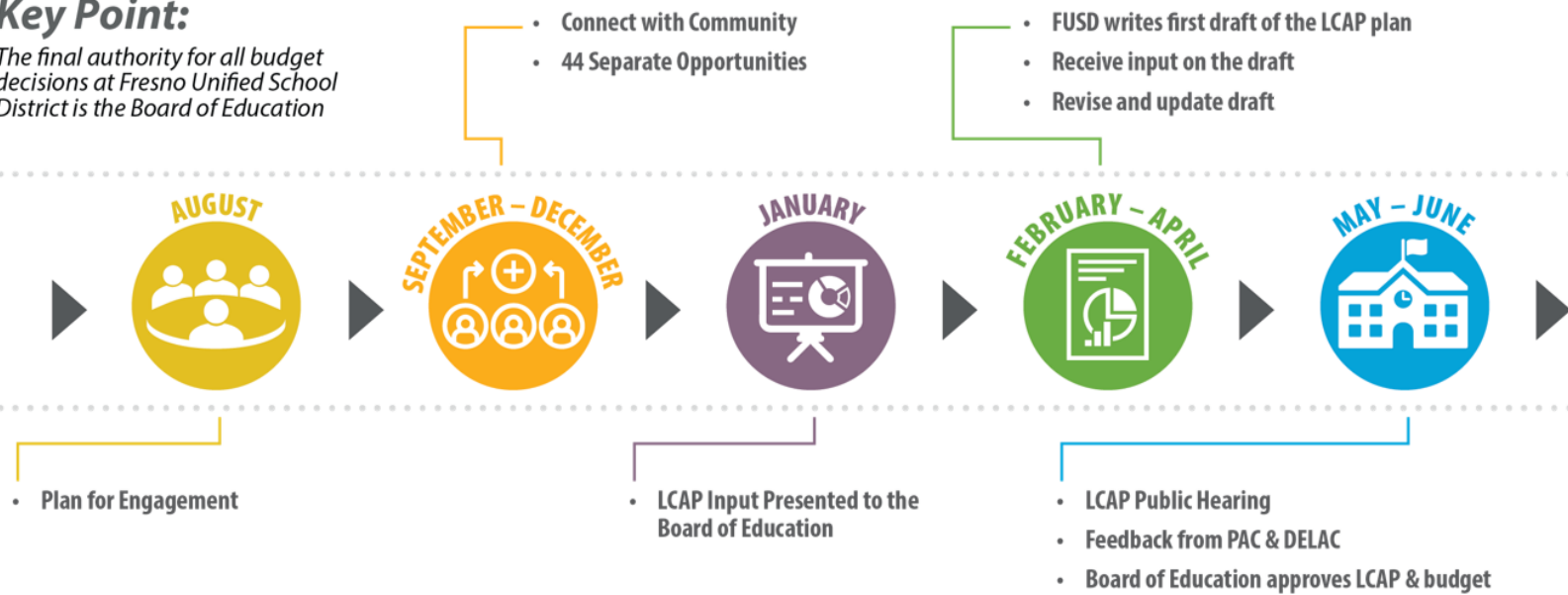
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

This is the first year that the educational partner engagement was held during the fall, as in prior years, the engagement was held during the spring. The main reasoning for this shift was to meet with our educational partners and gather their thoughts and input and to present their thoughts and input to the Board of Education in advance of department budget discussions. In addition to informing our Board of Education of the thoughts and input of our educational partners, this information was also presented to our internal leaders. Thus, in December our educational partner engagement information was presented to our Instructional Leadership team, and Executive Cabinet. In addition, each school site principal received an individual email with specific feedback from their individual school community.

This represents the LCAP planning and engagement timeline for this year.

Key Point:

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



There were over 40 meetings held with various educational partners. Our educational partners had two options for providing their thoughts and ideas. One medium is the virtual platform ThoughtExchange. ThoughtExchange allows participants to provide their feedback virtually. In total, 7,675 people participated in the ThoughtExchange. Secondly, Fresno Unified offered over 40 options for personal engagement. New opportunities created this year included an event at St Rest Church, a meeting with our English learner student group, and 6 events at Fresno Housing properties. In addition, and with the partnership with our Special Education Department, Exceptional Parenting Unlimited, Easter Seals, the Deaf and hard of hearing service center, resources for independence, UCP, and Valley Center for the blind for partnering, an LCAP parent workshop specific to families of students with disabilities was offered for the first time.

7,675 educational partners participated through the ThoughtExchange, and they keyed in 7,495 separate ideas and rated 185,476 of the ideas of others. Using ThoughtExchange, educational partners type individual thoughts using their own words. When those thoughts are like the thoughts of others, they create a theme. The items below are the top five themes based on community feedback. Included with each theme are the LCAP items that the district will continue, expand on, or add based on educational partner feedback.

Academic Supports

The district will continue to invest in programs and support for credit recovery to increase student learning and graduation rates. Dual enrollment programs will continue to support students with their education and access to higher learning. Dual language programs will support all students, specifically English learner students, to access the literacy and the language acquisition they need. The district will continue to use Tutor.com to support students with the learning loss. Additionally, the district will provide further technology upgrades for students and staff. This includes upgrades that support access to computers and the Internet. The district is promoting a literacy initiative to provide supports to students and staff and training for staff to increase literacy rates of low-income, English learner, and foster youth students

at a younger age. Expansion of the library initiative to support literacy. Increased access for students to literacy and math tutors. The creation of a Psychometrics Data Support team to provide schools with live action data that is needed to identify the greatest areas of need for students and provide them with services directly based on those areas of needs. Transitional Kindergarten expansion to support the state's initiative to increase access to early learning for all students, specifically low-income, English learner, and foster youth.

Mental/Physical Health

The district will continue to provide school psychologists to ensure that low-income students, and all students, are getting the services they need to improve academically. Resource Counseling Assistants and School Social Workers will continue to provide counseling and mental health services to students. The district will continue to utilize and expand Restorative Practices. This includes training more staff members in and outside of the classroom to restoratively support students to minimize suspension and expulsions and increase attendance. Student peer mentorships will continue. This program provides training, which is beneficial to the student mentor and student mentees. The district will increase the number of Nurses and Licensed Vocational Nurses to ensure that low-income students who do not have regular access to medical care have what they need in order to be successful at school. Positive Behavioral Intervention Supports and positions will be added to support students with issues or concerns that affect their learning. These positions will be provided professional training to meet the needs of low-income, English learner, and foster youth students. The expansion of Restorative Practices will support these positions as well, including staff training.

Student Engagement

The district will continue to provide opportunities for enrichment trips, arts programs, music programs, athletics, and mentoring programs. The Child welfare and Attendance Specialists will utilize data to support students in need, specifically low-income, foster youth, and English learner students, to have access to engagement opportunities at school to support attendance and academics. Highschool graduation is a focus of engagement to provide a clear pathway for students to graduate. The district expanded Idea Fest, which is a Fresno Unified engagement opportunity for students and the community to be involved in project-based learning. The district will expand its athletic programs to provide replacement equipment and uniforms for students to be able to participate. Additionally, an Athletic Bridge program will be provided to students. Maintenance and Facilities upgrades will be made to support the continuation of these enrichment activities at school sites.

Safety

The district will continue the additional Campus Safety Assistant (CSA) support at High Schools and Middle Schools. CSA positions will increase across the district. The CSA duty year will increase to provide them targeted professional learning on Restorative Practices.

Food

This is not funded from the LCAP but was a major component of educational partner feedback. The Cafeteria Fund provides 70,000 meals each day. This includes breakfast, lunch, snacks, and super-snacks. The district will expand Food Services by adding Executive Chefs, multiple meal options per school site, food preparation on Elementary sites, Equipment purchases to expand food options, and continue environmental initiatives to increase organic products and climate-smart processes (decreasing waste).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district’s commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. The need for this goal is to ensure academic growth of students, specifically English learner, low-income, and foster youth. State and local English language arts (ELA) and math assessments, English learner progress, and other implementation factors show that students are not performing at grade level and need additional support. Fresno Unified will close the achievement gaps through an equity lens and research-based instructional and intervention practices. Fresno Unified will provide accelerated learning through pedagogical academic support and equitable access to rigorous courses grounded in high expectations.

Measuring and Reporting Results

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

3 rd – 8 th , 11 th grade SBAC - ELA Points below level 3 proficiency (All = District, EL = English Learners, FY = Foster Youth, LI= Low- Income)	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	All: -51.5 EL: -74.9 FY: -84.1 LI: -59.0 Data Year: 2021/22 Data Source: California School Dashboard		All: -42.4 EL: -62.9 FY: -72.2 LI: -58.41 Data Year: 2022/23 Data Source: California School Dashboard
Distance from Standard on CAASPP – Math (All = District, EL = English Learners, FY = Foster Youth, LI= Low- Income)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 28.6% EL: 13.7% FY: 18.0% LI: 24.8% iReady 3- Progress: All: 11.7% EL: 8.8% FY: 10.9% LI: 11.0% Data Year: 2020/21 Data Source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 28.3% EL: 16.0% FY: 19.7% LI: 25.7% iReady 3- Progress: All: 19.7% EL: 19.4% FY: 17.0% LI: 19.6% Data Year: 2021/22 Data source: iReady (Local benchmark)	iReady 3- On or above grade level: All: 31.7% EL: 19.5% FY: 14.6% LI: 29.1 iReady 3- Progress: All: 32.1% EL: 31.6% FY: 26.4% LI: 31.7% Data Year: 2022/23 Data source: iReady (Local benchmark)		Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 32.0% EL: 19.7% FY: 22.1% LI: 29.4% iReady 3- Progress: All: 11.7% EL: 12.9% FY: 15.0% LI: 15.0% Data Year: 2023/24 Data source: iReady (Local benchmark)

<p>3rd – 8th, 11th grade SBAC - Math</p> <p>Points below level 3 proficiency</p> <p>(All = District, EL = English Learners, FY = Foster Youth, LI= Low- Income)</p>	<p>This metric is new for the 2023/24 LCAP</p>	<p><i>CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a complete view of student performance.</i></p> <p>This metric is new for the 2023/24 LCAP</p>	<p>All: -88.7 EL: -103.0 FY: -120.1 LI: -95.8</p> <p>Data Year: 2021/22 Data Source: California School Dashboard.</p>	<p>All: -79.7 EL: -91.0 FY: -118.9 LI: -83.8</p> <p>Data Year: 2022/23 Data Source: California School Dashboard</p>
<p>Percent of current English Learner students making progress towards English language proficiency or enable EL's access to CCS and ELD Standards</p>	<p>All EL: 45.9%</p> <p>Data Year: 2018/19 Data Source: California Dashboard – English Progress Indicator</p>	<p>Refer to data below in lieu of no ELPI er Suspended 2020 ELPAC</p> <p>Level 4 – 6.71% Level 3 – 28.35% Level 2 – 39.82% Level 1 – 25.12%</p> <p>Data Year 2021 Data source: ELPAC</p>	<p>All EL: 44.3%</p> <p>Data Year: 2021/22 Data Source: California Dashboard – English Progress Indicator</p>	<p>All EL: 49.2%</p> <p>Data Year: 2023/24 Data Source: California Dashboard – English Progress Indicator</p>

		<p><i>*Note from CDE: The 2021/22 Annual Census Day Enrollment has lower English Learner (EL), Initially fluent English Proficient (IFEP) and Reclassified RFluent English Proficient (RFEP) student enrollment counts due to difficulties experienced by local educational agencies while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance learning" resulting from the COVID-19 pandemic. For the same reason, the 2020/21 Annual Census Day Enrollment has a higher count of students with an English Language Acquisition Status of "To be Determined"</i></p>			
<p>English learner Redesignation – Percent of students redesignated annually, based on the State of California's redesignation cycle</p> <p>LCAP Adoption - June 21, 2023</p>	<p>All EL: 10.4%</p> <p>State of California: 13.8%</p> <p>Data Year: 2019/20 Data Source: DataQuest – English Learner Annual Reclassification (RFEP) counts and rate</p>	<p>All EL: 1.4%*</p> <p>State of California: 6.9%</p> <p>Data Year: 2020/21 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) counts and rates</p> <p><i>*Note from CDE: The 2021/22 Annual Census Day Enrollment has lower</i></p>	<p>All EL: 3.0%</p> <p>State of California: *State data is not available</p> <p>Data Year: 2021/22 Data Source: Local Data</p> <p><i>Due to the State of California not releasing the EL redesignation rate, Fresno Unified calculated the reclassification rate internally through our</i></p>		<p>EL: Meet/Exceed State Redesignation rate</p> <p>Data Year: 2022/23 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) counts and rates</p>

		<p><i>English Learner (EL), Initially fluent English Proficient (IFEP) and Reclassified RFluent English Proficient (RFEP) student enrollment counts due to difficulties experienced by local 49.educational agencies while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance learning" resulting from the COVID-19 pandemic. For the same reason, the 2020/21 Annual Census Day Enrollment has a higher count of students with an English Language Acquisition Status of "To be Determined"</i></p>	<p><i>student information system database.</i></p>		
<p>Progress implementing state standards enable EL's access to CCS and ELD Standards</p>	<p>Beginning Development (Level 2) World language, Next Generation Science Standards</p> <p>Initial Implementation (Level 3) History/social science, Visual and performing arts</p> <p>All other content areas in Full Implementation or Sustainability</p> <p>Data Year: 2020/21</p>	<p>Beginning Development (Level 2) World language</p> <p>Initial Implementation (Level 3) Next Generation Science Standards, History/social science, Visual and performing arts</p> <p>All other content areas in Full Implementation or Sustainability</p> <p>Data Year: 2021/22</p>	<p>Initial Implementation (Level 3) World language</p> <p>Full Implementation (Level 4) Next Generation Science Standards, History/social science, Visual and performing arts</p> <p>All other content areas in Full Implementation or Sustainability</p> <p>Data Year: 2022/23</p>		<p>Outcome: Full Implementation (Level 4)</p> <p>Data Year: 2023/24</p> <p>Data source: (Local) State Standards Rating System</p>

	Data source: (Local) State Standards Rating System	Data source: (Local) State Standards Rating System	Data source: (Local) State Standards Rating System		
<p>Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA</p> <p>(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)</p>	<p>All: 44.9% EL: 2.4% FY: N/A LI: 41.9%</p> <p>Data Year: 2018/19 Data Source: CAASPP Test Results</p>	<p><i>CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a complete view of student performance.</i></p>	<p>All: 54.9% EL: 7.6% FY: 22.4% LI: 44.7%</p> <p>Data Year: 2021/22 Data Source: CAASPP Test Results</p>		<p>All: 55.4% EL: 7.7% FY: 22.6% LI: 46.0%</p> <p>Data Year: 2022/23 Data Source: CAASPP Test Results</p>
<p>Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – Math</p> <p>(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)</p>	<p>All: 15.5% EL: 1.5% FY: N/A LI: 13.1%</p> <p>Data Year: 2018/19 Data Source: CAASPP Test Results</p>	<p><i>CAASPP: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 did not allow a complete view of student performance.</i></p>	<p>All: 27.7% EL: 2.7% FY: 4.7% LI: 16.6%</p> <p>Data Year: 2021/22 Data Source: CAASPP Test Results</p>		<p>All: 28.0% EL: 5.6% FY: 4.7% LI: 17.3%</p> <p>Data Year: 2022/23 Data Source: CAASPP Test Results</p>
<p>Percent of students having access to instructional materials</p>	<p>100%</p> <p>Data Year: 2020/21</p>	<p>100%</p> <p>Data Year: 2021/22</p>	<p>100%</p> <p>Data Year: 2022/23</p>		<p>100%</p> <p>Data Year: 2023/24</p>

	Data source: Williams Act Data set	Data source: Williams Act Data set	Data source: Williams Act Data set		Data source: Williams Act Data set
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Designated School Investment	<p>Students identified as English learners, low-income, and foster youth experience disparate rates of grade level proficiency in English language arts and mathematics as demonstrated by local benchmark assessment results from 2022-2023 (see LCAP iReady metric). Additionally, ongoing LCAP input from parents, staff, and students identified a need to provide academic support for high needs learners.</p> <p>To meet these needs FUSD will provide designated school sites serving high concentrations of students identified as English learners, low-income, and foster youth with an additional 30 minutes of daily instruction and up to ten additional professional development days and one additional certificated staff member. The additional 30 minutes of daily instruction may be used to implement strategies such as: whole class instruction to reinforce tier one rigorous instruction, small group tiered support techniques for instructional scaffolding, and individualized instruction to intervene on below grade -level achievement for low-income, foster youth, and English learners. All these teaching and learning strategies will benefit English learners, low-income, and foster youth by creating more high -quality time for learning. Teacher professional growth opportunities may include utilizing formative assessments to inform and adjust instruction (including disaggregating data for English learners, low-income, and foster youth); implementing culturally responsive teaching; and opportunities for grade -level professional learning communities' collaboration. The designated teacher on special assignment will support the needs of the site in service of increasing student learning outcomes for English learners, low-income, and foster youth.</p>	\$24,953,251	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Providing an additional 30 minutes of direct instruction per day and up to 80 additional professional learning hours for teachers has been critical to the identified student groups' achievement successes, and English learners, low-income, and foster youth will benefit to a larger degree than other student groups. All Designated school sites utilize the additional instructional time to intervene with students who are performing below grade on district diagnostic universal screeners, teacher -created unit summative assessments, and common formative assessments. Teachers utilize results to deliver tiered levels of interventions to student groups, especially English learners, low-income, and foster youth that are exhibiting the greatest struggle.</p> <p>As a result of providing these additional resources is directed toward meeting the needs of English learners, low-income, and foster youth students, more students each year are getting more time with high -quality instruction. The district funded designated schools' model is designed to meet the academic needs most associated with English learners, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on a school-wide basis.</p> <p>By continuing to provide additional instruction, a teacher on special assignment at each site, and up to 80 additional hours of professional development, Fresno Unified expects to see improved scores on state and local assessments (iReady) for low-income, foster youth, and English learner student populations.</p>		
2	Additional Teacher Supply Funds	<p>According to metrics found in the district's Local Control and Accountability Plan, low-income students are below their peers in both English language arts and math as evidenced by both iReady local assessments and by state assessments. For many low-income students, supplemental instructional supplies to support learning are needed to be successful in the classroom but acquiring additional supplies can be challenging for families struggling to make ends meet.</p> <p>Fresno Unified School District will provide each teacher-member of FTA an additional \$315 for supplemental instructional supplies</p>	\$1,362,282	Y

Action #	Title	Description	Total Funds	Contributing
		<p>to better support low-income students with aligned materials in the classroom and at home. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Supplemental books • Project materials • Culturally responsive and inclusive texts • Hands on materials • Reading foundational skills, sounds, and letter cards for small groups • STEAM materials • Supplemental art supplies • Classroom poster to visually support the learning • Physical education supplies • Classroom libraries <p>Low-income students specifically benefit from supplemental resources that provide access to grade level materials based on their individual learning needs. Teachers of low-income students often require additional materials to support home learning and are careful not to assume family resources for such items. Access to supplemental supplies gives low-income students greater access to grade level content by allowing teachers to differentiate teaching strategies.</p> <p>This action was initiated to specifically address the needs of low-income students, but because of concerns about directing attention to low-income students, all students will benefit, thus it is being provided district wide.</p> <p>Fresno Unified expects that low-income students will experience accelerated learning above the rates of their peers in English language arts and math as evidenced by both iReady local assessments and by state assessments.</p>		
3	Middle & High School Redesign	As noted in the metrics associated with the LCAP, many English learners, foster youth and low-income students have historically struggled in English language arts (ELA) and mathematics resulting in achievement gaps in both middle and high school. At the high school level, there is also a significant gap in graduation	\$11,472,976	Y

Action #	Title	Description	Total Funds	Contributing
		<p>rate between all students and English learners, foster youth and low-income students. Based on a local needs assessment many factors contribute to opportunity gaps and disparate graduation rates for identified student groups. To address these factors the Middle and High School Redesign programs are designed to meet the needs and reduce the achievement disparities of English learners, foster youth and low-income students by providing the following supports:</p> <ul style="list-style-type: none"> • Targeted intervention to provide ELA and mathematics support within and outside the classroom • Class size reduction to allow teachers to focus on academic instruction for struggling students • Access for English learners, foster youth and low-income students to elective coursework for students to be more engaged in school • Additional counseling support to reduce the student to counselor ratio and help counselors better support and monitor all students <p>To support and meet the needs of English Learners, foster youth and low-income students, middle schools are provided with additional teaching staff above baseline (Middle School: 40 teachers; High School: 23 teachers for a total of 63 additional full time equivalent positions for the redesign). Each high school is staffed with an additional counselor.</p> <p>At the high school level, an additional counselor is funded through the High School redesign which reduces the overall student to counselor ratio. This helps counselors better ensure that English learners, foster youth, and low-income students are placed in the correct classes and receive the additional supports needed to improve mathematics and ELA learning, which will help increase graduation rates for these identified students.</p> <p>The additional personnel (PLUS teachers) provided through Middle and High School Redesign supports English learners, foster youth and low-income students through targeted</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>intervention. Schools use PLUS (Professional Learning Updraft System) teachers to intervene with students in ELA and math. They utilize the cycle of continuous improvement to provide additional academic support to help students achieve mastery through individual and small group instruction. This ensures that our English learners, foster youth and low-income students get additional instruction to close the achievement gap.</p> <p>In addition to intervention, the extra FTE is utilized for class size reduction in middle school which enables ELA and math teachers to focus on Tier 1 and 2 instructions to meet the needs of English learners, foster youth and low-income students. The addition of the extra personnel has lowered class sizes from over 30 to 22-26 students per class in middle school ELA and mathematics. As a result of the reduction in class size, teachers can focus more time on providing individualized instruction and intervention.</p> <p>Prior to the implementation of this action, FUSD did not provide equitable access to elective coursework to all students. Through increased FTE provided in the redesign, English learners, foster youth, and low-income students have access to a broad course of study with increased opportunities for elective courses which support academic achievement through increased engagement and hands on learning opportunities.</p> <p>By providing these supports, Fresno Unified is seeking to meet the needs most associated with English learners, foster youth and low-income students. However, because we expect all students showing additional academic needs will benefit, this action is provided on an LEA-wide basis. These student groups will demonstrate improved achievement in ELA and mathematics in middle school and high school along with increased graduation rates in high school.</p> <p>By implementing these strategies and providing additional resources to middle and high schools, these redesign programs provide targeted supports to close the achievement gap in ELA,</p>		

Action #	Title	Description	Total Funds	Contributing
		mathematics, and graduation rate for English learners, foster youth, and low-income students.		
4	Eliminate Elementary Combination Classes	<p>Prior to eliminating combination grade-level classes, data for Fresno Unified indicated that schools with the highest poverty had more combination classes and newer teachers. Data also indicated that newer teachers frequently were placed in combination classes. In addition, LCAP metrics for low-income students and English language learners indicates that both groups underperform district SBAC averages in both English language arts and math.</p> <p>To better support students and ensure that low-income students have optimal conditions for success, Fresno Unified will add additional teachers above school baseline staffing levels as needed by school, so that no elementary classroom is a combination of multiple grades in the same classroom.</p> <p>English learners, and low-income students will receive more time and attention from teachers who can focus on students with the same grade level standards. Eliminating combination classrooms in all K-6th grade classrooms will directly impact the low-income student group which make up 87.3% district population by ensuring that low-income students will not have teachers focused on multiple standards. Teachers will be able maximize instructional time to increase opportunities to work on grade-appropriate assignments tailored to individual student needs for all students, but especially English learners which make up 20% of the student population.</p> <p>Additional teachers required to eliminate elementary combination classes was designed to meet the learning needs most associated with English learners and low-income students. However, Fresno Unified anticipates that all students will benefit, as this action is being provided to all elementary schools.</p> <p>This action increases access to effective first teaching of mathematics and English language Arts leading to an increase in performance on state assessments (SBAC) for English language</p>	\$5,475,353	Y

Action #	Title	Description	Total Funds	Contributing
		learners and low-income students.		
5	National Board Certification	<p>National Board is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. The National Board Program was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.</p> <p>As indicated by metrics available in the district's Local Control and Accountability Plan, State assessment scores for English learners, low-income, and foster youth students indicate that their scores lag considerably behind the overall District in the baseline data for ELA/math iReady and SBAC.</p> <p>National Board will help to address the unique needs of these groups by providing more highly skilled and prepared teachers, reflected in student iReady and SBAC growth. Fresno Unified has implemented the National Board Program to effectively meet the needs of low-income, foster youth, and English learner students. Funding is used to provide:</p> <ul style="list-style-type: none"> • Recruitment of 75 candidates over 5 years and pay for registration and assessment components of job-embedded learning to National Board • Partnering with the National Board Resource Center at Stanford University to learn best practices, including specific strategies for English learners, foster youth, and low-income. • Providing job embedded professional learning that specifically trains teachers to narrow the achievement gap for low-income, foster youth, and English learner students • Providing professional learning to improve the achievement of low-income, foster youth, and English learner students and planning more effective first teaching • Providing professional learning on state standards and improving student scores on state redesignation of English Learners. This rigorous certification process trains teachers and requires proof of implementation on research-based teaching strategies proven to be effective in meeting the 	\$77,638	Y

Action #	Title	Description	Total Funds	Contributing
		<p>needs of low-income, foster youth, and English learner students.</p> <p>During the summer and fall of 2022, Fresno Unified School District recruited an eighth cohort of National Board candidates and provided onboarding into the program. Between 2015-2022, 119 participants were selected, surpassing all the recruitment goals established at the onset of the program. Fresno Unified has implemented an ongoing support Saturday for all cohorts, each month. Fresno Unified currently has 47 National Board Certification teachers. (NBCT)</p> <p>Candidates are in different stages of implementation: completion, mid program, or just starting. Candidates have a total of three years to complete certification, with two retake opportunities. Fresno Unified is collaborating with The National Board Resource Center at Stanford University and other National Board Networks in California and the nation.</p> <p>Eleven National Board Teachers submitted their Maintenance of Certification/Renewal in May 2022, and 100% of them recertified in December 2022. Six of the eleven that recertified are from cohort 1. Nine National Board teachers will pursue a Maintenance of Certification/Renewal in May 2023, receiving status updates in December 2023.</p> <p>All Fresno Unified Cohorts with candidates who have completed the necessary requirements prior to the pandemic exceeded the national average pass rate of 70%. This last year there was a significant decrease in pass rates due to the impact of COVID and time of submission. The program is confident that as candidates resubmit their components, the pass rate of certification will continue to increase. Currently 36% of candidates enrolled in the Fresno Unified National Board Certification Program are in the progress of their certification. As a result of the success of the program, Fresno Unified will continue to recruit and support teachers in obtaining their National Board Certification.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>This program was created to include addressing the needs of foster youth, English learners, and low-income students. Fresno Unified is partnered with The National Board Resource Center at Stanford University and candidates have attended support sessions both at Stanford and in Fresno. Support is specific to the four components that teachers are assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Data literacy as an effective and reflective practitioner. Two of these components specifically require teachers to examine their practices with low-income student populations, English learners, and foster youth.</p> <p>Prior to the onset of the pandemic, National Board Certification Teachers (NCBT's) were improving student achievement. The iReady assessment, which has a high correlation to the results on state assessments, showed positive-growth trends. NBCTs have shown significant growth in moving students into becoming more proficient through the iReady assessment. NBCTs have increased the percentage of students on or above grade level in ELA by 18.2% and math by 11.9%. NBCTs have decreased the percentage of students below grade level by 18.2% in ELA and 14.8% in math. It is anticipated that National Board Certification Teachers will continue to show improvement in both state and local assessment scores.</p> <p>While National Board Certification is specifically targeted to assist English learners, low-income, and foster youth by increasing their academic indicators, it is anticipated that all students will benefit from this investment. For this reason, Fresno Unified will make this opportunity available to teachers throughout the district.</p>		
6	Instructional Supports and Instructional Coaches	Fresno Unified School District's English learners, foster youth and low-income students lag the district in both Literacy and Mathematics on state and local measures. In the baseline year of 2020-21, 35.6% of Fresno Unified students scored at or above grade level on their iReady 3 Reading Diagnostic. In comparison, only 16.5% of Fresno Unified English learners, 22.2% of foster youth, and 31.7% of all low-income youth scored at or above	<p>\$26,743,256 (Total Investment)</p> <p>\$10,659,645 (Supplemental and Concentration, Contributing to the increased or improved services)</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>grade level on their iReady 3 Reading Diagnostic. On iReady 3 for Mathematics, 28.6% of students scored at or above grade level. In comparison, only 13.7% of EL students, 18.0% of foster youth, and 24.8% of low-income youth scored at or above grade level.</p> <p>English learners, foster youth, and low-income students represent a diverse group of learners and feedback from our educational partners has consistently returned a need for additional academic support within the classroom for students in these groups. Instructional coaching provides job-embedded support and feedback to teachers, as part of a comprehensive professional learning and instructional support plan to nurture teacher quality. Use of data to assess and monitor student progress, to inform lesson design, and to provide targeted intervention and/or acceleration is a key strategy for teachers and leaders to improve student achievement by meeting the needs of diverse learners. Instructional Coaches are uniquely positioned to accelerate teacher practice, and thus narrow the achievement gap for socially disadvantaged students, English Learners, and foster youth.</p> <p>Fresno Unified School District has invested in 75 site-based coaches to add to the current 61 existing Instructional Coach staff to support high quality student instruction for English learners, foster youth and low-income students. The existing department coaching roles support the following areas: Early Learning, Literacy, Mathematics, New Teacher Support & Induction, and High Schools (64 total).</p> <p>Instructional Coaches are committed to spending time supporting effective, standards aligned instructional practice. They build capacity in teachers to create optimal learning environments with ever-present attention to equity and continuous academic, social, and emotional growth for low-income students, English Learners, and foster youth. Support is intended to help teachers take effective actions that will result in substantial, sustained improvements in performance.</p>	<p>requirement for low-income, foster youth, and English learner students)</p> <p>\$16,083,611 (Federal funds, Non-Contributing)</p>	

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional coach services include working side by side and virtually with individual teachers, professional learning communities, and sites to improve student learning. Instructional coaches support by delivering professional learning, side-by side coaching, co-teaching, and data analysis of student work and results for low-income students, English learners, and foster youth. When working with Professional Learning Communities, coaches guide teams to answer 4 Grounding Questions: 1) What do we want students to know and be able to do? 2) How will we know they have learned it? 3) What will we do if they don't? and 4) What will we do if they already know it?</p> <p>All instructional coaches have been or will be trained on a research-based coaching cycle designed to support the needs of low-income students, English learners, and foster youth. Each coaching cycle has three high leverage practices used to support this population of students:</p> <ol style="list-style-type: none"> 4. Analysis of student work 5. Planning aligned, effective instruction 6. Observation and Feedback <p>Special populations are identified in each coaching cycle so teachers can address the identified student group and their needs. During data analysis and reflection, Instructional Coaches support teachers to examine their practices with low-income student populations, English learners, and foster youth. Coaches share instructional strategies that support learner variability which includes modeling, strategic grouping, sequenced questioning, timely feedback, and guided practice opportunities.</p> <p>All new teachers receive support as a part of an induction model that includes on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New teachers are assigned a full-time release instructional coach for two years that mentor through an instructional and social-emotional lens. This provides acceleration into their new role, positive feelings about teaching, the</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>opportunity to complete induction, and the ability to be better able to meet the needs of low-income, foster youth, and English learner students. By coaching our newest teachers as they onboard, they will learn habits of instructional practice that focus on meeting the needs of low-income, foster youth, and English Learner students as they begin their careers.</p> <p>School supervisors ensure that site leaders are prepared to support teachers in utilizing these strategies and leveraging data, as well. Doing so creates aligned instructional practices to improve academic outcomes for English learners, foster youth and low-income students across Fresno Unified.</p> <p>As a result of providing these additional resources directed toward meeting the needs of our low-income, foster youth and English learners, more teachers are engaged in classroom coaching cycles and feedback to effectively support learner variability and more students are having their instructional needs met.</p> <p>The Instructional Coach model developed, utilized, and now expanded is designed to meet the needs most associated with foster youth, low-income and English learner students. However, because Fresno Unified expects that all students, and particularly students struggling in English Language Arts and math will benefit, this action is being provided on a district-wide basis.</p> <p>We expect that the investment in instructional coaching and support will improve teacher practice and increase student achievement in Literacy and Mathematics as measured by iReady [and SBAC] data for low-income students, foster youth, and English learners.</p>		
7	Additional Teachers Above Base Staffing	Fresno Unified School District's English learners, foster youth and low-income students lag the district in both Literacy and Mathematics on state and local measures [SBAC/iReady LCAP metric]. Feedback from our educational partners indicates that smaller class size, with a high-quality teacher, provides for a more personalized class environment to better impact the academic	\$13,902,384	Y

Action #	Title	Description	Total Funds	Contributing
		<p>outcomes for English learners, foster youth and low-income students.</p> <p>With this action, Fresno Unified has provided early offers to new teachers and added classroom teachers at both elementary and secondary schools. In elementary schools, this action particularly reduces class sizes in the early grades, where students are developing foundational skills. At our secondary schools, this action supports smaller class size in core content areas and additional class period offerings.</p> <p>Early hiring is a strategy specifically designed to meet the needs of English learners, foster youth and low-income students, as it allows the district to hire new teachers from the widest talent pool, to select staff who are most equipped to meet the academic needs of our target student groups. Interview questions and teaching practicum are designed to elicit demonstration of candidate's beliefs, skill, and experience in meeting the diverse learning needs of English learners, foster youth and low-income students. Additional teaching positions are added in focus areas (K-3, secondary core content) to provide opportunities for small group instruction for English language learners, foster youth and low-income students. Teachers in smaller classes can more easily follow student learning and differentiate instruction in response to their needs. Because scaffolding of instruction is considered key to the academic achievement of English learners, low-income, and foster youth students, experience shows that they will greatly benefit from smaller classes and more teacher attention.</p> <p>As a result of providing additional teachers to ensure that all classroom jobs are filled early in the hiring process with the most competitive candidates, as well as reducing class size in early grades and in core content areas at secondary schools, Fresno Unified is directing resources toward meeting the needs of low-income, foster youth, and English learners so that these students are having their instructional needs met.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>This action is designed to meet the needs most associated with foster youth, low-income and English learner students. However, because Fresno Unified expects that all students, and particularly students struggling in English Language Arts and math will benefit, this action is being provided on a district-wide basis.</p> <p>We expect that the investment in early hires and additional classroom teachers will increase student achievement, as measured by iReady [and SBAC] data in Literacy and Mathematics for low-income students, foster youth, and English learners.</p>		
8	Additional School Site Administration Above Base	<p>Low-income students experience lower rates of grade level proficiency in English language arts (ELA) and mathematics and higher rates of suspension as reported in the district's Local Control and Accountability Plan (LCAP). Additionally, low-income students have higher rates of suspensions and expulsions.</p> <p>Students need additional academic, social-emotional, and behavioral supports in order to increase ELA and math scores and decrease suspension rates. Vice principals will be able to provide teacher and classroom support through collaboration, classroom observations, and professional development. Additionally, they will be able to directly support students by working with students, staff, and parents to identify student needs and providing or assigning supports based on student need.</p> <p>Staffing a co-administrator at each elementary school, as well an additional vice principal at two middle schools and all high schools, will assist the school principal to form a stronger leadership team designed to improve academic outcomes and decrease suspensions and specifically ensures the needs of low-income students are being met.</p> <p>The additional vice principals will be tasked with the following to support low-income students:</p> <ul style="list-style-type: none"> Assist the principal in providing and leading the school site vision and mission with a focus on ensuring equity for low-income students 	<p>\$5,816,600 (Total Investment)</p> <p>\$5,769,710 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$46,890 (Federal funds, Non-Contributing)</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Fostering a culture of data decision making focused on supporting low-income students • Support site efforts to build positive school climate and culture and maintain collaborative relationships with families of low-income students • Support site efforts to provide social emotional learning supports for low-income students <p>This investment is designed to better support students living in low-income households. However, because it is believed that all students will benefit, the investment is being provided on a district-wide basis. The purpose of this is to support academic growth, but it will also support the increase of attendance rates and decrease of suspensions for the identified student groups. (EL, FY, LI).</p> <p>Implementing this action will result in an increase in English/language arts and mathematics grade level proficiency and progress in iReady and SBAC.</p>		
9	African American Academic Acceleration	<p>The Office of African American Academic Acceleration (A4) is focused on targeting our most vulnerable populations including low-income and foster youth to cultivate collaboration and consistent communication amongst families. Low-income and foster youth African American students score lower on ELA (English Language Arts) and Math SBAC (Smarter Based Assessment Consortium) assessments.</p> <p>A4 designed programs that are intended to raise performance for low-income and foster African American students. Fresno Unified will invest in the following programs:</p> <p><u>Math Camp</u> Math Camp is designed for current 5th and 6th grade African American students that are 1 or more grade levels below in mathematics with a goal to strengthen their fractions computational skills and utilize robotic coding performance tasks to demonstrate mastery. The program also focuses on establishing students' identity and increasing self-efficacy to academically excel in STEM related subjects.</p>	\$5,991,247	Y

Action #	Title	Description	Total Funds	Contributing
		<p><u>Academic Center</u> The Academic Center focuses on minimizing lost instructional hours for African American students due to suspension. The Academic Center instructional team of Certificated Teachers and Paraprofessionals assist students with staying on track with class assignments and iReady assessments while on suspension. The instructional team also supports students' transition back to their school site after suspension by providing wraparound services.</p> <p><u>Summer Literacy</u> The literacy program focuses on closing the reading achievement gap for African American students who are not currently on grade-level and provides targeted literacy instruction and supports to meet the needs of our African American students in grades K-4. This program is implemented during the summer for three weeks at 5 hours per day, aligned with Fresno Unified's Extended Learning schedule for summer.</p> <p><u>Afterschool Literacy</u> The literacy program focuses on closing the reading achievement gap for African American students who are not currently on grade-level and provides targeted literacy instruction and supports to meet the needs of our African American students in grades K-4. This program is expanding to reach 30 elementary sites in both the Fall and the Spring. The goal of this expansion is to serve up to 1,300 African American and African American multi-racial students.</p> <p><u>Academic Advisors</u> Site mentors who will discuss attendance, grades, and behavior in a secure location on the campus and create a plan for growth. The advisor will also keep a strong line of communication with the students' parents and teachers.</p> <p><u>Student Voice Initiative</u></p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Students and A4 will hold labs that allows the students to identify problems and construct student led solutions as well as collaborate in the creation of FUSD (Fresno Unified School District) professional learning opportunities that are also designed by the students.</p> <p><u>L.E.A.D. (Learn, Excel, Affirm, Develop)</u> A program designed for rising 7th and 8th-grade African American students that strengthen literacy skills through a project-based learning experience that integrates collaboration and design thinking to activate students' voices and solve real-world problems. L.E.A.D. aims to move students from passive recipients of information to problem solvers who understand their role in improving society.</p> <p><u>African American Student Leadership Academy (AASLA)</u> Identify college-bound 8th grade Black/ African American students across Fresno Unified and provide supports and mentoring to ensure that they are UC ready upon graduation.</p> <p><u>Black Student Union (BSU)</u> Fosters an environment in which Black/ African American students can exemplify the BEST of their culture and be leaders both socially and academically on their campus.</p> <p>Each of the programs listed have been designed to meet the needs of low-income and foster African American students and create supports for both low-income and foster youth as well as their families by providing programs in the summer and after school to enable students to have opportunities during these academic down times. Academic Advisors support low-income and foster families with the necessary information and tools to advocate for their children.</p> <p>While this action is specifically created to support low-income households and foster youth, Fresno Unified believes that all African American students will benefit from these actions, so this investment is being provided district wide.</p>		

Action #	Title	Description	Total Funds	Contributing
		The office of A4 and Fresno Unified School District expect that the low-income and foster African American students will benefit from this investment by improving ELA and Math scores on state SBAC assessment and iReady.		
10	Early Childhood Education Developmental and Educational Supports	<p>Fresno Unified School District's English learners, foster youth and students living in disadvantaged circumstances lag the district in the percentage of students on or above grade level. This is evidenced by the district's iReady assessment scores outlined in the LCAP Metrics. Early Learning programs is often the first formal setting English learners; low-income and foster youth students experience before entering Kindergarten. Students who are foster youth, low-income, and English learners in the earliest years of development are particularly susceptible to factors that can impede their path to meeting developmental milestones.</p> <p>The District will provide access to quality early learning and care programming and resources to families of low-income, foster youth, and English learner students beginning with an enrollment team that is equipped to support a variety of family needs. The enrollment center is staffed with a team who is bilingual in languages used by local families to serve parents/guardians in using the online or in-person registration process for enrollment to access and complete their child's registration. The expansion of the early learning and care programs is extended across the district to reach English language learners, foster youth and low-income students that do not have the same access to, or awareness of, early enrollment opportunities.</p> <p>Quality programs keep children safe and healthy, and support children in developing skills they will need for success in school and in their lives outside of school. The skills include social emotional, cognitive, motor and communication skills. Students in foster care may not have the settings to cultivate developmental consistency to support their milestones; those living in poverty may have life factors that hinder development. The early learning and care programs will ensure that low-income, foster youth and English learner children's individual growth and development is universally supported, including that of with a particular focus on</p>	<p>\$22,599,538 (Total Investment)</p> <p>\$16,366,164 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$6,233,374 (Federal funds, Non-Contributing)</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>children in highest-need areas.</p> <p>Access to high quality early learning and care programs for low-income, foster youth and English learner children will support their developmental progress through qualified instructional teams who use research-based curriculum, and developmental screenings and assessments to individualize students' needs. Upon enrollment into FUSD Early Learning programs, families will complete Ages and Stages Questionnaires (ASQ) for each child. Teachers will access the results of the screening tool and respond appropriately based on the data collected and provide the necessary support for the child. The opportunity provided through participation in an early learning and care program connects families to programs designed to meet the needs most associated with foster youth, low-income and English learner students. However, because Fresno Unified expects that all students, and particularly students with special needs will benefit, this action is being provided on a district-wide basis.</p> <p>To reach a wide demographic, staffing participates in community outreach and engagement for increased community awareness, particularly in areas with low-income youth and events geared toward families of foster youth and English learners. In addition to raising awareness of early learning and care programs, these community engagement events also support increased registration and participation in FUSD early learning programs. It is anticipated the children who are enrolled in early learning and care programs will increase the number of English language learners, foster youth and students living in low-income circumstances who score on or above grade level and/or show progress on iReady assessments as students' progress in their academic career.</p>		
11	Additional Supports for Libraries	<p>Many disadvantaged students within Fresno Unified, - including English learners - lack access to reading materials. Research has shown that these groups of students need access to these resources with our own Fresno Unified data supporting this need. An example from our iReady data shows that while the district scored at the 35.6% level, but sub-groups like English Learners (16.5%) did less well.</p>	\$1,430,884	Y

Action #	Title	Description	Total Funds	Contributing
		<p>To meet the needs of English learners, the district is focused on improving access to high level reading materials in both English and other languages. To support this need for English learners, the district will:</p> <ul style="list-style-type: none"> • Continue to extend the hours school libraries are open by having library staff all in 8-hour positions • Purchase additional print and digital books on diverse topics and in a variety of languages • Increase at-home libraries for students to have more access to books and reading - Providing supplemental books for students to read at home without library check-in dates <p>These investments were designed to support English learners by creating more access to reading for students. Providing reading materials in languages other than English and expanding home libraries for student will promote a love of reading regardless of home language and ensure families can be involved in reading activities with their children.</p> <p>While all students benefit from increased access to a variety of high-quality reading materials, providing these reading supports will enable English learners to increase reading and writing proficiency by expositing them to a more expansive vocabulary and as reported by teachers and families has resulted in increased time spent reading.</p> <p>Increasing access to reading materials will meet the needs most associated with English learners. However, because Fresno Unified expects that all students, and particularly English learners, will benefit, this action is being provided on a district-wide basis.</p> <p>It is expected that by increasing library hours and providing more high-quality reading materials English learners will increase English Language Arts proficiency at a higher rate than that of all students.</p>		

Action #	Title	Description	Total Funds	Contributing
		It is expected that by increasing library hours and providing more high-quality reading materials English learners will increase English Language Arts proficiency and progress on SBAC and iReady.		
12	Equity & Access	<p>Equity and Access—now identified as Research, Evaluation, and Assessment (REA) and Diversity, Equity, and Inclusion (DEI), and Data Governance houses data fluency, assessment fluency, increased focus and support of diversity, equity and inclusion, and increasing program improvement. iReady, as a foundational academic screener and leading indicator for improving academic performance at challenging levels, shows that foster youth, English learners, low-income, and students with special needs are performing at a disproportionately lower rate than their peers. Foster youth, English learners, and low-income students are identified through disaggregated data and supported through all Equity and Access goals (Data Fluency, Assessment Fluency, Support for Diversity, Equity, and Inclusion, and Program Improvement). There is also a clear need shown in the California Dashboard and related academic data to address academic achievement levels for foster youth, English learners, and low-income students in Fresno Unified. Students with disabilities are also a focus and priority.</p> <p>This action includes personnel towards supporting, aligning, and maintaining data tools, an aligned assessment system, key survey implementation, a comprehensive Diversity, Equity, and Inclusion framework, and models of program accountability and improvement. This action funds training, development, and resource allocation for continued support of disaggregating and visualizing data. This action provides materials, resources, supplies, and professional learning designed to unearth needs that manifest themselves as disproportionate outcomes for students in identified student groups.</p> <p>This action includes personnel developing, maintaining, and ensuring data through the organization of data tables, visualizations, and action-oriented information aligned with an assessment system, a comprehensive Diversity, Equity, and</p>	\$3,078,110	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Inclusion framework, and models of program improvement. These actions are priorities in that they provide all other LCAP actions with the data necessary to support English learners, foster youth, low-income students, and students with special needs.</p> <p>This action includes Equity and Access personnel ensuring that the district in various forms of multi-departmental structures receive/understand/increased availability of student level data, increased access to actions and opportunities for personalized instruction and support, and more clearly defined organizational culture embedded in the newly established district strategic plan (mission, vision, values, and goals) to achieve identified student groups outcome. Specified student groups benefit from E&A supports, structures, and actions when data associated with each group can be analyzed and goals are able to be set through a lens of equity rather than by averages and equality.</p> <p>Providing the Equity and Access supports will meet the needs we identified that are most associated with foster youth, English learners, and low-income students, however, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis. We expect that the investment the Equity and Access supports will increase student achievement, as measured by iReady [and SBAC] data in Literacy and Mathematics for low-income students, foster youth, and English learners.</p>		
13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	<p>District data indicates that English learners, foster youth, and low-income students under perform other students in the district in English language arts and math as evidenced by state (SBAC) and local assessments (iReady). In addition, English learners, low-income students, and foster youth students are disproportionality unrepresented in advanced coursework such as advanced placement courses, International Baccalaureate programs, dual enrollment, and programs for Gifted and Talented students (GATE).</p> <p>Fresno Unified continues to invest in a K-8 manager, a secondary manager, eight advanced coursework coordinators at eight</p>	\$5,810,686	Y

Action #	Title	Description	Total Funds	Contributing
		<p>comprehensive high schools, and a Teacher on Special Assignment along with clerical support to support advanced coursework in the district. The district will continue to fund teacher supplemental contracts to support professional learning to address the needs and conditions associated with preparing students, specifically low-income, English learner, and foster youth students, to be successful with advanced coursework, and fund necessary teacher development such as Advanced Placement and International Baccalaureate Summer Institutes. Lastly, the district will pay for any fees associated with Advanced Placement exams, as well as the ManageBac assessment tool for International Baccalaureate.</p> <p>The design of advanced instruction includes increasing opportunities for English learners, foster youth and students in low-income households to be identified, prepared, and participate in advanced coursework. Students in these student groups will attend GATE programs with teachers specifically trained for the program. This investment works to eliminate barriers for these students such as lack of parent advocacy, increased costs, or English language acquisition. Informational parent meetings for programs with advanced coursework will be provided in native languages. Because students at the high school level in the target student demographics have historically not accessed accelerated education in proportionality to their enrollment, high school programs in all areas are accessible for both identified students using assessment data, as well as the general population of the school.</p> <p>While this action was specifically created to ensure English learners, foster youth and low-income students have access to advanced coursework, it is expected that all students will benefit from this investment. For this reason, the action is being made available district wide.</p> <p>Fresno Unified anticipates that with an increase in the number of teachers with specialized training in accelerated instruction English learners, foster youth, and low-income students will</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>experience accelerated performance in English language arts and math as evidenced by state and local assessments. In addition, advanced curriculum will be available to English learners, low-income students, and foster youth. We also anticipate that with the growing number of English learners, low-income students, and foster youth students participating in GATE programs at the elementary level there will be more proportionally represented in advanced coursework as students move forward in their academic career in Fresno Unified, such as advanced placement courses, International Baccalaureate programs, dual enrollment, and programs for Gifted and Talented students (GATE). Because secondary advanced coursework works within the disciplines, participation in advanced coursework in</p> <p>Fresno Unified high school is expected to improve both content learning as well as disciplinary literacy capabilities in students. English learner students, foster youth, and low-income students will demonstrate their capabilities as demonstrated on the state (SBAC) and local (iReady) assessments.</p>		
14	Expand Alternative Education	<p><u>Expand Alternative Education Service to sites</u></p> <p>Alternative Education low-income, foster youth, and English learner students have historically needed additional support due to credit deficiency, attendance issues, familial circumstances, and medical needs. This issue worsened during the pandemic. With transition to 100% virtual instruction, the identified students were expected to onboard quickly with how to be distance learning students as well as struggling with technology, and balancing home demands. As identified in the metrics section above, our English Learner, low-income and foster youth students have the most opportunity for improvement in attendance as well as earning the necessary credits for graduation. Based on a local needs assessment and educational partner feedback, support continues to be needed around, improving attendance for our identified students, as students have been burdened with illness, death, financial struggles and childcare needs as well as additional opportunities for credit recovery.</p>	\$2,255,424	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The following programs will include the hiring of teachers, counselors, CWAS, administration, and support staff to run the programs. We will also include the purchasing supplies, college books and licenses to online curriculum to support these programs and provide further access to them for our low-income, EL, and foster youth students.</p> <p>To address this need, Fresno Unified has expanded the time and hours for which low-income, foster youth, and EL students can earn credits outside of the traditional school day. Alternative Education sites prioritized expanded learning time for students. Funding has been provided to expend the time and hours which are designated for our low-income, EL, and foster youth students to earn credits outside of the traditional school day. These learning times have been opportunities for these groups of students to gain access to “Year-Round” credit attainment which included:</p> <ul style="list-style-type: none"> • Night School, (Cambridge and DeWolf) • Saturday School, (Cambridge and DeWolf) • Winter Session, (Cambridge, DeWolf, and JE Young) • Extended Learning Summer Sessions, (Cambridge, DeWolf, and JE Young) • Online Courses, (Cambridge, DeWolf, and JE Young) • Dual Enrollment courses with our community college partner, Fresno City College (FCC), (Cambridge, DeWolf, and JE Young) <p>This Credit attainment opportunities are designed to include:</p> <ul style="list-style-type: none"> • Night School • Saturday School • Winter Session • Extended Learning Summer Sessions • Online Courses • Dual Enrollment courses with our community college partner, Fresno City College (FCC) 		

Action #	Title	Description	Total Funds	Contributing
		<p>To combat the new distressing evidence of absenteeism and challenges to attendance especially due to the pandemic, two Child Welfare and Attendance Specialists (CWAs) were added to coordinate and monitor behavior, attendance and social emotional Tier II supports and interventions as well as provide direct supports to low-income, foster youth, and English learner students by facilitating conflict mediation, goal setting, mentoring, and de-escalation strategies through small group skill building. Ongoing collaboration between staff allows for the monitoring of student progress in attendance, credits toward graduation, and social emotional support.</p> <p>To continue to combat absenteeism and challenges to attendance, staff continue to request the support of Child Welfare and Attendance Specialists (CWAs) to do the following:</p> <ul style="list-style-type: none"> • Coordinate behavior, attendance and social emotional Tier II supports and interventions • Be an active member of the Tier II Problem Solving Teams • Monitor students with academic, attendance, social and emotional needs • Meet with students individually to conduct weekly or daily check-ins • Deliver direct support to students such as facilitating conflict mediation, goal setting, mentoring, and de-escalation strategies • Provide small group skill building (i.e., communication, problem solving, coping strategies, responsible decision making, emotional regulation, organizational skills, and resilience) • Work collaboratively with site staff such as, attendance clerk, school psychologist, school counselor, administration, and teachers to coordinate students supports and interventions • Progress monitor student outcome data (i.e., attendance, office referrals and suspensions) to determine appropriate interventions and supports 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Support students in setting short- and long-term goals to address academic, attendance, and behavioral needs to increase student achievement • Facilitate re-entry/welcome conferences for students who are returning to comprehensive school site from an Alternative Education setting <p>Alternative Education schools are established to support the whole student but strive to meet the needs of our most disadvantages such as our low-income, foster youth, and English learner groups.</p> <p>The creation of the additional Credit Recovery Options that have been described the document above will tremendously help support our low-income, EL, and foster youth students as they will have opportunities and resources outside of the regular programs offered by the comprehensive school sites. The added times, locations, and program flexibility greatly helps students who have been impacted with the challenges of low-income, living stability (foster youth) or by the hardship of emerging language acquisition. The programs in Alternative Education are specialized and flexible, especially benefiting our identified groups.</p> <p>Our additional CWAS hires will also especially benefit our low-income, foster youth, and English Learner students as families of these groups often have great difficulty communicating and/or meeting with their schools. Transportation and communication are especially challenging for these families, so the additional CWAS will be crucial to their success to increase their attendance and for their overall academic success.</p> <p>We believe that these programs and personnel will support not only our low-income, foster youth, and English learner students but also all our Alternative Education students.</p> <p>Our Alternative Education intended outcome is an increased number of <i>graduates</i> and increase attendance.</p> <p>Our Alternative Education intended outcome is an increased number of graduates.</p>		

Action #	Title	Description	Total Funds	Contributing
		The data provided in the first section of this document provides evidence explaining the need for expanded Credit Recovery opportunities for our low-income, EL, and foster youth students. We are expecting a continued increase in our graduation rate for these identified student groups (LI, EL, FY).		
15	Maintain Additional Services for Phoenix Community Day School	<p>As outlined in the district's Local Control and Accountability Plan metrics, foster youth and low-income students are suspended or expelled at rates higher than other student populations. After a local needs assessment, additional needs have been raised for our foster youth and low-income students who attend Phoenix Community Day School. Based on educational partner feedback and school connectedness data, foster youth and low-income students at Phoenix Community Day School need the additional wrap-around services to support their academic and social-emotional needs with the hope of returning to their traditional comprehensive sites. Additionally, the identified students (FY, LI) and all students attending Phoenix need focused interventions, strategies, and programs beyond the scope of the resources of their traditional comprehensive school sites.</p> <p>Phoenix Secondary is a Community Day School serving expelled students and students at-risk of expulsion referred from our Fresno Unified middle and high schools.</p> <p>The suspension numbers for all low-income students were at a decline. There were shifts in the data during the COVID-19 pandemic and distance learning. Since the return to school, in-person learning, there has been dramatic shifts for students, including changes in behavior, causing an increase of suspensions.</p> <p>Based on the needs assessment the identified student groups (FY, LI) need additional supports and services at Phoenix in order to succeed in the Phoenix setting and/or return to their comprehensive site. Some of the needs for fostering youth and low-income students are small class sizes, counseling services, and a structured behavior modification system. Phoenix Secondary uses the district-adopted curriculum (not funded from</p>	\$5,300,501	Y

Action #	Title	Description	Total Funds	Contributing
		<p>this action) to support the academic readiness of students who transition back to comprehensive school sites.</p> <p>Specifically at Phoenix Secondary, the targeted support are due to the transiency of the population of foster youth and low-income students who attend Phoenix Secondary and the challenging behaviors these students display, there is a school-wide need for in-depth academic and social emotional support. By providing these supports, it is anticipated that the identified students (FY, LI) and all Phoenix students will improve attendance, decrease the number of expelled students and students at risk of being expelled, as well as improve academic outcomes.</p> <p>Educational Experiences and Career readiness Through these purchased opportunities and student supports, foster youth and low-income students of Phoenix Secondary are provided the opportunities to participate in the following:</p> <p>Phoenix Secondary offers to their foster youth and our low-income students, off campus and on campus experiences to link students to post-secondary opportunities. Educational field trips provide opportunities for students to be exposed to new activities and build self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance for example. These services support the identified student groups (FY, LI), as well as, English learner students and all students.</p> <p>Secondary Community Day trips include:</p> <ul style="list-style-type: none"> • Career Technical Education Field Trip to the Fresno Convention Center • UC Merced trip • Fresno State trip • Fresno City College trip • Fresno City Vocational Program visit and enrollment • Si Se Puede Conference (Latino student conference at Fresno State) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • African American Student Conference (Fresno State) • Ram Days (Fresno City College orientation) <p><u>Extracurricular and Enrichment Activities</u> Implementing the following activities will increase student self-efficacy, self-esteem, leadership and social awareness and result in student advancement on the schoolwide behavior modification tracking system-a tiered system that tracks appropriate classroom and campus conduct.</p> <p>English learner, foster youth and low-income students are also offered a chance to participate in competitive sports programs and education trips. To participate in these activities, students will be required to meet behavior and academic criteria. This service will serve as motivation for students to stay academically and behaviorally in good standing, and as a result, it is expected that grades and behavior data such as suspensions of Phoenix students will improve.</p> <p><u>Social Emotional Counseling Supports</u> Phoenix will maintain an individual counseling program to reduce peer conflict and emotional outbursts. These services will help support students and provide behavior modifications which will help them stay in school. Counseling supports that will be offered include the following:</p> <p>Social Emotional Team- Upon enrolling at Phoenix Secondary, parents and students separately participate in a brief interview in which information is compared amongst team members at a weekly social emotional meeting. At that time, based on the information provided, students are strategically placed into specified groups or provided individual counseling, and outside referrals are made.</p> <p>Individual Counseling- Students identified for individual counseling meet once per week and more as needed to work on identified issues.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Group Counseling- Grief group, Anger Management, Substance Abuse Prevention Group, Girls group (related to addressing high risk behaviors). In addition to these groups, others are created based on need.</p> <p>Classroom interventions- Classroom observations are made to create case plans and goals for students to improve behaviors. Staff also work closely with teachers to provide suggestions and strategies for working with challenging students.</p> <p><u>Academic Supports</u> Phoenix staff will closely monitor the grades of English learner, foster youth and low-income students, and provide academic interventions. This will enable students to stay focused on academics and will help them stay on track. It will also support students by informing and involving their parents.</p> <p><u>Staff supports (Professional Development)</u> All staff members will be trained in the development and implementation of the Phoenix Community school-wide Behavior Modification System. The system is a structured level system that helps students begin to self-regulate their behavior. The system requires staff to consistently address behavioral expectations, record points, and monitor students' progress on a shared document. Students can earn additional privileges or incentives for maintaining good behavior over established intervals.</p> <p>Through the supports identified above, our English learner, foster youth and low-income students will show a reduction of suspensions and expulsions contributing to the overall academic and social-emotional success of our students.</p> <p>Phoenix is designed to target behavior support and academic achievement. These supports are evaluated with administration and the social emotional support team to identify ways and frequency of supports needed. From the PLC teams to the climate</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and culture teams the school is structured to provide services and monitor daily/weekly student progress.</p> <p>EL, foster youth and our low-income students are a part of a collaborative culture at Phoenix. From the referral to the new student orientation, students are met with overall support for understanding daily student expectations and operations on campus to promote cohesion and consistency.</p> <p>To ensure the support of the EL, foster youth and low-income students of Phoenix, all staff members implement the school-wide Behavior Modification System. The system is part of Phoenix's MTSS and is a structured level system that helps students begin to self-regulate their behavior. The system requires staff to consistently address behavioral expectations, record points, and monitor students' progress on a shared document. Students can earn additional privileges or incentives for maintaining good behavior over established intervals.</p> <p>The action prioritizes the needs of foster youth, low-income students, and English learners by ensuring that these students receive additional support to move a minimum of one grade or more during an academic school year.</p> <p>All actions targeted for English learner (EL), foster youth, and at-risk students, along with integration of EL specific strategies used in all content areas. Re-designation goal setting reports will be utilized to monitor growth and gaps for English learner students, while teachers will provide on-going data chats with students to identify gaps in meeting Re-designation criteria.</p> <p>Improve academic performance at challenging levels Phoenix will continue to implement the district-adopted comprehensive program for language arts (Springboard) and math (Big Ideas) through planned instruction that is aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development Frameworks to support our English Language Learners.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Social Emotional Learning (SEL) Phoenix Secondary has implemented a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, and Restorative Practices to reduce challenging behavior and increase the on-campus engagement of EL, foster youth and low-income students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of negative interactions between peer/peer and peer/staff relationships. Phoenix students are provided opportunities to interact with peers/teachers, and community members during school activities.</p> <p>Multi-Tiered Systems of Support supports include:</p> <ul style="list-style-type: none"> • School wide positive behavior level system • Meaningful work • Second Step Curriculum • Morning Meaning • Guidelines for Success • Flex with Phoenix • Incentives for positive behavior • Daily Check-ins • Weekly Family Connection <p>Professional Development</p> <ul style="list-style-type: none"> • Professional learning for the use of Restorative Practices for the entire staff to be utilized to address Safe/Civil Educational setting to support the social emotional domains for EL, foster youth and low-income students (Restorative Justice: Building/Restoring Relationships). • Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in creating a Safe/Civil Educational Setting and support the social emotional domains. • Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school- 		

Action #	Title	Description	Total Funds	Contributing
		<p>wide management interventions based on reflection room frequency/intensity data trends/patterns.</p> <ul style="list-style-type: none"> • Cultural Proficiency Training <p>Inter-scholastic sports program</p> <p>Utilized to motivate students and provide leadership opportunities to build community and academic goal setting.</p> <ul style="list-style-type: none"> • Organized morning PE • Intramural sports during lunch <p>Individual and Group Counseling Social worker meets with students personally and in group settings to cover array of topics. Social Worker will provide intensive case management for all enrolled students.</p> <p>Through the supports identified above, foster youth and low-income students will show a reduction of suspensions and expulsions contributing to the overall academic and social-emotional success of our students. Through these supports, we are expecting to see a reduction of suspensions by 20% and a 50% reduction of expulsions.</p> <p>These supports and services that are provided by Phoenix will not only benefit our English learners, foster youth and low-income students, but all students who will be serviced by Phoenix Secondary Community Day School.</p> <p>The intended outcome is to provide students with the necessary academic and behavioral skills to align with our district's goals of being college and career ready.</p> <p><u>Interventions</u></p> <p>Targeted Support Team- A multi-disciplinary team meets to develop interventions for students who are struggling with grades and behavior utilizing input from all 6 teachers, the student, and parent.</p> <p>Transportation- Transportation is often provided to students who miss the bus and/or are frequently absent from school. Staff also assist parents with transportation to and from school meetings.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Home Visits – Conducted with families to strategize the most effective way to collaboratively work toward mitigating issues that not only affect the student but the family as a whole; to provide the student with the best chance for resiliency and success.</p> <p>Truancy/Attendance – Weekly attendance meetings are held to discuss all students with attendance issues and individual interventions are created in attempts to alleviate further absences.</p> <p>Changing from Within- English learner, foster youth and low-income students visit prisons and are matched with inmates who provide mentoring regarding the impacts of poor decision making.</p> <p>Transitional services- Weekly, monthly, and as needed support is provided to all students who transition back into the traditional school setting, including English learner, foster youth and low-income students to assist them with adjusting and navigating the new setting.</p> <p><u>Crisis Intervention</u> Phoenix will provide crisis intervention supports for students which will include: Conflict resolution - A method commonly utilized amongst the students which has been very effective in keeping physical violence to a minimum on campus. Suicide Risk Assessments- Staff follows the ASSIST model to assess and support students who express or appear to be at risk of self-harm. A Wellness Meeting is convened to address the needs of all students who are 5150ed upon their return to school.</p> <p>Student Request/Referral- Teachers, parents, or administrators may refer students for individual counseling. Students may also self-refer for counseling services.</p> <p><u>Academic Counseling at Phoenix Secondary</u> 7th-8th grade, EL, foster youth and low-income students • Responsive services 1:1 student support; small group support;</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>parent conferences</p> <ul style="list-style-type: none"> • Academic Goal Setting classroom presentation • D&F grade chats and monitoring • Transitional support for students transitioning to comprehensive sites <p>These additional supports for foster youth and low-income students were created to ensure that low-income students or students in the foster care system receive the same access to field trips, athletics, and extracurricular activities, along with the same social emotional supports and high-quality instruction often provided to more affluent students. Transportation and other costs that can be barriers to participation in school programs and activities have been eliminated. Final-FCSS Approved 96 Action # Title Description Total Funds Contributing While this action was specifically designed to support foster youth and low-income students who struggle with behaviors that lead to suspension and expulsion, Fresno Unified School District believes that all students will benefit. For this reason, the action is being provided school wide.</p> <p>Through the supports identified above foster youth and low-income students will show a reduction of suspensions and expulsions contributing to the overall success of these students.</p>		
16	After School Tutoring	<p>After school tutoring and support are a key element of addressing unfinished learning made worse by the effects of school closure due to the COVID 19 pandemic. According to district metrics English learners, foster youth and low-income students have lower iReady assessment scores in English language arts and math. Fresno Unified School District has provided extended learning opportunities through teacher and tutor supports principally directed to low-income students in elementary, middle, and high schools to increase skills and understanding in literacy, mathematics and improve overall academic achievement.</p> <p>To meet this need, Fresno Unified School District will provide tutoring services through the After School Program to increase opportunities for all students to receive academic support from</p>	\$108,826,634	N

Action #	Title	Description	Total Funds	Contributing
		<p>tutors and provide additional access to the district's adopted curricular programs (Guaranteed Viable Curriculum [GVC]) in literacy and math. Fresno Unified will hire tutors from existing staff and contracted third-party staff. All staff must meet the minimum requirements to be a tutor which includes having a high school diploma and passing the No Child Left Behind exam (or equivalent) or having completed 48 college units. Materials and supplies are also provided to students who access the tutoring services including but not limited to computers/laptops, consumable materials and supplies, and ancillary curriculum to provide additional support to help students in literacy and/or math.</p> <p>In addition, transportation has been a barrier and challenge. Therefore, the Fresno Unified After School Programs operate on campus and begin immediately after the conclusion of the regular instructional day to ensure that students do not have to leave campus to access tutoring services and support. The after-school tutoring program is designed to meet the needs most associated with English learners, foster youth and low-income students; however, because the district expects that all students, and particularly students with disabilities will benefit, this action is provided on a district-wide basis.</p>		
17	Extended Summer Learning	<p>Metrics outlined in the district's Local Control and Accountability Plan indicate that English learners, foster youth, and low-income students all have lower iReady assessment scores and also have graduation rates significantly behind their peers. In addition, less English learners and foster youth complete the A-G courses necessary to attend a 4-year college or university. Extended learning supports low-income, English learners, and foster youth by expanding the size of summer learning programs to meet the increased number of students identified in need of summer learning who are identified to be behind 2+ years in ELA or Math on 2nd quarter I Ready Assessment (for elementary and middle) or more than 10 credits (equivalent of 1 course) deficient on graduation and/or A-G college requirements. Specific intervention programs in extended summer learning are designed to target "unfinished learning" and "summer learning loss" through literacy, math, and/or credit recovery.</p>	<p>\$36,183,698 (Total Investment)</p> <p>\$4,773,658 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$31,410,040 (Federal funds, Non-Contributing)</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Fresno Unified School District continues to design extended summer learning programs for students from preschool through 12th grade to target “unfinished learning” and “summer learning loss” in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or distance learning format and operate at least three hours a day for 22 days for Preschool students and at least 5 hours a day for 22 days for Transitional Kindergarten through 12th grade students during the summer break. Expanding the size of the summer learning programs also results in an increase in summer program staffing (management, certificated/teaching, classified and clerical, and district staff), increased professional learning/training for staff, providing additional and intentional paid time for certificated/teaching staff to complete school-to-home communication and connection with students and families, and purchasing of curriculum and materials and supplies. Since Summer 2021, Fresno Unified School District offers both in-person and distance learning summer program opportunities to meet the needs of students and families. On-going design and adoption of curriculum for both distance learning and in-person instruction continue to be a necessity to support students in summer programming.</p> <p>Transportation can often be a barrier to participation for English learners, foster youth and low-income students, beginning from Summer 2022, all elementary, middle, comprehensive high schools, and alternative education high schools will operate a summer program on campus. (In Summer 2022, a total of 68 elementary, 14 middle, 8 high, and 4 alternative ed schools offered summer programs). This provides students access to a summer program within their geographical home school boundary in Fresno Unified School District. If a campus is unavailable to operate a summer program due to required renovation and/or construction project, students from the impacted campus will be attending a summer program at the nearest school within the same region in the district. Transportation opportunities will be afforded to students impacted to ensure that students are able to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>attend a summer program if their own campus cannot operate a summer program.</p> <p>Additional summer learning opportunities are designed to meet the needs most associated with low-income, foster youth and English learners. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis.</p> <p>Elementary and middle school English learner students, low-income students and foster youth students participating in extended summer learning will demonstrate increased performance on program pre and post assessments as well as state and local assessments. In addition, high school low-income, English learner and foster youth students will recover courses needed to support higher graduation rates and to be on track for A-G completion to meet requirements for a 4-year university. The effectiveness of the extended summer learning program will be measured through pre and post assessment data, iReady, as well as first quarter grades in the following school year.</p>		
18	All teachers are teachers of English learner (EL) students	District data indicates an ongoing and increased need to support English learners to meet timely reclassification using the English Learner Progress Indicator (ELPI) Target of 64.3%. Teachers indicated that 45% of their EL students need intervention on the EL progress monitoring forms they submitted. Therefore, services have become simultaneously more focused on specific support, while addressing EL more broadly across the District.	<p>\$19,453,991 (Total Investment)</p> <p>\$14,087,314 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$5,366,677 (Other State and Federal funds, Non-Contributing)</p>	Y

Action #	Title	Description	Total Funds	Contributing																																		
		<p>Historical reclassification percentages are no longer reported by our State nor our District.</p> <table><tr><th>Year</th><th>FUSD % of reclassified students</th></tr><tr><td>2015-16</td><td>18.1%</td></tr><tr><td>2016-17</td><td>14.9%</td></tr><tr><td>2017-18</td><td>13.9%</td></tr><tr><td>2018-19</td><td>16.7%</td></tr><tr><td>2019-20</td><td>10.4%</td></tr><tr><td>2020-21</td><td>1.7%</td></tr></table> <table><tr><th>Reclassification data by year</th><th>Total # of EL Students</th><th>Reclassification Goal</th><th>Number of Reclassified Students 2022-2023</th></tr><tr><td>2022 - 23</td><td>13,912</td><td></td><td>939 (as of 3/13/23)</td></tr><tr><td>2023-24</td><td>TBD</td><td>1,350</td><td>TBD</td></tr></table> <p>Reclassification data that we will continue to report in-house.</p> <p>New ELPI data that we will begin to report.</p> <table><tr><th>English Learner Progress by year</th><th>State of California</th><th>Fresno Unified</th><th>Difference</th></tr><tr><td>2022-23</td><td>50.3%</td><td>44.3%</td><td>6%</td></tr></table> <p>English Learner Progress (Based on ELPI) Target= 64.3% English Learners= 13,572 RFEP Monitored students= 2,853 LTELs= 5,356 At-Risk= 5,794</p> <p>[Data reflects 3/13/23]</p>	Year	FUSD % of reclassified students	2015-16	18.1%	2016-17	14.9%	2017-18	13.9%	2018-19	16.7%	2019-20	10.4%	2020-21	1.7%	Reclassification data by year	Total # of EL Students	Reclassification Goal	Number of Reclassified Students 2022-2023	2022 - 23	13,912		939 (as of 3/13/23)	2023-24	TBD	1,350	TBD	English Learner Progress by year	State of California	Fresno Unified	Difference	2022-23	50.3%	44.3%	6%		
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LCAP Adoption - June 21, 2023

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Action #	Title	Description	Total Funds	Contributing
		<p>To address these challenges, the Office of Multilingual/Multicultural Education will:</p> <ul style="list-style-type: none"> • Maintain Teachers on Special Assignment (TSAs) to provide support to teachers, leaders, and EL students at every site • Support site leaders to implement, monitor, and provide feedback on district level Professional Learning to teachers for implementation of integrated and designated English Language Development (ELD) • Integrate expanded interventions with Math and ELA departments to EL students including Long Term English learners (LTEL) (English Learner students that have attended a U.S. school for more than 6 years without being reclassified and is at least in the 5th grade) and At-Risk English Learners (English learner students who have attended a U.S. school for 4 to 5 years without being reclassified) • Support newcomer EL to acquire English Language proficiency at the rate of one English language proficiency level per year and to make timely academic progress • (Teachers on Special Assignment - (TSA's) - are assigned to support ELs to meet timely reclassification based on the English Learner Progress Indicator (ELPI) targets in all elementary through high school through job-embedded professional learning based on the ELD standards leveraging the key activities of previous lab school model) • Support site leaders to implement, monitor, and provide feedback on EL PL • Collaborate with other departments, including SPED, ELA, Math, and Science to provide district level Professional Learning to teachers for implementation of integrated and designated English Language Development (ELD) instruction. • Assist each school's EL Site Representative (designated person on each school site who oversees EL activities) to comply with all state and federal requirements, support 		

Action #	Title	Description	Total Funds	Contributing
		<p>instruction, and ensure site-based professional learning for English learners Managers provide regular and ongoing opportunities for site leaders to share implementation and monitoring practices and results</p> <ul style="list-style-type: none"> • Support EL Site Reps and principals to develop a calendar of regular, annual, site based EL PL professional learning based on specific EL populations • EL Site Reps receive regular updates regarding reclassification, monitoring, parent involvement, EL instruction, etc. through meetings and other communications • Continue to contract with Educational Leadership Foundation and train and supervise Inter-Act Fellows to provide academic interventions and social emotional support for LTELs in elementary through high school. • Integrate ELD standards and EL research-based pedagogy into the ELA and Math summer academies for LTELs, students At-Risk of becoming LTELs, and newcomers to support both content and language development. • Provide Lexia English licenses to support listening and speaking skills aligned to the California ELD standards • Support newcomer EL to acquire English Language proficiency at the rate of one English language progress level (ELPI) per year and to make timely academic progress • Maintain one TSA to oversee and train Interact Fellows working with newcomers in elementary schools and to collaborate with others to oversee newcomer activities including developing resources, training, and providing 'soft landing' supports • Develop newcomer training and resources for all teachers of newcomers and Provide secondary ELD course teachers with four training sessions on strategies, materials, and planning • Providing job-embedded professional learning to Bilingual Paraprofessionals working with newcomers 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Collaborate with the mentor office to expand, recruit and train Reclassified Fluent English Proficient (RFEP) mentors to support high school newcomer ELs in language development and academic progress, and to provide social emotional assistance during the academic year and in summer school Support counselors to ensure proper placement, secure transcripts, determine 5-year plans when needed, determine AB 2121 eligibility (Coursework and Graduation Requirements for Migratory Children and Newly Arrived Immigrant Pupils which reduces the number of graduation credits required for high school newcomer ELs who meet certain criteria), and seamless transitions to post-secondary settings upon graduation Continue “Soft-landing” services to provide home language support for New Arrival during the first few weeks of school after enrollment. <p><u>LEA’s Expectations of Action Effectiveness:</u> As a result of implementation of these combined actions, services, and resources, there will be increased EL annual growth on state and local assessments (below) including access to college and career opportunities.</p> <p>State and local assessments of measure:</p> <ul style="list-style-type: none"> Improved academic performance on state and local assessment Improved language growth on ELPAC (as measured by ELPI) Decreased number of LTELs and students At-Risk of becoming LTELs Increased number of students earning the Seal of Biliteracy <p><u>Intended Outcomes:</u> Cross-department collaboration between the Multilingual/Multicultural, ELA, SPED and Math departments will significantly increase process and program improvements for all our English learners. English learners will meet timely English</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Learner Progress targets of 64% and will increase significantly more than previously because of our investment in Teachers on Special Assignment (TSAs), PL for EL Site Representatives, Site Administrators, teachers, elementary and other staff members, expanded interventions for LTELs, At-Risk English Learners, and newcomers.</p> <p><u>Concluding statement</u></p> <p>These actions will address the overarching need of providing services to all teachers of English learners. In addition, transitioning from reclassification percentages to ELPI rates will allow students enough time to make progress toward English language proficiency which will contribute to the increased numbers of English learners progressing on language and content in a timely manner.</p>		
19	Expansion of Dual Language Immersion Programs	<p>English learners (ELs) have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at lower levels than other student groups on state and local assessments. Fresno Unified School District (FUSD) data shows that EL students in the Dual Language Immersion (DLI) program continue to outperform EL students who do not participate in the program and reclassify at a higher rate (CDE, 2022; District Management Group, 2022). Based on the <i>Academic Return on Investment Report</i> done by the District Management Group, 6th grade ever ELs enrolled in the Spanish DLI program in FUSD scored at an average of 572 on the iReady diagnostic assessment compared to ever ELs not in the program who scored at an average of 545. Similarly, 67% of 6th grade ever ELs enrolled in the DLI programs were reclassified compared to 53% of ever ELs not in the program. Since the passage of Proposition 58 in 2016, educational partners have increased requests for more DLI programs per community feedback for the revision of Fresno Unified School District's Master Plan for English Learner Success in 2015 and the district's LCAP 2022 Board Update. Therefore, to continue replicating this success for English learners and to meet Fresno Unified School District's goal number one on improving academic performance for students at challenging levels, the</p>	\$2,503,782	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Office of English Learner Services/Multilingual Education will provide the following actions/services:</p> <ul style="list-style-type: none"> ➤ Maintain support positions - EL Director, DLI Manager, Teachers on Special Assignments - to support DLI students, their families, teachers, and leaders with program specific needs. ➤ Provide supplemental materials and develop cross-cultural opportunities to actualize all three goals of dual language immersion education. ➤ Increase the percentage of students participating in DLI Programs and World Language coursework to improve opportunities for English Learners and others to earn the state Seal of Biliteracy upon graduation. ➤ Expand and enhance Dual Language Immersion Programs. <p><u>Design, Content, or Method for Each Action/Service and How the Action/Service is Intended to Achieve the Outcomes:</u></p> <ol style="list-style-type: none"> 1. Maintain support positions in the English Learner Services Dept - EL Director, DLI Manager, Teachers on Special Assignments (TSA) to support DLI program students, their families, teachers, and leaders with program specific needs. <ul style="list-style-type: none"> • Provide job-embedded professional learning for DLI teachers to enhance their understanding of DLI program model, to help develop and/or support implementation of curriculum guides and curricular resources, assessment tools, instructional and engagement strategies, DLI best practices, digital education tools, and other teacher-generated topics focused on State standards • Facilitate Professional learning communities (PLCs), for DLI teachers, to support with data analysis, goal setting, curriculum implementation, development of common formative assessments, and other teacher-driven topics • Develop or revise curricular resources and assessment materials, such as grade level curriculum guides, decodable texts, foundational skills lessons and activities, benchmark assessments (Hmong) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide differentiated coaching support to DLI Spanish and Hmong heritage language teachers on the Teaching-Learning cycle, student goal setting, and data analysis and through co-planning, co-teaching/modeling, and reflection • Hold quarterly DLI program (Spanish and Hmong) walks and chats with site leaders to align programs across sites, calibrate, provide feedback on instruction, program implementation, expansion, to address needs, concerns, and provide site specific support • Partner with a Hmong technology and media company to develop a culturally relevant educational Hmong app that will reinforce language and literacy skills both at school and at home • Collaborate with cross-district Hmong DLI educators and language to develop a culturally relevant middle school curriculum guide and a common PK-12 Hmong language and literacy assessment <p>2. Provide supplemental materials and develop cross-cultural opportunities to actualize all three goals of dual language immersion education.</p> <ul style="list-style-type: none"> • Provide DLI teachers with culturally responsive texts, lessons, and instructional strategies • Support DLI sites with school-wide cross-cultural experiences • Collaborate with other departments to support the district's goals around cultural proficiency <p>3. Increase the percentage of English learner students participating in DLI Programs and World Language coursework to increase number of EL and other students earning the state Seal of Biliteracy upon graduation</p> <ul style="list-style-type: none"> • Support counselors to increase enrollment in DLI Programs, Spanish for Native Speakers, AP Spanish, and Hmong Heritage Speakers courses at secondary level 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Collaborate with DLI and world language teachers and secondary counselors to promote the State Seal of Biliteracy, to inform students of the advantages and benefits of speaking two or more languages, and to assess in languages other than English (e.g., Chinese, Arabic, etc.) • Increase real-world learning experiences for language specific-career options (e.g., Medical Hmong/Spanish, etc.) • Provide additional language learning opportunities through after-school programs, winter session, and summer school programs • Collaborate with cross-departments and educational partners on recruitment efforts to increase student enrollment in DLI programs (e.g., community information meetings, Parent DLI conference, brochures, flyers, posters, banners, social media, local news outlets, business/organizational partnerships) <p>4. Expand and enhance Dual Language Immersion Programs</p> <ul style="list-style-type: none"> • Add respective grade levels to current DLI programs at Burroughs, Calwa, Centennial, Herrera, Hidalgo, Jackson, Lane, Roeding, Rowell, Sunset, Wawona, Winchell, Balderas and Vang Pao as students move up the grade levels • Add new DLI sites in regions as requested by the community (e.g., Birney Elementary in the McLane region) as well as in regions that currently only have one DLI program (e.g., Sunnyside, Edison, Hoover, etc.) • Improve DLI PK-12 Articulation Plan and expand DLI pathways from elementary through high school in additional regions (Bullard and Roosevelt) • Collaborate with the College and Career Readiness Office to expand after-school language programs in regions where there are no DLI programs (e.g., Bullard and Edison) and in regions with smaller DLI populations to sustain healthy DLI pathways (e.g., Roosevelt and Sunnyside) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide DLI Academy and Onboarding PLs to prepare and increase the DLI teacher pool as the program grows • Partner with district departments and local Institutions of Higher Education to create a K-University bilingual teacher preparation pathway and to increase recruitment of bilingual teacher candidates for our district's growing DLI programs <p><u>Intended Outcomes:</u></p> <p>Fresno Unified School District expects that the implementation of the actions and/or services will continue to demonstrate positive outcomes for English learners in the following areas:</p> <ul style="list-style-type: none"> • Improved academic performance on local and state assessments • Increased EL reclassification rate • Increased growth on the English Learner Progress Indicator (ELPI) • Increased rate in the numbers of students receiving the state Seal of Biliteracy <p><u>Concluding Statement:</u></p> <p>English Learners in DLI programs will make increased annual growth on state and local assessments, resulting in increased reclassification and ELPI rates.</p>		
20	BASE: Instruction	<ul style="list-style-type: none"> • Adoption of baseline curriculum and instructional materials • Adoption of supplemental and instructional technology resources • Development of curricular guidance documents <ul style="list-style-type: none"> ○ K-2 Foundational Skills – Bridge the gap in reading ○ Edgenuity – online curriculum ○ Nearpod – Teachers will be provided real time analytics on what students are working on their devices 	\$436,185,216	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ○ Digital Math Fact – Math summer lesson design pilot provides training during summer with two teachers in the classroom • Charter school petition review and oversight • Pilot/test instructional practices and initiatives such as simultaneous teaching • GATE/Advanced Coursework 		
21	BASE: Professional Learning	<ul style="list-style-type: none"> • Provide job embedded professional learning • New teacher support and induction • Targeted coaching support to teachers and site administrators <ul style="list-style-type: none"> ○ Learning Summit – Fall and Winter 2021 ○ Math lesson design and summer school pilot ○ Smarter Balanced Interim Assessment Training – 400 leaders and 500 teachers ○ Unbound Education Standards Institute – 120 leaders and 500 teachers at 450 per webinar ○ PBS Lessons – Instruction serving all children in the valley ○ Tutor.com – On demand tutoring ○ First K-3 reading • Coordination of professional learning across all departments in Instructional Division • Adding one Project Manager and three Instructional Coaches • English learner professional learning and student support services • Recruit, train, and retain staff within Teacher Development programs • Collaborate with Institutions of High Education on pre-service and retention of staff 	\$54,414,601	N
22	BASE: Technology Access and Support	<u>Information Technology</u> <ul style="list-style-type: none"> • Student, Staff, and Classroom Technology and Applications • Enterprise Applications (Financial, HR, Payroll, Facilities) • ATLAS (student information system) • Information Security and Privacy • Data Center 	\$22,836,791	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Networks • STEM Innovation for students • IT Support (Students, Staff, Parents) <p><u>Technology Access and Support</u></p> <ul style="list-style-type: none"> • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications 		
23	BASE: Early Learning	<p>The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff are committed to providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include:</p> <ul style="list-style-type: none"> • Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age • Part-Day Preschool • Transitional Kindergarten • Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups 	\$1,523,429	N
24	BASE: Equity and Access	<ul style="list-style-type: none"> • Provide district and school site research and evaluation • Design and maintain an Aligned Assessment System • Facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action 	\$2,980,112	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide differentiated support for state-identified needs (Differentiated Assistance, TSI, ATSI, CSI) • Plan and support tools and visualizations within an Aligned Data System 		
25	High Quality School Site Health Services	<p>According to district metrics outlined in this LCAP, Fresno Unified's low-income student families have higher rates of chronic absenteeism versus the total district student population. A key contributing factor is that Fresno Unified School District's low-income students have limited access to health care and are some of the lowest-performing student groups on state and local assessments. Lack of health care access can also impact student attendance which directly links to academic outcomes.</p> <ul style="list-style-type: none"> • Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) <p>In the year prior to the pandemic, health office visits increased from 235,140 in 2019-20 to 266,141 in 2021-22 which is a 1.13% increase or an increase of 31,001 health office visits. Numbers of students with major medical needs increased from 259 in the 2018-19 school year to 480 for the 2022-23 school year, an increase of 185%. Students requiring 1:1 licensed nurse support increased from 5 students in the 2019-20 school year to 13 in the 2022-23 school year, representing a 260% increase. Clearly, low-income families and students are accessing the health services Fresno Unified is providing. As students returned to in-person instruction in 2021-22 there was an uptick of newly diagnosed Diabetics. Valley Children Endocrinology Clinic reported that their new onset diabetes average jumped from 300 per year to 700 in the 2021-22 year, which reflects what we are seeing in the district. The district expects those numbers to rise at a rapid rate in the</p>	<p>\$17,013,220 (Total Investment)</p> <p>\$13,429,025 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$3,584,195 (Other State and Local funds, Non-Contributing)</p>	Y

Action #	Title	Description	Total Funds	Contributing
		<p>2023-24 school year as Madera Community Hospital closed its doors, and the surrounding communities are absorbing the health needs of Madera. As students return from virtual learning to in-person instructions, we are starting to see the long-term impact of COVID on low-income student health.</p> <p>Fresno Unified School District will invest in high-quality Health Service personnel to support low-income students at every school site:</p> <ul style="list-style-type: none"> • Health Service staff will continue to support school-based health centers (SBHCs) are ideally positioned in low-income neighborhoods to support student success • Created and will continue to fund a health educator position to ensure staff onboarding, training, competencies, and processes are evidenced-based, and focused on high quality student care • In the 2022-23 school year, health services recruited and filled all 72 allocated certificated nurse positions to address factors that impact health which create barriers to learning: chronic health conditions, mental/emotional conditions, & social determinants - low-income students and their families • Many of our homeless & low-income students 7 their families lack a medical home and utilize the school nurse as their primary care provider, so we are adding 9 RNs & 10 LVNs in 2023-24 school year to increase health supports at sites so that social determinants of health can be addressed through screening and effective coordination of care. • Continue to fund two additional registered nurses to support the district family wellness hubs to support both internal and external social-emotional and health services for low-income students and their families • Re-evaluate reinstating our Mobile Health Unit post-pandemic to provide health care and immunization access for foster youth, homeless and low-income students. • Provide access to at-home COVID tests for low-income families with limited access to healthcare to reduce time away from school and support health recovery! 		

Action #	Title	Description	Total Funds	Contributing
		<p>The actions listed above will provide improved access to health care for low-income students and positively impact their daily attendance. This model has been designed to primarily support low-income students by strategically placing health care centers and wellness hubs, ensuring schools in high areas receive adequate health support--providing additional access by bringing health solutions to students instead of requiring students to transport to health solutions.</p> <p>The focus of Health Services is on supporting student health so that students can have the best educational opportunities and achieve their greatest potential. The COVID-19 pandemic further raised the critical importance of access to health care and expanded staff support. While COVID cases have decreased and state and local health restrictions have been lifted, the district anticipates continuing some mitigation and response efforts, including continuing to provide some Personal Protective Equipment (PPE) and COVID-19 Action Team contact tracing support. In the fall of 2022, we opened our newest school, Herrera Elementary that is home to a school health-based health center (SBHC) to support neighborhood low-income families; adding to Addams Elementary & Gaston Middle School who both already have a school-based health center.</p> <p>This additional health staff was added to meet the needs most associated with low-income students. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis.</p> <p>Fresno Unified expects that the attendance rates for low-income students will increase significantly more and chronic absenteeism will be reduced when compared to improvements for all students.</p>		
26	Upgrading Access to Technology	Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math as seen on the SBAC and iReady. In addition, experience has shown that low-income students, students in foster care, and English	\$2,525,111	Y

Action #	Title	Description	Total Funds	Contributing
		<p>learners are more likely to lack access to technology at home and at school.</p> <p>To provide higher quality teaching and decrease digital divide teachers need updated technology to support student learning for low-income, foster youth, and English learner students.</p> <p>The identified students groups need high-quality, modern learning experiences that can personalize and accelerate learning. District research shows such learning experiences improve students' language arts and math performance while also better preparing graduate-ready students. Such modern learning experiences are critical for the growth of foster youth, English learners, low-income, and students requiring supportive services.</p> <p>This action supports the ongoing laptop refresh program for teachers and the district's ongoing network refresh for schools and classrooms. These technology investments enable modern teaching practices and personalized, adaptive learning that accelerate these students' growth and graduate-readiness. While this goal will impact all students, it will specifically support the technology needs of low-income, foster youth, and English learner students in order to enhance their learning and differentiated needs.</p> <p>Fresno Unified School District will ensure low-income students, foster youth, and English learners have access to teaching and learning in the digital age. By providing a connected device to teachers' classroom environments will be enhanced for the low-income, foster youth, and English learner students, along with all students. The identified student groups will have more opportunities to be engaged in learning through technology. This action will be measured with ELA/math iReady and SBAC growth.</p>		
27	Student Technology Access and Annual Refresh	Fresno Unified's metrics indicate that low-income students underperform the district in English language arts and math. This student group also lags the District in A-G completion and passing the Advanced Placement (AP) exams. In addition, experience has shown that low-income students, students in foster care, and	\$28,419,806	Y

Action #	Title	Description	Total Funds	Contributing
		<p>English learners are more likely to lack connected devices for remote or off-campus learning and homework. This expands the digital divide and increases the homework gap between students having access to connected devices, and students lacking access.</p> <p>To better support low-income, foster youth and English learner students and to narrow the digital divide and the homework gap, the following resources are being provided to students:</p> <ul style="list-style-type: none"> • Student laptops, available to all students with an unmet need for a learning device. Student laptops are ruggedized, are touchscreen enabled, and have educational software installed prior to distribution • Hotspots and internet access for all students with an unmet need for connectivity off-campus. Hotspots work in conjunction with our private LTE network to provide students with no-cost home internet. Hotspots with unlimited data plans are also available to students that are outside the range of our private LTE network. • Staff and tools for six Family Learning and Technology Support (FLATS) Centers. FLATS provides technology support, training, and device repairs/replacements to students and parents. Assistance is provided for walk-up visitors, phone support, and email requests. Centers have staff that are fluent in English, Spanish, and Hmong • Software to help ensure student digital and physical safety and security. Devices are content filtered, to ensure safe internet browsing. Indicators of bullying and potential harmful actions are identified, and student supports are provided • Staff and equipment to manage the fleet of student laptops and hotspots. When laptops and hotspots are received, all devices are catalogued, imaged, recorded when checked out to a student, and refreshed based on age • Software to remotely manage student devices. Ensuring security patches are pushed out to devices, installing new digital curriculum, and remotely locking stolen devices ensures our students have secure devices for digital 		

Action #	Title	Description	Total Funds	Contributing
		<p>instruction</p> <ul style="list-style-type: none"> Site-based technology support staff. Additional support technicians are being added to provide troubleshooting support to students and staff on campuses <p>Fresno Unified School District will ensure students who are low-income, foster youth, and English learners have access to teaching and learning in the digital age. By providing a connected device to each student for both on-campus and off-campus learning, we create district-level responsibility for student technology to be available wherever and whenever students participate in learning. This action also ensures low-income, foster youth and English learner students and families have the necessary supports for safe and secure connected devices and apps.</p> <p>Connected devices and their support structures are designed to meet the needs most associated with low-income students, foster youth students, and English learners. However, because Fresno Unified expects that all students will benefit, this action is being provided on a district-wide basis. Providing secure connected devices will also support low-income, foster youth, and English learner students with improved English language arts and math scores and supports low-income students with A-G completion and higher passing rates on AP exams.</p>		
28	Instructional Lead Teachers	<p>There is an overarching need to increase achievement for all students, but specifically for our students identified as English learners foster/homeless, and low-income. Whether looking at the previous state CAASPP results or the current local benchmarks, these student groups are consistently scoring lower than the general population. This is supported by State Priority #4: Pupil Achievement as well as the input from our Educational Partners calling out the need for additional Academic supports for high need students, more attention to students who need support, and a system for students not yet on grade level.</p>	\$321,906	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The Instructional Lead Teacher is being funded to help facilitate effective Professional Learning Communities (PLCs) and to serve as a member of the site based Instructional Leadership Team.</p> <p>In PLCs, the Instructional Lead Teachers facilitate teams of teachers to work together in writing common assessments, planning curriculum, identifying those students at-risk of not learning, and problem solving to intervene for each student. The time to meet is built into the teachers' duty schedule each week based on the Collective Bargaining Agreement to ensure time for teachers to meet in subject specific or grade specific teams to analyze data related low-income, English learner, and foster youth student groups.</p> <p>Each school site is provided with an allocation to ensure that the grade level or subject area teams have an Instructional Lead Teacher to help facilitate the work of the team and to serve on the site's Instructional Leadership Team. They are supported in their role through quarterly professional learning facilitated by their regional principal leadership where they learn facilitation skills, how to address low-income, foster youth and English learner student generated data, and effective teaching practices for low-income, foster youth, and English learner students that is then shared through their weekly PLC meetings. They serve on their site Instructional Leadership Team to help assess needs, analyze data, establish school-wide goals, and guide the on-site professional learning.</p> <p>The Instructional Lead Teacher helps to ensure that the team of teachers remain focused on the four guiding questions of a PLC: 1) What do we want students to learn? 2) How will we know they have learned it? 3) How will we respond when they don't learn? 4) How will respond when they have already learned it?</p> <p>Using Instructional Lead Teachers in the planning of grade level instruction plus the analysis of student results is designed to identify and address the specific academic needs of low-income students, English learners, and foster youth. However, because it</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>is believed that all students will benefit, this action is being implemented at a district-wide level.</p> <p>The Instructional Lead Teacher plays an integral role in ensuring that the PLC successfully prepares the teacher and their lessons to ensure English learner, foster youth and low-income students make adequate progress and it is expected that these three groups will perform better on English language arts and math state and local assessments based on this investment.</p> <p>At the site level, the Instructional Lead Teacher serves as a member of the decision-making team known as the Instructional Leadership Team. They help to analyze schoolwide disaggregated data to ensure that all students are making academic achievement, while specifically looking for issues of disproportionality in results for student groups.</p> <p>The Instructional Leadership Team is responsible for making decisions for the site, and the Lead Teacher is then responsible for facilitating and monitoring those efforts within their respective grade level or subject area teams. Identified student groups (English learner, foster youth, and low-income students) will show growth on the ELA and math SBAC and local iReady assessments.</p>		

Goal Analysis for 2022/23

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

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

Action # 1 – Designated School Investment – Action was implemented as described in the 2022/2023 LCAP. All Designated schools provided 30 additional minutes of instruction, offered up to 80 hours of professional learning, and were staffed with a teacher on special assignment as planned. There were no substantive/considerable differences in what was planned for this action.

Action # 2 – Additional Teacher Supply Funds - Action was implemented as described in the 2022/23 LCAP. Supplemental resources provided access to grade level materials based on individual learning needs.

Action # 3 – Middle & High School Redesign – Middle and high schools were allocated PLUS teachers and high schools were allocated an additional counselor as planned.

Action # 4 – Eliminate Elementary Combination Classes– There were no substantive/considerable differences in what was planned for this action. Additional teachers above school baseline staffing levels were added as needed by schools.

Action # 5 – National Board Certification – In July 2021, the California Department of Education approved the National Board for Professional Teaching Standards (NBPTS) Certification Incentive Program. This incentive represents an opportunity to foster youth an environment in which highly effective teachers are encouraged and motivated to teach foster youth, English learners, and low-income students. The inaugural year for this incentive was July of 2022, during which 35 teachers from the Fresno Unified School District qualified for and received the incentive. In 2023, the number of teachers qualifying for and receiving the incentive from Fresno Unified is set to increase to 39.

Action # 6 – Instructional Supports and Instructional Coaches – There were no substantive/considerable differences in what was planned for this action and what was implemented. Fresno Unified School District has invested in 75 site-based coaches to add to the current 61 existing Instructional Coach staff to support high quality student instruction for English learners, foster youth and low-income students.

Action # 7 – Additional Teachers Above Base Staffing - Action was implemented as described in the 2022/2023 LCAP. This program has been effective in adding additional teachers to reduce class sizes in key subjects and allowing more opportunities for class choice options for low-income students, English learner students, and foster youth. Challenges always exist to hire open teaching positions.

Action # 8 – Additional School Site Administration above Base – There were no substantive/considerable differences in what was planned for this action. Determining which schools require additional administrative staff can be challenging, as all sites would likely benefit from additional administrative staff.

Action # 9 – African American Academic Acceleration – There was a shift within the district that changed the summer layout, in which every school site was running summer school. There were 9 school sites led by A4 instead of the anticipated 10 school sites. A total of 65 students participated in Math Camp in Summer 2022.

Action # 10 – Early Childhood Education Developmental Screening – There were no substantive/considerable differences in what was planned for this action. This investment has proven effective by showing an increase of student participation in the Early Learning programs. There was an increase in overall preschool enrollment and participation and a significant rise in participation of 3-year-olds. TK increased by an additional 37 classrooms. The increased participation leads to more children entering Kindergarten with the early foundational skills that will positively impact their iReady outcomes in later years.

Action # 11 – Additional Supports for Libraries – There have been no substantive changes during the 2022/23 school year. Our libraries continue to be open for eight hours each day, we continue to purchase print and digital books in a variety of languages, and we continue to create home libraries for our students.

Action # 12 – Equity and Access - Action was implemented as described in the 2022/2023 LCAP. The department has been successful, in partnership with other departments and individuals, in creating greater consistency and structure around the district's data needs. Multiple departments continue to collaborate to provide equity and access to improve student outcomes by providing data and data analysis supports, cultural proficiency training, assessment calendar and supports, enhancing data tools to support data-based decisions, and other supports directly affecting English learner, low-income, and foster youth students.

Action # 13 – GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) – Post pandemic practices in qualifying students for GATE services was reviewed and incorporated best practices to ensure that all students including English learners, foster youth, and low-income students had equitable opportunities to participate in accelerated course work or programs. Additionally, the GATE Certification Program was refined to bolster strategies and teaching techniques for students in these populations. Lastly, a redesign of communication protocols was implemented increased parent outreach to families of English learners, foster youth, and low-income students.

Action # 14 – Expand Alternative Education – Delays in hiring for the CWAS positions occurred because of reclassification of positions from 12 months to 10 months. These delays meant that we had substitutes in those positions most of the year. Transitions of students from eLearn continued to occur throughout the year, both to and from J.E. Young. The eLearn program is also still under the CDS code for JEY which increases the number of students that show enrolled on site. Credit recovery programs were offered, and students did take advantage of some opportunities. Still there were missed opportunities in which communication and scheduling are improving to ensure that both students and parents understand the importance of the credit attaining options in our system.

Action # 15 – Maintain Additional Services at Phoenix Community Day School – The return from the pandemic has complicated the plans to support students. Currently we have four times the number of students enrolled as compared to last year. Also, the suspension rates have increased due to more violent behaviors. Behavioral support specialists will be added this upcoming school year to continue to try to mitigate the fighting and violent behaviors currently on campus.

Action # 16 – After School Tutoring – With the expansion of the After School Programs, many students utilized bus transportation to get to and from school and would not be able to receive after school tutoring services if additional bus transportation isn't available. Transportation is a barrier and challenge for special student populations, specifically low-income, homeless, foster youth, students with special needs, and English learners. To ensure that all students in After School Programs have access to bus transportation upon the conclusion of the After School Program, strategic planning and implementation took place to ensure bus transportation is provided for all students who utilize bus transportation. For the 2022/23 school year, all after school programs have expanded to allow all students to participate at their school of enrollment without a lottery system, therefore, all students have open access to receive tutorial and academic support through the After School Program at any time throughout the school year. Programs that have traditionally been fee-based are now offered to families free of charge.

Action # 17 – Extended Summer Learning - Fresno Unified School District served 36,487 students through the Extended Summer Learning Program in the summer of 2022. There were 17,938 high school students who participated, over 64,000 credits were recovered towards meeting graduation and/or A-G requirements, and 146 seniors completed graduation requirements at end of the Extended Summer Learning Program. Our expectation is that there will be an increase on students served through the Extended Summer Learning Program in the summer of 2023 from 36,487 to 40,150 (to serve about 55% of FUSD students) with an increase in performance on iReady assessment in ELA and Math for elementary and middle students who participated in summer program and/or an increase in credits recovered for high school schools leading to an increase in district graduation rate and/ or A-G completion.

Action # 18 – All Teachers are Teachers of English Learner (EL) students – One substantive difference in what was planned and implemented was how and to whom we provided professional development. The district delivered in-person, professional development around Designated ELD to approximately 300 secondary English teachers and co-teachers in Fresno Unified as part of our stated resolution. To address the need for increased and more equitable reclassification of our dual enrolled ELs with IEPs, reclassification pathways and

descriptions of these pathways have been explained in a common document. Due to these pathways, reclassification numbers will increase for this student group this school year, bringing the number of Long-Term English learners down significantly in our secondary school sites.

Action # 19 – Expansion of Dual Language Immersion Programs – Professional learning opportunities and PLCs were able to be delivered fully in person again, two years after the pandemic, enabling teachers and staff to look at student data more effectively within and across grade levels and plan together.

Action # 20 – Base Instruction - Action was implemented as described in the 2022/23 LCAP. The department continued to ensure timely textbook adoptions for English language arts, history/social studies, mathematics, science, and ethnic studies.

Action # 21 – Base Professional Learning – Action was implemented as described in the 2022/23 LCAP. Through the lens of leadership development, the department provided opportunities and supports for aspiring, new, and existing leaders by creating a pipeline for certificated employees to develop leadership capacity to be successful in both informal and formal roles. Through the vision of teacher development, the department ensured that every classroom has a highly effective teacher who demonstrates the ability and desire to educate students at a high level.

Action # 22 – Base Technology Access and Support - Action was implemented as described in the 2022/23 LCAP. The department continued to purchase computers to prepare students to succeed and ensure that all students and staff have access to and are capable of using technology.

Action # 23 – Base Early Learning - Action was implemented as described in the 2022/23 LCAP with a 21% overall increase in preschool enrollment as compared to the 2021/22 school year.

Action # 24 – Base Equity and Access - Action was implemented as described in the 2022/23 LCAP. Equity and Access personnel developed, aligned, and maintained data tools, an aligned assessment system, a comprehensive Diversity, Equity, and Inclusion framework, and models of program improvement for differentiated assistance identifications from the state.

Action # 25 – High Quality School Site Health Services – The 2022/23 school year began with no certificated nurse vacancies and only 3 licensed vocational nurse vacancies. Within the first two weeks of school, the licensed vocational nurse vacancies jumped to 9 and we are currently at 13 vacancies. Health services and human resources are working together on a compensation study that will make our LVN salary more competitive to allow for us to recruit and retain qualified licensed vocational nurses to support our students. Due to staffing vacancies, health coverage at some sites has been limited.

Action # 26 – Upgrading Access to Technology – There were no substantive/considerable differences in what was planned for this action. This investment continues to personalize and accelerate learning by providing technology that enables modern teaching practices.

Action # 27 – Student Technology Access and Annual Refresh – Two additional FLATS centers were opened in southeast and southwest Fresno, Storey Elementary School, and Edison High School, respectively. In addition, a FLATS center is planned to open early in the 2023/24 school year in central Fresno.

Action # 28 – Instructional Lead Teachers – Due to effects of the COVID-19 Pandemic, there were fewer hours available for the teams to collaborate. This meant that the role of the Lead Teacher provides an even more critical role in supporting the team in addressing the needs of all students, including low-income students, English learners, and foster youth.

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

Below is an explanation of actual expenses differing 10% from the original budget:

Action # 4 – Eliminate Elementary Combination Classes – Actual expenses up 12% to the original budget. Actual expenditure reflected an increased need for additional teachers and classrooms due to increased enrollment at certain school sites to continue the elimination of elementary combination classes and maintain appropriate teacher to student ratios.

Action # 5 – National Board Certification – Actual expenses down 31% to original budget. Participation was down due to teacher vacancies and the lasting effects of the COVID-19 pandemic, immediate needs were in other areas. National Board Certification is demanding work for teachers. Teachers coming back from virtual teaching needed to focus on being back in the classroom and support students with learning loss before continuing with additional coursework and professional development.

Action # 10 – Early Childhood Education Developmental Screening – Actual expenses down 11% to original budget due to appropriate shifting costs to the Child Development Fund.

Action # 12 – Equity and Access – Actual expenses down 34% to original budget due to unfilled position, restructuring of the assessment committee led to less meetings and expenses, the increase of schools identified by the state for school accountability led to a shift in the work causing some of the current work to pause in order to create a plan to better support sites, and shifts in Diversity, Equity, and Inclusion work that caused for a pause this year in support of making substantial changes and gains for next year.

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

Action # 17 – Extended Summer Learning – Actual expenses increased due to shifting costs to the Expanded Learning Opportunities Program (ELOP), which provides funding for afterschool and summer school enrichment programs.

Action # 18 – All Teachers are Teachers of English Learner (EL) students – Actual expenses up 14% to original budget due to increase to increased enrollment at certain sites and the need to maintain appropriate teacher to student ratios.

Action # 21 – Base Professional Learning – Actual expenses down 24% to original budget due to shifting costs to Recovery Funds.

Action # 23 – Base Early Learning – Actual expenses increased due to increased grant funds from Lucille Packard.

Action # 24 – Base Equity and Access – Actual expenses down 23% to original budget due to department reorganization.

Action # 27 – Student Technology Access and Annual Refresh – Actual expenses increased due to shifting costs to Recovery Funds.

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

Action #1 Designated School Investment – This action is effective. District diagnostic data for reading (iReady) shows overall increases in grade-level mastery from fall to winter because students receive an additional 30 minutes of instruction and staff receives up to 10 additional days of professional learning to provide targeted instruction and support directly for, but not limited to, English learner, low-income, and foster youth. English learners and low-income students increased by 10 percentage points, and foster youth students increased by 13 percentage points. In mathematics, district diagnostic data (iReady) shows overall increases in grade-level mastery from fall to winter. English learner

students increased by 12 percentage points, low-income students increased by 10 percentage points, and foster youth students increased by 9 percentage points. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, gt grade level, English learner and low-income students showed 1-3.5% growth.

Action #2 Additional Teacher Supply Funds – The action is effective in that supplemental resources provided access to grade level materials based on individual learning needs. Low-income students showed stretch growth in both ELA and Math from baseline at 15.9% to year two at 32.5% in ELA and stretch growth from baseline at 11% to year two at 31.7%. Eleventh grade low-income students also showed growth on the Math and ELA EAP from baseline to year two which is tied to their progress on iReady and SBAC.

Action #3 Middle and High School Redesign – This action is effective. Overall increases in graduation rate and decreased dropout rates are due to targeted interventions in ELA/math, class size reduction, access to elective coursework, and counseling supports for English learner, foster youth, and low-income students. The high school graduation rate increased for all students from 87.6% to 89.5%. The graduation rate also increased for all English learners (76.5% to 79.9%), students identified as low-income (86.99% to 89.20%) and foster youth (61.3% to 66.7%). The middle school dropout rates decreased for all students from (.8% to .3%) and for all student groups. The middle school dropout rate for English learners decreased from .8% to 0.04%. For students identified as low-income the rate declined from 0.7% to 0.27% and for foster youth, the middle school dropout rate declined from 2.3% to 1.68%. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, gt grade level, English learner and low-income students showed 1-3.5% growth.

Action #4 Eliminate Elementary Combination Classes – The effectiveness of the action to eliminate combination classrooms in K-6th grades was negatively impacted by COVID 19 protocols. This action support low-income and English learner students by creating optimal classroom conditions for students to learn focus on same grade level standards and receiving more attention on their specific needs from the teacher. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, LI: 21.0% to year two: EL: 29.2%, LI: 32.5 in ELA and year one: EL: 19.4%, LI: 19.6% to year two: EL: 31.6%, LI: 31.7% in math. For iReady, gt grade level, English learner and low-income students showed 1-3.5% growth.

Action #5 National Board Certification – Prior to the onset of the pandemic, National Board Certification Teachers (NCBT's) were improving student achievement. Overall, this action is effective. NBCT provides professional learning, coaching, and skills to increase teacher competency and advance their skills in the classroom to support English learner, low-income, and foster youth students. The course work is designed to support teachers with providing standards-based learning to all students, with differentiated instruction, utilizing the districts multi-tier system of support (MTSS) to enhance the learning through planned lessons, classroom structures, collaboration, technology, and other resources for the identified student groups. The iReady assessment, which has a high correlation to the results on state assessments, showed positive-growth trends. NBCTs have shown significant growth in moving students into becoming more proficient through the iReady assessment. NBCTs have increased the identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, grade level, English learner and low-income students showed 1-3.5% growth.

Action # 6 Instructional Supports and Instructional Coaches – This action is effective. Overall increases are due to 75 site-based instructional coaches to support quality instruction and standards aligned instructional practices. This includes side by side virtually learning with teachers, providing professional learning, co-teaching, and data analysis for English learner, foster youth, and low-income students to increase academic achievement. End of year survey data for 2022/23 on teachers' change in instructional practice indicated the following: The District employs iReady as a diagnostic assessment tool, which exhibits a strong correlation with the outcomes on state assessments. Over the course of one year, students have exhibited growth towards proficiency as indicated by a 5% improvement in English Language Arts and an 8% improvement in Mathematics. Students identified as English Learners, low-income, and foster youth have also demonstrated overall progress through the iReady 3 diagnostic. During the 2021-22 academic year, improvements towards proficiency have increased in English Language Arts by 7% of English Learners, 7% of foster youth, and 6% of low-income. In Mathematics, improvements towards proficiency have increased by 11% of Fresno Unified English learners, 8% of foster youth, and 9% of all low-income students. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, gt grade level, English learner and low-income students showed 1-3.5% growth.

Action #7 Additional Teachers Above Base Staffing – Overall, this action is effective due to the reduction of class sizes in the early grades to develop foundational skills for low-income student. At the secondary schools this supports smaller class sizes, providing more opportunities for low-income students to have increased class options. Low-income students are showing iReady growth from their quarter 1 to quarter 2. On iReady reading, increases for elementary low-income students was 12.7%. On the iReady math, increases for elementary low-income students was 10.9%. These groups are experiencing success due to the lower-class sizes and more opportunities for class options at the secondary level. Low-income (LI) students showed progress in iReady increasing from year one LI: 21.0% to year two LI: 32.5 in ELA and year one LI: 19.6% to year two LI 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, grade level, low-income students showed 1-3% growth.

Action #8 Additional School Site Administration above Base – Overall, this action is somewhat effective. The additional vice principals will be tasked with the following to support low-income students assist the principal in providing and leading the school site vision and mission with a focus on ensuring equity for low-income students, fostering a culture of data decision making focused on supporting low-income students, support site efforts to build positive school climate and culture and maintain collaborative relationships with families of low-income students, and support site efforts to provide social emotional learning supports for low-income students. Trend data shows the expulsion rate has declined overall from 0.21% to 0.17% for all students and declined overall from 0.24% to 0.18% for students identified as low-income. Additionally, the suspension rate has also declined overall from 7% to 5.8% and declined from 7.4% to 6.2% for students identified as low-income. Current year iReady diagnostic data (fall to winter) shows a 13-percentage point increase in reading and a 10-percentage point increase in mathematics for students identified as low-income.

Action #9 African American Academic Acceleration – Overall, this action is effective. Both the summer and afterschool literacy programs made progress toward the district goals by working to close the achievement gaps for low-income and foster African American students through culturally relevant and researched-based instructional interventions that the literacy program curriculum provides. This action offers math camp, the Academic Center to minimize loss of instructional minutes, Summer Literacy Program, Afterschool Literacy Program, academic advisors, student voice initiatives to support advocacy, and other programs to academically and social-emotionally support low-income and foster youth African American students. The reading improvements in student pre to post micro-assessments saw 55% of students show growth across all given reading domains. These assessments are approved by Equity and Access and aligned with district

standards focused on helping prepare students for iReady and SBAC assessments. The foster youth (FY) student group showed progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one FY 17.0% to year two FY: 26.4% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth.

Action #10 Early Childhood Education Developmental Screening – The action has been effective by showing an increase of student participation in the Early Learning programs. This district provides access to early learning and care programming. Quality programs include social-emotional, cognitive, and motor skills. Additionally, early access to these programs will support developmental growth for low-income, foster youth and English learner students by utilizing researched based curriculum and early access to developmental screenings to provide the best supports based on student need. English learner elementary students showed growth in iReady from quarter 1 to quarter 2 by 6.2%. Foster youth student's elementary students showed growth in iReady from quarter 1 to quarter 2 of 7.1%. low-income elementary students showed growth in iReady from quarter 1 to quarter 2 by 10.9%. Additionally, it has produced active internal cross-department collaboration in support of low-income, foster youth, and English language learners, thus streamline services and resources for children and families. Children accessing programs at a young age have better academic and social outcomes in later years. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, grade level, English learner and low-income students showed 1-3.5% growth.

Action #11 Additional Supports for Libraries – Overall this goal is effective because the goal was increasing access to text for English learner students, it has been very successful. This action supports English learner students and all students by extending library hours, purchasing additional print and digital books in multiple languages, and creating home libraries for long-term student use. During this year, we increased the current number of books with diverse themes and multiple languages by 5,000. Within the current year, English learner elementary students, showed a 7.5% increase on the District's benchmark iReady test from diagnostic (test) 1 to diagnostic (test) 2. The identified student group English Learner (EL0 students are showing progress in iReady increasing from year one: EL 16.8% to year two EL 29.2% in ELA. English Learner 11th graders showed an increase on the Early Assessment Program for SBAC in ELA showing a ready score going from 2.4% ready in ELA in the baseline year to 7.6% ready in ELA during year two.

Action #12 Equity and Access – This action was somewhat effective in making progress toward district goals in supporting the district in various forms of multi-departmental structures to ensure foster youth, English learner, and low-income students, as well as all student groups, are identified through disaggregated data retrieved from the four priority areas of focus. District personnel developed aligned, and maintained data tools, an aligned assessment system, a comprehensive Diversity, Equity, and Inclusion framework, and models of program improvement for differentiated assistance identifications from the state. Outcomes of these actions from Equity and Access include previously identified student groups identified by the state for differentiated assistance as well as previously identified schools under School Accountability. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth.

i-Ready Reading Comparison of K-6 test-taker performance in 2022-23 to 2021-22 showed the following results in percentage of students meeting their Stretch Growth Target: Low-income: 44.0% met Stretch Growth, indicating a change of 0.4% compared to last year. Foster Youth: 40.3% met Stretch Growth, indicating a change of -8.9% year. English Learners: 40.9% met Stretch Growth, indicating a change of 0.3% compared to last year. i-Ready Math Comparison of K-6 test-taker performance in 2022-23 to 2021-22 showed the following results in percentage of students meeting their Stretch Growth Target: low-income: 45.3% met Stretch Growth, indicating a change of -3.0% compared

to last year. Foster Youth: 39.8% met Stretch Growth, indicating a change of -5.0% compared to last year. English Learners: 45.3% met Stretch Growth, indicating a change of -3.1% compared to last year.

Action #13 GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) – Overall, this action is effective. In efforts to meet our district goal to improve academic performance at challenging levels, the refinement of the GATE Certification program yielded an increase in the teacher completion rate from 70% in 2022 to 83% in 2023. These increases will support teacher and classroom practices to demonstrate growth in state (SBAC) and local (iReady) assessments for English learner students, foster youth students, and low-income students by providing teachers with professional development that supports them to teach and actively identify Gate students. This can help more of the identified student groups to have increased opportunities into Gate and other higher-level courses. Low-income student, English learner students, and foster youth are showing iReady growth from their quarter 1 to quarter 2. On iReady reading, increases for elementary English learner students was 7.5%, foster youth was 7.9% and low-income students was 12.7%. On the iReady math, increases for elementary English learner students was 6.2%, foster youth was 7.1%, and low-income students was 10.9%. In addition, the changes to communication protocols increased the numbers of parent support by 51% from 723 recorded assistance supports in 2022 support to 1405 in 2023 as measured by phone logs. We anticipate that an increase in parent communication will decrease barriers for these students such as lack of parent advocacy, increased costs, or English language acquisition.

Action #14 Expand Alternative Education – What was initially planned was accomplished and effective, however, there was an increase in credit attainment need not only on our campuses but throughout the district due to the demands of the COVID-19 Pandemic. This action was successful due to the increased academic and social emotional supports provided to the identified student groups. This includes providing more opportunity for classes and credit recovery options and providing supplies needed to be effective at school. The graduation rate for the identified student groups increased. English learners increased from 76.5% to 79.9%, for foster youth it increases from 61.3% to 66.7%, and for low-income it increased from 86.9% to 89.2%.

Action #15 Maintain Additional Services at Phoenix Community Day School – Overall, this action was effective. The strategies taken were effective for some students. As new groups of students come in weekly, the dynamic changes and it disrupts the system that is in place. The site has continued to focus on academics, attendance, and behavior and continues to enforce routines that are designed to show long-term success. This action offers educational experiences, career readiness experiences, community day trips to colleges and other events, extracurricular enrichment activities, counseling supports, tutoring, and other academic supports. Staff receives professional development to support English learner, low-income, and foster youth students. Because of the COVID-19 Pandemic, actions could not be implemented to their fullest potential. With the continued support of these proposed actions, we are anticipating further improvement data for the next year and beyond. For foster youth suspensions have decreased from the baseline year at 19.0% to 14.6% and low-income decreased from 7.4% to 6.2%. For foster youth expulsion decreased from the baseline year at 0.78% to 0.52% for year two and low-income decreased baseline year 0.24% to 0.18% for year two.

Action #16 After School Tutoring – This action is somewhat effective. These efforts are to improve student performance on state and local assessments. As reported on the California School Dashboard, most recent student performance on state assessments for English Language Arts indicates that performance of low-income students went from 39.0% to 33.0% for meeting or exceeding and that performance went from 30.0% to 21.0% for Mathematics. The drop in student assessment performance is a result of the learning loss due to the pandemic. Student performance continues to be part of the goals of our district's LCAP. Low-income student, English learner students, and foster youth are showing iReady growth from their quarter 1 to quarter 2. On iReady reading, increases for elementary English learner students was 7.5%, foster youth was 7.9% and low-income students was 12.7%. On the iReady math, increases for elementary English learner students was 6.2%, foster youth was 7.1%, and low-income students was 10.9%. Students continue to have access to after school

tutoring during the after school program. To further its effectiveness, barriers of access and availability to stay after school need to be addressed.

Action #17 Extended Summer Learning – Based on the LCAP metrics, the effectiveness of this action is growing or on the verge of being more effective due to the increased amount of summer learning and opportunities for students to receive enrichment over the summer. Foster youth and Low-income students are currently not showing effectiveness with A-G completion, but we believe the support from this action is still effective to support growth next year. English learner students are showing growth in A-G completion with a 24.5% completion rate in year 1 to a 27.4% completion rate in year two. Additionally, the identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth.

Action #18 All Teachers are Teachers of English Learner (EL) students – The action was effective in increasing the number of students reclassified this year from previous year. Although our English learner progress will be indicated in a slightly different way, focusing on our English learners' movement from one English Learner Progress Indicator (ELPI) level to the next, will contribute to the overall increase of the number of students reclassifying each year. This, and the professional learning provided to EL Site Representatives, site administrators, teachers, co-teachers, TSAs, Academic Coaches, and other staff in various schools will address Fresno Unified's district goal of improving academic performance at challenging levels. English learner students are showing growth of 7.5% on local reading assessments (iReady) from quarter 1 to quarter 2. The EL reclassification rate increased from 1.4% to 3.0%. This is an indicator that will support the effectiveness of this action even though the ELPI scores do not currently reflect growth.

Action #19 Expansion of Dual Language Immersion Programs – Overall, this action was effective. The hiring of the department director was effective in supporting DLI site leaders and staff. Monthly admin PLC support was extended to site DLI vice principals. Training on the Teaching and Learning Cycle that were previously offered to selected lab schools was extended to all DLI site TSAs and academic coaches. These staff members and trainings provide additional supports to teachers for academic and language acquisition content for teachers to utilize in the classroom. English learner students are showing growth of 7.5% on local reading assessments (iReady) from quarter 1 to quarter 2. English learner students showed stretch growth on ELA and Math iReady, ELA from 16.8% to 29.2% and math 19.4% to 31.6%. The EL reclassification rate increased from 1.4% to 3%.

Action # 20 Base: Instruction – Overall this action is effective. As referenced in the Fresno Unified's local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action # 21 Base: Professional Learning – Overall this action is effective. As referenced in Fresno Unified's implementation of state standards local indicator rating, the district is in full implementation in its progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Action # 22 Base: Technology Access and Support – This action is effective. As referenced in Fresno Unified's Access to Broad Course of Study local indicator rating, technology and technology access is provided to all students.

Action # 23 Base: Early Learning – Overall this action is effective. As referenced in Fresno Unified's implementation of state standards local indicator rating, the district is in full Implementation and sustainability in identifying the professional learning needs of groups of teachers or staff.

Action # 24 Base: Equity and Access – This action is effective. As referenced in Fresno Unified’s local climate survey, 77.6% of students have a positive rating in regard to student engagement.

Action # 25 High Quality School Site Health Services – Overall, this action is effective. The nurse educator created processes and standardized/evidenced-based training, resulting in high-quality health staff service supports to our low-income students and changing health conditions. Increasing access to health care professionals and services at school sites will support the identified community that do not have easy access to care. The district continues to face barriers due to the COVID-19 pandemic causing the attendance rates to decrease. We expect that continuing this action will support those barriers next year as we continue to work through the unforeseen barriers of the pandemic. We believe that student engagement is connected to students attending school. Students who are more engaged in school activities are more likely to feel connected and attend school. Low-income student engagement increased from 30.8% to 43.9%.

Action #26 Upgrading Access to Technology – These actions met the goal of enabling modern teaching practices and providing students with high-quality, modern learning experiences that can personalize and accelerate learning. Overall, this action is effective by providing higher quality of teaching with a digital component and increasing the amount of technology teachers have in the classroom to decrease the digital divide of students. The use of technology in the classroom supports student engagement of our most needy students, including low-income, English learner, and foster youth students. Low-income student, English learner students, and foster youth are showing iReady growth from their quarter 1 to quarter 2. On iReady reading, increases for elementary English learner students was 7.5%, foster youth was 7.9% and low-income students was 12.7%. On the iReady math, increases for elementary English learner students was 6.2%, foster youth was 7.1%, and low-income students was 10.9%. These learning experiences prove critical for the ongoing growth of foster youth, English learners, low-income, and students requiring supportive services. Additionally, the identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth

Action #27 Student Technology Access and Annual Refresh – These actions met the goal of enabling modern teaching practices and providing students with high-quality, modern learning experiences that can personalize and accelerate learning. Overall, this action was effective. These learning experiences prove critical for the ongoing growth of foster youth, English learners, low-income, and students requiring supportive services. This includes supplying students with devices, hotspots, software needed for classroom and extracurricular use, and other technology tools to expand learning. A connected learning device was made available to 100% of students in grades preschool – 12 who had an unmet need for a device. 63,943 students were issued a laptop, and 5,830 students were issued a hotspot. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth. Additionally, English learner students showed growth in A-G completion 24.5% to 27.4% and AP exams passed increased from 16.5% to 18.1%.

Action #28 Instructional Lead Teachers – Fresno Unified student goal number one is to improve academic performance at challenging levels. Overall, this action was somewhat effective. The subtext is to close the achievement gaps through an equity lens and research-based instructional & intervention practices. This describes how Lead Teachers are expected to function within a PLC structure, and local data indicates that state assessments will show growth for identified student groups. Due to effects of the COVID-19 pandemic, teachers were not able to implement this action to its fullest potential, limiting the results to display effectiveness. The identified student groups are showing

progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math.

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

Instructional Supports and Instructional Coaches –A district literacy plan, directed toward meeting the needs of our low-income, foster youth and English learners, will be launched in August of 2023 and training will be included in the Instructional Coaches’ meeting days. We expect that the investment in instructional coaching and support will improve teacher practice and increase student achievement in Literacy and Mathematics as measured by iReady [and SBAC] data for low-income students, foster youth, and English learners.

After School Tutoring – This action is no longer being funded by supplemental and concentration and is no longer considered a contributing action.

Expansion of Dual Language Immersion Programs – Knowing that greater challenges are posed for English learners to access proficiency in speaking, listening, reading, and writing the English language, the district will expand its DLI to Birney Elementary. In addition, the English learner services department will collaborate with the College and Career Readiness Office department to provide after-school language classes at all regions in the next several years.

Instructional Lead Teachers – More of an emphasis has been added on the role of the Lead Teacher as a member of the site Instructional Leadership Team. The instructional lead teacher monitors and addresses the progress of their overall site progress and the disaggregated information for the low-income, English learner students, and foster youth to ensure issues of disproportionate results are reduced.

All Teachers are Teachers of English Learner (EL) students – Our data indicator will now be the English Learner Progress Indicator which divides the four ELPAC levels into six ELPI levels. This will allow English learner students enough time to make progress toward English language proficiency in the ELPI better aligning to the research which indicates a student takes between five to seven years to become proficient in all aspects of a second language. Also, cross-department collaboration between the Multilingual/Multicultural, ELA, SPED and Math departments will significantly increase process and program improvements which also aligns to the district’s goal #1.

High Quality School Site Health Services – Due to the limited access to health care for our low-income students, health services have identified a need for additional qualified school health personnel to support and advance the well-being, academic success, and lifelong achievement of our low-income students.

Early Childhood Education Developmental and Educational Supports – Title of action updated from Early Childhood Education Developmental Screening to Early Childhood Education Developmental and Educational Supports to indicate that in addition to administering screenings and responding to screening outcomes, there are layered levels of educational strategies to support low-income, foster youth, and English language learners.

Expand Alternative Education – We will continue with our efforts in credit attainment to ensure that our low-income, English learner, and foster youth students who are credit deficient are provided opportunities to obtain the credits needed for graduation. Additions include library support, and focused on EL strategies at Dewolf, Cambridge and JEY to support the ongoing needs for not only our previously identified student groups but for all students as well.

Maintain Additional Services at Phoenix Community Day School – To support our foster youth and low-income students that are attending the Phoenix Community Day School, there will be added support from the Department of Prevention and Intervention for a Behavior Support Specialist. The Behavior Support Specialist will assist in the de-escalation of violent behaviors. There will also be a new training purchased by the district, UKero, which will support staff and students' protection and safety when a situation becomes aggressive and violent.

African American Academic Acceleration – To better support our low-income and foster youth students, the African American Academic Acceleration programs have increased its capacity to host along more school sites across the region. Math Camp will provide weekly opportunities for parents to participate in STEM activities with their students in the classroom. Wraparound services will be structured and tracked with the goal of reducing student recidivism rates at the Academic Center.

Early Childhood Education Developmental Screening – The department will increase its programs by programmatic pieces that focus on a whole child support system. This system includes instructional teams who are qualified to support children who are low-income, foster youth, and English language learners as well as children with varying abilities. Another addition is accessing early learning programs through support from a team that understands the needs of our community, this team supports registration, enrollment, and active participation in community engagement and outreach in areas low-income, foster youth, and English language learners.

Upgrading Access to Technology – To better assist our low-income, English learners, and foster youth students, laptops for the laptop refresh program for teachers adjusted the laptop specifications based upon teacher feedback, and the ongoing network refresh is based on the needs of students, their use of digital learning resources, and the technology that best suits those needs.

Student Technology Access and Annual Refresh – The district is purchasing a group of hotspots with unlimited data plans, to support students outside the range of the district's private LTE network, and who use more data than what is available on the free hotspots provided by T-Mobile. Providing access to technology will directly and positively affect our low-income, foster youth, and English learner students who would not have access without this support.

National Board Certification – To further incentivize teachers to pursue National Board Certification, those who meet the course requirements and complete the necessary components will be eligible to receive an additional three-percent salary increase through the Professional Learning Column. This monetary benefit demonstrates our commitment to supporting our teachers and recognizing their hard work and commitment to their profession. Aligning National Board Certification with our Professional Learning Column offerings, Fresno Unified is committed to promoting the highest quality of education for our students and committed to retaining highly effective teachers.

GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate) – The review of qualification practices has yielded a more proportional representation of our district demographics including English learners, foster youth, and low-income students. Also, to increase the number of teachers with specialized training in accelerated instruction, we anticipate that the recruitment of site coaches and teachers on special assignment into the GATE Certification program will yield a higher impact in classroom instruction. While these changes were specifically created to ensure English learners, foster youth and low-income students have access to advanced coursework, it is expected that all students will benefit from this investment. At the secondary level, reflection on the need to increase the enrollment and academic achievement of the identified demographics will result in strengthening teaming structures across the system that support student achievement in advanced coursework. This includes cross district PLCs in advanced coursework areas as well as dedicated professional learning time for advanced coursework teachers and coordinators to develop their instructional capacities to teach English Learners with appropriate scaffolding.

SBAC ELA 3rd – 8th, 11th and SBAC Math for 3rd – 8th grade, 11th have been added to this goal. In addition, new desired outcomes for 2023/24 was calculated for the following metrics and student groups because the year 2 outcome results were identified as previously met:

Early Assessment Program on SBAC – ELA for All students, English learners, and foster youth
 Early Assessment Program on SBAC – Math for All students

New desired outcome for 2023/24 was calculated for Early Assessment Program on SBAC – Math for foster youth because the year 2 outcome result was identified as previously met; however, the new desired outcome is the same as the year 2 outcome because the metric value is small, and the goal is to maintain.

iReady 3- On or above grade level for both ELA and Math have been added to this goal. This metric includes students from grades K-10th who have taken Diagnostic 3. iReady 3: Progress for both ELA and Math have been added to this goal. This metric includes high schools that took D3 in 2022/23.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report on the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.¹¹²

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Rate of graduates who completed a CTE capstone sequence (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 32.0% EL: 23.2% FY: 12.3% LI: 31.5% Data Year: 2019/20 Data Source: California School Dashboard > College & Career Measures report	All: 27.9% EL: 15.3% FY: 10.7% LI: 27.4% Data Year: 2020/21 Data Source: CA Dashboard > Additional Reports	All: 26.1% EL: 14.8% FY: 9.9% LI: 26.0% Data Year: 2021/22 Data Source: CA Dashboard > Additional Reports		All: 35.0% EL: 33.1% FY: 22.2% LI: 35.0% Data Year: 2022/23 Data Source: CA Dashboard > Additional Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 49.6% EL: 25.7% FY: 18.6% LI: 48.5% Data Year: 2019/20 Data Source: CA Dashboard > College Career Indicator	College/Career Indicator comparable status will not be available on the California School Dashboard until Fall 2023	Discontinued	Discontinued	Discontinued
Student middle school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 0.46% EL: 0.66% FY: 0.68% LI: 0.44% Data Year: 2019/20 Data Source: CALPADS, Fall 1, Report 8.1C	All: 0.8% EL: 0.8% FY: 2.3% LI: 0.7% Data Year: 2020/21 Data Source: CALPADS, Fall 1, Report 8.1C	All: 0.30% EL: 0.04% FY: 1.68% LI: 0.27% Data Year: 2021/22 Data Source: CALPADS, Fall 1, Report 8.1C		All: 0.30% EL: 0.04% FY: 0.49% LI: 0.27% Data Year: 2022/23 Data Source: CALPADS, Fall 1, Report 8.1C

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 8.3% EL: 15.2% FY: 29.3% LI: 8.6% Data Year: 2019/20 Data Source: DataQuest Four - Year adjusted Cohort Outcome	All: 8.7% EL: 14.7% FY: 33.0% LI: 9.3% Data Year: 2020/21 Data Source: DataQuest Four - Year adjusted Cohort Outcome	All: 7.3% EL: 13.3% FY: 29.5% LI: 7.6% Data Year: 2021/22 Data Source: DataQuest Four - Year adjusted Cohort Outcome		All: 7.23% EL: 11.1% FY: 25.2% LI: 7.5% Data Year: 2022/23 Data Source: DataQuest Four - Year adjusted Cohort Outcome
Rate of students who have completed both A-G requirements and completed CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 22.7% EL: 12.2% FY: 7.0% LI: 22.2% Data Year: 2019/20 Data Source: (Local) CALPADS	All: 27.9% EL: 15.3% FY: 10.7% LI: 27.4% Data Year: 2020/21 Data Source: California School Dashboard Supplemental Reports	All: 23.0% EL: 11.3% FY: 6.3% LI: 22.5% Data Year: 2021/22 Data Source: California School Dashboard Supplemental Reports		All: 25.0% EL: 16.7% FY: 11.5% LI: 25.0% Data Year: 2022/23 Data Source: California School Dashboard Supplemental Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
A-G Completion Rates (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 54.0% EL: 27.9% FY: 27.6% LI: 52.4% Data Year: 2019/20 Data Source: DataQuest Four-Year Adjusted Graduation Rate	All: 51.8% EL: 24.5% FY: 23.4% LI: 49.1% Data Year: 2020/21 Data Source: DataQuest Four-Year Adjusted Graduation Rate	All: 48.7% EL: 27.4% FY: 20.0% LI: 46.4% Data Year: 2021/22 Data Source: DataQuest Four-Year Adjusted Graduation Rate		All: 56.4% EL: 30.9% FY: 30.6% LI: 55.4% Data Year: 2022/23 Data Source: DataQuest Four-Year Adjusted Graduation Rate
Rate of students who passed Advanced Placement exams with a score of 3 or higher (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 27.4% EL: 33.9% FY: 20.0% LI: 25.3% Data Year: 2019/20 Data Source: College Board	All: 19.6% EL: 16.5% FY: 11.0% LI: 17.1% Data Year: 2020/21 Data Source: College Board	All: 28.7% EL: 18.1% FY: 0.0% LI: 25.5% Data Year: 2021/22 Data Source: College Board		All: 30.7% EL: 35.0% FY: 24.1% LI: 29.4% Data Year: 2022/23 Data Source: College Board
Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 88.2% EL: 75.8% FY: 65.5% LI: 87.9% Data Year: 2019/20 Data Source: California Dashboard – Graduation Rate Indicator	All: 87.6% EL: 76.5% FY: 61.3% LI: 86.9% Data Year: 2020/21 Data Source: California Dashboard – Graduation Rate Indicator	All: 89.5% EL: 79.9% FY: 66.7% LI: 89.2% Data Year: 2021/22 Data Source: California Dashboard – Graduation Rate Indicator		All: 90.5% EL: 80.7% FY: 69.8% LI: 90.5% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Broad Course of Study	All: 100% Data Year: 2020/21 Data source: ATLAS Student Information System	All: 100% Data Year: 2021/22 Data source: ATLAS Student Information System	All: 100% Data Year: 2022/23 Data source: ATLAS Student Information System		All: 100% Data Year: 2023/24 Data source: ATLAS Student Information System

Actions

Action #	Title	Description	Total Funds	Contributing
29	Linked Learning, ROP, and CTE Pathway Development	<p>For Fresno Unified, English learners and foster youth have significantly lower rates of completing CTE capstone sequences compared with other district student groups and lower rates than the district. To correct this, Fresno Unified will invest in pathway, ROP, and linked learning pathways and recruitment strategies that will encourage greater participation for English learners and foster youth and target historically disadvantaged sub-groups (African American, special education, English learners, and foster/homeless students) for work-based learning opportunities.</p> <p>To better serve our English learners and foster youth students that have lower rates of completing a CTE capstone sequence, the College and Career Readiness Department with leadership and support from the CTE team, will continue to expand validated high-quality CTE Pathways, Linked Learning pathways(LL), Regional Occupational Program courses (ROP), International Baccalaureate Career Program courses (IBCP), National Academy Foundation academies(NAF), and/or California Partnership Academies (CPA) by increasing opportunities in dual enrollment/college credit courses, industry certifications and expanded work-based learning opportunities that include internships and pre-apprenticeships through multiple partnerships with community, local industry, post-secondary and state/national organizations.</p>	<p>\$27,690,463 (Total Investment)</p> <p>\$13,929,982 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$13,760,481 (Other State and Federal funds, Non-Contributing)</p>	Y

		<p>To support this large body of work happening district-wide, people and personnel play a key role in supporting the work (for example, CTE District Office support, Job Developers, CTE Coordinators, and CTE Teachers at each site). One CTE Project Manager is leading efforts specifically in dual enrollment / college-credit course opportunities for students while two other CTE Project Managers focus on industry-recognized certifications and work-based learning opportunities.</p> <p>Efforts are being made to assist families of foster youth and English learners, as well as the students themselves to be more aware of the opportunities these programs have to offer. One strategy has been having a “School Choice Resource Fair” every year. It is scheduled at a time and with interpreters to encourage families to explore options for English learner and foster youth students together. All high school CTE pathway opportunities are represented at the event and The College and Career Readiness Department provides information on grade-level experiences within the College and Career Continuum, Counseling and Guidance supports and Expanded Learning opportunities.</p> <p>Internship courses for seniors began in the 2022-23 school year at four high schools: Bullard, Fresno, McLane, and Roosevelt high schools. Intentional recruitment strategies to low-income, foster youth, homeless, Special Education, African American and English learner students were utilized. We will continue internships during the school-day during the 2023-24 school year and will expand experiences so that students earn industry-recognized certifications through the experience.</p> <p>While these programs are intended to benefit foster youth and English learner students, all students will benefit from having access to validated high-quality pathways that ensure they receive career readiness courses and experiences so they can make informed decisions about exploring and pursuing different careers and associated post-secondary education and training. This was recently called out again in Fresno Unified School District’s newest strategic plan and subsequent Hanover report which highlighted the need for additional Career Technical Education (CTE) courses and program offerings throughout the district and an added focus on expanding</p>		
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		<p>work-based-learning opportunities as an instructional strategy focused on student engagement and community/industry relevance. The District continues their commitment to expand Work-Based Learning opportunities for English learner and foster youth students but with special attention to and recruitment of special populations including demographics that have been historically marginalized. Using data, we evaluated current CTE programs for student underrepresentation and have continued work to address any unintended challenges or barriers for English learner and foster youth students. Staff met individually with each of the following departments to create a CTE Summer Learning Internship Program for Summer 2021: Foster and Homeless Youth/Project Access Team, African American Student Leadership Academy (AASLA), African American Academic Acceleration (A-4), the English Learner group (Native Speakers in Hmong and Spanish) and Special Education team. Continued regular meetings with Special Education and Equity and Access departments have led to program improvements for students with exceptional needs. Expanded development between the CTE team and Foster and Homeless Youth/Project Access Team, African American Student Leadership Academy (AASLA), African American Academic Acceleration (A-4), and the English Learner team has provided access and opportunity to specific student groups.</p> <p>As a result of these district partnerships, in 2022 the CTE Department offered a 5-week summer learning internship where English learner and foster youth students earned high school elective credits through internship coursework. To support English learner and foster youth students' needs, scaffolding was developed with partners. For example, Hmong and Spanish bilingual CTE teachers were hired to support English learners to provide specific support. Staff such as social workers and counselors and job developers worked with students in special populations, such as foster and homeless youth and SPED to help them complete paperwork requirements to enter the program and successfully complete the learning internship. This expansion of summer and intersession experiences focusing on career exploration and guidance including cybersecurity, education, aviation, programming, and entrepreneurship gave over 300 students additional opportunities which were developed in coordination with industry partners and postsecondary institutions. Partners involved in</p>		
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		<p>creating and offering opportunities included: Fresno State, Fresno City, Fresno Pacific, Reedley College, New Vision Aviation, Anthem, National Alliance on Mental Illness (NAMI), WorkEd, Smallify, FBI, Facebook, Cisco, and Amazon.</p> <p>Besides working closely with other departments to support English learner and foster youth students, staff continues to coordinate efforts between Counseling and CTE departments to support students through Career Centers at every comprehensive high school. Career Centers have also expanded to alternative education sites, and Job Developers are also assigned to work alongside counselors and site leaders at these sites in support of access to college and career readiness skills, experiences, and opportunities.</p> <p>To achieve impacting English learner and foster youth student groups to greater extent than all students to achieve the positive outcomes CTE has been shown to provide, we have been following many of the guidelines published by California Community Colleges in tandem with the National Alliance for Partnerships in Equity, California's CTE Joint Special Populations Advisory Committee, and the California Community College Special Populations Collaborative. The document is titled Make a Difference for Special Population Students: Practical Tips and Tools for Educators.</p> <p><u>Below are some of the strategies that have been incorporated to help English learner and foster youth overcome barriers:</u></p> <ol style="list-style-type: none"> 1. Emphasize nontraditional careers events such as: Fresno High's Build Event, Engineering for Women at Fresno City College, Anthem/NAMI Internships, and The Manufacturing Summit sponsored by The San Joaquin Valley Manufacturing Alliance. 2. Support students filling out needed internship and employment forms (Job Developers, working with Project Access, Social Workers, Counselors, Teacher Development, and other foster youth support systems) 3. Identify and link students with community agencies to provide needed support (such as engaging with Educational and Leadership Foundation/ELF to accommodate internship payments for students with no available social security number) 		
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		<p>4. Provide bilingual instructional and supplemental materials as possible (flyers for all programs provided in Hmong, Spanish, and English, either using our District Team Support or having industry partner provide as part of the contract)</p> <p>5. Provide instructors for students who are trained to speak their primary language or have experience with their home culture and recruit nontraditional role model faculty (Example: Hmong and Spanish speaking and African American teachers supported last year's summer internship programs)</p> <p>6. Encourage participation in math, science, and technology courses since these classes are often the gateway for participation in nontraditional careers for women (for example, recruiting female students for Women in Engineering and Construction Events)</p> <p>7. Evaluate all school materials (including recruitment) for gender bias and positive nontraditional images (the CTE department has worked to be very aware of putting a female welder, for example, or a male in health care)</p> <p>8. Provide presentations and field trips where students can hear and meet successful nontraditional workers (as the saying goes, "students cannot be what they cannot see." In last summer's internships, for example, the industry leaders who spoke were intentionally selected to challenge the gender stereotype for that career field as well as reflecting the ethnicity of the identified student groups)</p> <p>9. Encourage participation in support and leadership groups such as CTE Ambassadors so nontraditional students can meet to share concerns and successes</p> <p>The intended outcome for English learners and foster youth is to give them more opportunities to connect with CTE experiences that have been shown to be effective both during high school and beyond - into college and career. Expected effectiveness will be demonstrated when enrollment grows within programs as well as retention of students from year to year. Courses are rigorous when approved by the University of California system and students complete A-G recommendations for college entrance. With the sharp increase in students receiving industry recognized certifications such as nursing assistants, OSHA-10 Safety, and the Multi Core Craft Curriculum Pre-Apprenticeship Certifications, students can leave high school and go directly into entry level positions that provide a living wage as they</p>		
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		<p>start their career or choose to work part-time as they continue their education beyond high school.</p> <p>Through focused recruitment, specialized marketing materials, and the CTE site supports of Coordinators, Job Developers & Career Centers, an expanded focus for foster youth and English learner students will provide students with validated high-quality CTE Pathways that will engage them through dual enrollment/college credit, industry certifications and expanded career-focused work-based learning opportunities. It is intended that this investment creates an increased number of English learners and foster youth who complete CTE Capstone sequences.</p>		
30	CTE STEM PK-6 Kids Invent!	<p>Fresno Unified School District's foster youth, English learners and low-income students scored significantly lower on assessments for math as compared to all students. In addition, as presented at the March 16, 2022, Board of Education meeting, feedback from parents and students indicates the desire to link classroom learning to real life job skills.</p> <p>Nationally, there is an overarching need to counter underrepresentation of low-income, foster youth, and homeless youth, and females in Science Technology Engineering and Math (STEM) industries. Since early age access to STEM-related disciplines promotes critical thinking and problem-solving skills, there is a desire to move STEM focused Bricks 4 Kidz, field trips, and other hands-on and real-world experiences to include PK-2nd grade students. A STEM report by the U.S. Department of Education states,</p> <p>"We must also make sure that no matter where children live, they have access to quality learning environments. A child's zip code should not determine their STEM fluency" (2021).</p> <p>Currently the district provides, in partnership with the California State University, Fresno Lyles Center for Innovation and Entrepreneurship, STEM tailored learning, including all needed materials and supplies, for every 3rd through 6th grade student in the district (THINK: Teaching How Innovation Nurtures Knowledge). The identification of STEM focused learning to promote critical thinking, creativity and innovation were at the core of the partnership and subsequent program. Curriculum content promotes hands-on learning through monthly</p>	\$1,440,647	Y

		<p>activities aligned to the Next Generation Science Standards. The alignment between Next Generation Science Standards and STEM promotes relevant applied learning with the goal of increasing Career Technical Education (CTE) pathway program enrollment in subsequent years (grades 7 - 12).</p> <p>Educators should have access to professional development to understand what works and what doesn't in the STEM curriculum. The current gap for low-income and foster youth can be bridged through ongoing teacher development, which will continue to be provided both by the Lyles Center as well as district staff but will expand to include training opportunities for PK-6th grade teachers. Elementary and secondary education in mathematics and science is the foundation for student entry into postsecondary STEM majors as well as a wide variety of STEM-related occupations. Therefore, elementary classroom teachers create a powerful environment for STEM implementation and learning.</p> <p>Fresno Unified continues to provide Innovation Day, which is currently in its 13th year. Innovation Day is a highly anticipated annual event that brings 3rd through 6th grade, (previously 5th and 6th grade) English learner, foster youth and low-income students from schools across Fresno Unified for an exciting, hands-on science and engineering-based competition at the Save Mart Center. Competing in front of family and friends, Innovation Day is the culmination of students' involvement in special instruction provided to all 3rd through 6th grade classes. At the event, teams are provided materials to complete a challenge based on skills they have learned during the school year. According to Superintendent Bob Nelson, "Innovation Day challenges encourage students to be creative in their problem-solving and focus on teamwork and other skills that will be great assets in the future, no matter what careers they choose" (2016). Transportation, prizes, participant T-shirts, and engineering supplies are purchased to support students at the STEM event.</p> <p>The District will also expand career and STEM field trip offerings in grades PK-6 next school year (Examples: Fresno Police Department, United States of America and their STEM field trip programs, CAL Fire, Fresno Discovery Center, etc.). These field trips will connect to careers that English learner, foster youth, and low-income students</p>		
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		<p>are exposed to within their classroom instruction. Staff are also exploring ways to bring CTE Pathway exploration and more STEM experiences to each of the 78 elementary school sites and each grade level twice per year.</p> <p>Fresno Unified has also identified the need for STEM experiences for English learner, foster youth, and low-income students in grades Pk, Tk, and Kindergarten. In partnership with LEGO Education, all Pk, Tk, and Kindergarten students have access to the LEGO 4 All Program that allow students to engage in problem-based learning through STEM engineering and explore careers associated with the CTE pathway opportunities in the district, increasing Career Technical Education (CTE) pathway program enrollment in subsequent years (grades 7 - 12).</p> <p>The needs of foster youth and low-income students were considered first, and these needs and actions are highlighted in the three areas below:</p> <p>1. Underrepresented such as low-income and foster youth are particularly underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Students who have had opportunities to participate in STEM classes when they are younger are more likely to continue to participate in STEM classes as they move throughout their educational journey (National Action Council for Engineering, 2013). Past studies have raised several possible reasons for this underrepresentation. Two of these factors include having less access to quality STEM related educational opportunities and these students not being encouraged at an early age to learn about STEM fields (MacPhee, Farro, and Silvia, 2013). This Career Technical Education and STEM Education in PK Plan will help fill the gaps in relation to these two factors and increasing these opportunities to include PK-6th grade is important in giving greater access to STEM at earlier ages.</p> <p>Foster youth typically live in environments where they don't have access to technology or professionals with a STEM background. Many are unaware of the career paths available in the science and technology industry. Foster youth are less likely to perform at grade level in math as compared to their peers. It is critical that Fresno Unified take steps to close these educational engagement</p>		
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		<p>and achievement gaps to help foster youth students to have more options to reach their full potential (Wondra, 2021). Taking steps to ensure all foster and homeless youth have access to programs that introduce them to these career pathway options will help close these equity gaps.</p> <p>Science and math are typically fields that have been dominated by men. Today women only comprise 25% of STEM jobs in the U.S., so implementing STEM activities during the elementary years help increase access to STEM careers for underrepresented females (Benefits of STEAM Education in Elementary School 2021).</p> <p>As highlighted above, the alignment between NGSS and STEM promotes relevant applied learning with the goal of increasing Career Technical Education (CTE) pathway program enrollment in subsequent years (grades 7-12). CTE enrollment during the 2021/22 school year was 11,059 and increased in 2022/23 to 11,969 students. Additionally, work-based learning experiences are expanding from 76,706 in 2021/22 to 90,509 as of March 10, 2023. Data tracking highlights the focus of work-based learning opportunities for students that connect the District's student goal of expanding "student-centered and real-world learning experiences."</p> <p>Fresno Unified expects investments in Career Technical Education and specifically Science, Technology, Engineering and Math (STEM) for preschool through sixth grade students will benefit math scores for foster youth and low-income students. However, because it is anticipated that all students, and particularly female students will benefit, this is being provided on a district-wide basis.</p> <p>To sum up, it would be apt to quote Brian Kelly, editor, and chief content officer of <i>US News</i>: "While our universities are producing more STEM graduates, many of these students are foreigners on temporary visas. Despite significant public and private investment, we are still not developing an American STEM workforce to fill the jobs of the future. It's clear that we need to focus our efforts on getting more kids, particularly women and African Americans, interested in pursuing STEM at a young age" (2020).</p> <p>It is expected that Fresno Unified will better connect students to real life learning experiences as described during the district's discussions</p>		
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		with educational partners. In addition, more English learners, foster youth, and low-income students will improve scores on iReady for math.		
31	Men's and Women's Alliance	<p>According to data available in the district's Local Control and Accountability Plan, Fresno Unified's foster youth, and low-income students have historically struggled with attendance, behavior, and school connectedness which has an adverse impact on academic performance and student engagement. The Men's and Women's Alliance was developed to address the disproportional-outcomes of these student groups. A survey conducted by the Wall Street Journal indicated that 92% of employers believe Social Emotional Learning skills are equal to or more important than technical skills (such as complex problem solving, critical thinking, creativity, people management, coordinating with others, cognitive flexibility, emotional intelligence, decision-making, service orientation, negotiation) (Davidson, 2016). The Alliance programs provide explicit instruction in social emotional learning, therefore preparing foster youth, and low-income students to achieve their greatest potential and college and career readiness.</p> <p>With this investment, we will fund staffing to provide direct instruction to students through the Alliance course and additional academic support, curriculum and learning materials experiences, employment, and professional learning.</p> <p>The Men's and Women's Alliance Program is an elective course offered at all comprehensive middle and high schools and select specialty schools including Cambridge, Duncan, Fulton JE Young, and Phoenix. A certificated teacher provides social-emotional learning and leadership development instruction. Focused on developing personal responsibility, self-management, social skills, organizational skills, learning strategies, and resiliency. Additionally, the Alliance program provides after-school tutoring, community mentors, service-learning opportunities and foster youth and low-income student experiences such as college visits and retreats. High school students enrolled in Alliance are also given the opportunity to</p>	<p>\$1,765,459 (Total Investment)</p> <p>\$1,331,913 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$433,546 (Federal funds, Non-Contributing)</p>	Y

		<p>participate in the Alliance Career Readiness Program which provides specialized job readiness training and paid work experience.</p> <p>The Men's and Women's Alliance identifies students based on specific criteria to ensure English learners, foster youth and low-income students struggling with attendance and behavior are placed in the class. The selection process includes exploring student academic performance, attendance percentage, and student discipline data of foster youth and low-income students as well as African American students. Alliance provides an array of professional learning for staff to build their capacity to provide high-quality and effective services that meet students' needs. The Alliance program collaborates with other educational partners such as Curriculum and Instruction, the Restorative Practice and SEL teams to provide professional learning focused on student engagement, trauma-informed care, social-emotional learning, self-care, student success strategies, and mentoring.</p> <p>Research has shown programs with social-emotional learning led to improvements such as academic achievement, fewer suspensions, and improved social development. The investment of social-emotional learning curriculum, and student success strategies increase student social-emotional competencies, deepen school connectedness, develop the essential skills for student to access instruction and positive impacts student academic achievement.</p> <p>The intended outcome of the Alliance program is to increase foster youth and low-income students' school engagement, academic achievement, and social-emotional competencies, improve school attendance, and decrease student suspension incidents.</p> <p>In conclusion, this action was designed for low-income and foster youth students, it is expected that all students, and particularly African American students will benefit, so the action is provided district wide.</p>		
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32	School Counselors & Resource Counseling Assistants	<p>Based on data in the metric section, students identified as low-income and foster youth experience higher rates of suspension and lower rates of attendance as compared to all students. Additionally, students identified as English learners, low-income and foster youth experience lower rates of UC/CSU a-g eligibility and graduation rates as compared to all students. Counselors support at-risk students in developing academic and social skills and serve as an initial point of identification and response when students are experiencing social-emotional concerns, career exploration, post-secondary opportunities, and financial literacy. Resource Counseling Assistants provide several services to increase attendance, grades, and positive behaviors in English learners, foster youth, and low-income students.</p> <p>There is a need to monitor and provide intentional guidance to support English learners, foster youth, low-income students, and low-income, English learners, and foster youth students who are also identified as a student with a disability. The US Department of Education Office of Civil Rights reports, "The counselor at the secondary school level assumes many roles, all important and potentially critical in affecting a student's future. These roles relate in a major way to academic preparation and planning but also extend to mental health, interpersonal relations, social adjustment, career planning, and work adjustment. In performing these varied roles, the professional commitment of the counselor is directed at promoting the fullest development of everyone" (2020). There is a need to ensure that every middle school student has access to a full-time guidance counselor at their school site to provide intentional guidance and monitoring of students.</p> <p>English learners, foster youth, <u>students with disabilities</u>, and low-income students at every middle school and K-8 site will have the support of a full-time guidance counselor. In addition, ten additional Resource Counseling Assistants will be added to support middle school students.</p> <p>English learners, foster youth, <u>students with disabilities</u>, and low-income students will benefit from having additional School Counselors and Resource Counseling Assistants on campus. Through varied</p>	<p>\$19,643,920 (Total Investment)</p> <p>\$16,265,723 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$3,378,197 (Other State funds, Non-Contributing)</p>	Y
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		<p>roles, School Counselors and Resource Counseling Assistants meet the diverse needs of these student groups. Counselors support students in developing academic and social skills, serve as an initial point of identification and response when students are experiencing social-emotional concerns, and provide critical guidance towards completion of graduation requirements, A-G requirements, career exploration, post-secondary applications and matriculation, and financial literacy. Often school counselors are the first point of contact for students and families. Counselors provide various resources when students and families have questions or need assistance with academic and/or career goals. Aside from the social-emotional support a school counselor provides, school counselors also monitor academic performance and assist students in coursework planning and preparation necessary to fulfill graduation requirements. School counselors align district and community resources to support low-income students, English language learners, <u>students with disabilities</u>, and historically marginalized communities and to ensure that students who are most at risk of dropping out of school and/or not meeting graduation requirements are correctly identified, counseled, and supported.</p> <p>English learners, foster youth, <u>students with disabilities</u>, and low-income students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools (Effectiveness.pdf (schoolcounselor.org)) Students who experience a lower counselor to student ratio have greater access to learning supports. This is true, especially for historically marginalized students (low-income, African American students, and English language learners). With a lower school counselor-to-student ratio, students have access to social-emotional resources, academic monitoring and aligned support, and opportunities for college career exploration. English learners, foster youth, <u>students with disabilities</u>, and low-income students have limited resources resulting in an elevated need for wrap-around services (Effectiveness.pdf (schoolcounselor.org)). The impact of COVID has resulted in an increased number of students requiring academic and social-emotional support. As a result of the increasing number of school counselors within middle school sites, there is an increase in</p>		
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		<p>the number of students participating in career inventory assessments and major exploration assessments beginning earlier in their educational careers. In 2022, 7,037 middle school students completed at least one portion of a career inventory. Additional middle school counselors will ensure that all 10,000 plus middle school students and now 6th-grade students will complete one before transitioning to either middle or high school. There is also an increase in interactions with students for social/emotional support.</p> <p>Communication with English learners, foster youth, <u>students with disabilities</u>, and low-income students and families will include secondary educational opportunities in CTE, dual enrollment, AP, and IB. Students entering high school will be better prepared to make informed decisions about attendance based on program offerings at each site.</p> <p>With an increase in school counselors, an additional layer of support will allow for an increase in monitoring of student progress, with an emphasis on creating individualized student guidance plans for all students.</p> <p>The US Department of Education Office of Civil Rights highlights the role of counselors in ensuring equal educational opportunities and outcomes for students: https://www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html. Within the Fresno Unified School District, the increase in school counselors in both the middle school and high school sites has increased the number of students who have had interactions in areas of career exploration, college exploration, social-emotional supports, credit recovery options, and the increase in college applications from disproportionately represented groups. The increase in school counselors also assists historically marginalized students, including but not limited to low-income students, in their transition through critical phases in their educational journey. Foster and homeless youth are supported through the work of their high school counselor in coordination and collaboration with other district and community resources to ensure successful transitions to secondary opportunities. The increase in school counselors also assists underserved students and English learners in their transition through critical monitoring and coursework planning phases to improve access to courses aligned</p>		
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		<p>with A-G completion, graduation, and post-secondary college and career options. The intended outcomes of these efforts include:</p> <ol style="list-style-type: none"> 1. Improved student graduation data. 2. Stronger collaboration with families. 3. Enrollment in secondary educational opportunities. 4. Increased post-secondary matriculation. <p>While it is believed that all students will benefit from this action, the information and resources provided by school counselors are most needed by low-income, foster youth, <u>students with disabilities</u>, and English learner students.</p> <p>By investing in School Counselors and Resource Counseling Assistants, Fresno Unified expects that English learners, foster youth, <u>students with disabilities</u>, and low-income students will further develop academic and social skills. In addition, these positions serve as an initial point of identification and response when students are experiencing social-emotional concerns, career exploration, post-secondary opportunities, and financial literacy. Resource Counseling Assistants provide many services to increase attendance, grades, and positive behaviors in English learners, foster youth, <u>students with disabilities</u>, and low-income students.</p> <p><u>Below are some of this year's counseling targets:</u></p> <ol style="list-style-type: none"> 5. Minimum of one student conference or student workshop during a student's 6th-grade year to develop a College and Career Preparation plan. <ol style="list-style-type: none"> 1. Due to transitional counselors not having a pure elementary caseload, transitional counselors could not meet with all sixth-grade students at their assigned elementary schools. To create a manageable caseload size for transitional counselors, targeted populations of sixth-grade students were identified. The identified groups to conduct a conference or student workshops are the following: foster youth, homeless youth, students with disabilities, African American students, English learners, students with a 504, and academically at-risk students (students with two or more Ds and Fs). 		
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		<p>2. More than half of the targeted groups had an individual and/or small group meeting. By the end of the 22 - 23 school year, we aim to have all targeted student groups have had an individual and/or small group meeting.</p> <p>6. Host sixth grade Parent Informational Sessions in the evening at each feeder elementary school and/or attend elementary school-wide events that target parents/guardians (e.g., parent coffee hours, Back to School Nights, and Open House).</p> <p>1. As a result of adding a counselor for elementary systemically, our 6th-grade parents are now receiving district-wide academic, social-emotional, and middle school expectations. Due to the various ways and amount counselors meet with parents, next year, they will have a minimum of two parent contacts (fall and spring).</p> <p>2. Approximately 65% of elementary schools received a sixth-grade parent informational session.</p> <p>7. Fall & Spring semester 6th-grade classroom presentations (What to expect in middle school (multiple classes, athletics, behavioral expectations, attendance, etc.), A-G & High School Graduation Requirements, Study Skills, Coping Skills).</p> <p>1. 94% of elementary sites took part in classroom presentations. The target goal of meeting 100% of students continues to be the focus.</p> <p>8. Hold a yearly elementary College & Career Fair or conduct a lesson to explore an array of career and CTE pathways.</p> <p>1. As a result of additional staffing received as transitional counselors, those staff provided at least one career exploration opportunity for 64 out of the 68 6th-grade elementary schools.</p> <p>9. Plan and implement a 6th-grade college trip.</p> <p>1. Counselors collaborate with school sites to facilitate 6th-grade college field trips to local universities for students to gain early exposure to post-secondary education.</p> <p>Fresno Unified expects that low-income, foster youth, and English learners will improve in these student outcomes because of these investments. 94% of elementary schools received assistance with their transition to middle school through critical monitoring and</p>		
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		coursework planning to improve access to courses aligned with A-G completion and graduation.		
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Goal Analysis for 2022/23

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

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

Action # 29 – Linked Learning, ROP and CTE Pathway Development –The offering of CTE and Linked Learning Pathways and associated work-based learning opportunities for students were implemented as planned; however, new CTE teacher staffing impacted dual enrollment/college credit course offerings during the 2022/23 school year, so we offered 5 less dual enrollment sections this academic year. The College & Career Readiness Department is working continuously with post-secondary partners to streamline and articulate registration processes for students and better identify potential adjunct faculty.

Action # 30 – CTE STEM PK-6 Kids Invent! – In the 2022/23 school year, the Career Technical Education (CTE Department) in partnership with LEGO Education launched LEGO 4 All, with the purpose of providing opportunities to all PreK, TK, and Kindergarten students to engage in problem solving, critical thinking, career exploration, and innovation. All PreK, TK, and Kindergarten teachers were provided hands-on training and facilitation support on how to maximize student ownership and be co-discoverers (facilitators) with students as they explore. As of March 2023, over 400 PreK, TK, and Kindergarten teachers have received training and implemented the LEGO 4 All lessons with over 2,800 students.

Action # 31 – Men’s and Women’s Alliance - There were no substantive differences in what was planned and implemented for this action. The Men’s and Women’s Alliance program is an elective course and identified students that are struggling with attendance and behavior are placed in this class.

Action # 32 – School Counselors & Resource Counseling Assistants – Conducted a conference for the following sixth-grade student demographics: foster youth, English learners, and foster youth and English learner students who are also identified as homeless youth, students with disabilities, African American students, and academically at-risk students (students with two or more Ds and Fs). Counselors implemented one of the following options to increase sixth-grade parent engagement: Sixth Grade Parent Informational Sessions, attended parent coffee hours, Back to School Nights, and Open House Nights. To provide opportunities for sixth-grade students to learn about college, career, and CTE pathways, school counselors did one of the following: Sixth Grade College and Career Fair and/or Imago Presentation (modules on career exploration).

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

Below is an explanation of actual expenses differing 10% from the original budget:

Action # 32 – School Counselors & Resource Counseling Assistants – Actual expenses down 15% to original budget due to shifting costs to Recovery Funds due to the extensive social-emotional needs from the effects of returning to school full time after the COVID-19 Pandemic.

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

Action #29 Linked Learning, ROP and CTE Pathway Development – Overall, this action was effective. The College and Career Readiness indicators will not be available on the CA Dashboard until 2023; however, the rate of students who have completed both A-G requirements and completed a CTE capstone course has increased for low-income students when compared to the baseline year. This action increases the opportunity for low-income students to have access to high quality CTE pathways, Linked Learning pathways, Regional Occupational Program courses, International Baccalaureate Career Program courses, National Academy Foundation, and California Partnership Academies. CTE District Office support staff, Job Developers, CTE Coordinators, and CTE teachers support this work. Parent and student outreach, such as the School Choice Job Fair and other communications support providing awareness and opportunities for English learner and foster youth students. As of 3/13/23, Fresno Unified high schools have received a total of 90,509 work-based learning (WBL) experiences for the 2022/2023 school year. Capturing work-based learning data has been moved to TITAN, software designed for capturing WBL data for CTE pathways and programs.

Action #30 CTE STEM PK-6 Kids Invent! – Overall, this action is effective. As of 3/10/23, Fresno Unified elementary schools have received a total of 17,667 Work-Based Learning (WBL) experiences for the 2022/2023 school year. The district is in partnership with California State University, Fresno (Lyles Center) to support STEM tailored learning, including materials and supplies for every 3rd – 6th grader. The Lyles Center at Fresno State provides professional learning for PK-6th grade teachers to support incorporating STEM and hands-on learning in the classroom, with a focus on how to support low-income, English learner, and foster youth students. There have been 9,546 K-8 on campus experiences (Bricks 4 Kidz), 4,640 K-8 Business sector visits (various industry partner tours), and 3,481 K-8 College Tours (Fresno State, Reedley College, Fresno City, or Clovis Community). This action supports all student groups but focuses on English learner students and low-income students. These student groups showed growth on iReady math from quarter 1 to quarter 2. On the iReady math, increases for elementary English learner students was 6.2% and low-income students was 10.9%. Additionally, the identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math.

Action #31 Men's and Women's Alliance – Overall, this action is somewhat effective. To capture the qualitative impact of our Alliance program we created a Hybrid Version of the Climate & Culture Survey that is administered to students during the Fall and Spring Semester. This is an elective course that offers social-emotional learning and leadership development instruction to the district's most needy students, including low-income, and foster youth. Focused on developing personal responsibility, self-management, social skills, organizational skills, learning strategies, and resiliency. Additionally, the Alliance program provides after-school tutoring, community mentors, service-learning opportunities and foster youth and low-income student experiences such as college visits and retreats. Students are showing academic progress in local iReady assessments. The identified student groups are showing progress in iReady increasing from year one: FY: 16.7%, LI: 21.0% to year two: FY: 24.2%, LI: 32.5% in ELA and year one: FY: 17.0%, LI: 19.6% to year two: FY: 26.4%, LI: 31.7% in math. Due to the covid restrictions, we do not believe attendance data is a good reflection of its effectiveness. We will look at suspension data to show effectiveness. This action is effective when looking at trend data for suspension. It shows a decrease from baseline data to year two outcome

data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% and low-income student decreased suspension rate from baseline 7.4% to year two 6.2%.

Action #32 School Counselors & Resource Counseling Assistants – Overall, this action is effective. English learners and foster youth, and English learners and foster youth students who are also identified as students with disabilities, and low-income students at every middle school and K-8 site will have the support of a full-time guidance counselor. In addition, ten additional Resource Counseling Assistants will be added to support middle school students. The actions listed above have helped identify and reduce barriers to learning by providing targeted interventions and social-emotional support for preidentified student groups. Providing education, prevention, early identification, intervention, and exposure to real-world experiences in the sixth grade will help students achieve academic success, develop an understanding of career opportunities, and develop social-emotional skills in response to issues they encounter. As shown in the metric section, district data shows an increase in student graduation rate as reported in the year 2 outcome. English learner students showed an increase from 24.5% to 27.4%. Additional gain are needed for low-income and foster youth. School counselors will focus on these student groups to provide additional targeted support to show A-G completion increases. To further show the effectiveness of this action, all identified groups (English learner, foster youth, and low-income) showed an increase for graduation rates. English learners increased from 76.5% to 79.9%, foster youth increased 61.3% to 66.7%, and low-income students increased from 86.9% to 89.2%.

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

Linked Learning, ROP and CTE Pathway Development – To better serve English learners and foster youth students, the department will use student data and workforce development data, additional CTE opportunities in agriculture and in public service – specifically Emergency Medical Technician (EMT) and a Future Farmers of America (FFA) program will be initiated in the 2023/24 academic school year. The CTE Department is working with Human Resources, Teacher Development, and industry partners to identify the best recruiting grounds for potential teachers. Understanding that individuals in industry do not historically use EdJoin as an employment website or resource, the CTE Department leverages relationships with industry partners to communicate and market CTE teaching opportunities.

CTE STEM PK-6 Kids Invent! – After reflecting on our continuum of experiences for English learners, foster youth, and low-income students, we identified a gap in opportunities in grades Pk, Tk, and Kindergarten. Students in grades Pk, Tk, and Kinder who participate in STEM learning activities have positive language and literacy outcomes in later years (STEAMIE Innovation for Inclusion in Early Education, 2019). According to the U.S. Department of Education, children who live in poverty, children who are members of linguistic and ethnic minority groups, and children with disabilities have fewer opportunities to engage in STEM learning activities than their peers (STEAMIE Innovation for Inclusion in Early Education, 2019). LEGO 4 All allows all Pk, TK, and Kinder students the opportunity to engage in problem solving, critical thinking, career exploration, and innovation with the goal of increasing literacy proficiency in our students.

School Counselors & Resource Counseling Assistants – Four elementary Fresno Unified Schools did not receive consistent transitional counselor services (Baird, Bullard Talent, eLearn, and Phoenix) due to one or more of the following factors, too large of a caseload size, being the only assigned counselor to multiple sites, difficulty providing services due to being a strictly online campus, and not having a transitional counselor assigned to the school. In recognizing the disparity, and seeing the need for English learners and foster youth, and English learners and foster youth students who are also identified as students with disabilities, and low-income students, the district has requested additional funds for a school counselor for Bullard Talent. Transitional counselors currently do not have access to our student information system (SIS) for their feeder elementary sites; this is a barrier because counselors have been unable pull and log data for their

elementary students in the SIS. We have requested SIS access for our transitional counselors to address this issue. All these efforts will directly benefit our low-income, foster youth, and English learner students.

The Percent of Seniors who are “Prepared” on the College & Career Indicator metric has been discontinued. With the release of the 2022 CA School Dashboard, CDE changed the displaying of this metric. Previously this metric was reported showing an overall “Percentage Prepared”. In 2021, and 2022, CDE changed the report and now displays this metric by individual criteria. In addition, this metric is not required based on the college and career metric on the dashboard.

New desired outcome for 2023/24 was calculated for the following metrics and student groups because the year 2 outcome results were identified as previously met:

Student high school dropout rate – for All students, and low-income

Student graduation rate – for English learners

New desired outcome for 2023/24 was calculated for Middle School Dropout for All students, English learners, and low-income because the year 2 outcome results were identified as previously met; however, the new desired outcome is the same as the year 2 outcome because the metric value is small, and the goal is to maintain.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report on the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.24

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need to expand engagement opportunities for all students, ensuring that Fresno Unified not only provides a quality education, but also offers programs students can participate and engage in. The need for this goal is to ensure that all students, specifically English learner, low-income, and foster youth are engaged. This goal’s purpose is to decrease suspension rates, expulsion rates, and chronic absenteeism and to increase positive sense of safety and connectedness, properly maintained facilities, and students participating in extra-curricular activities (arts, activities, or athletics). We will create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values. This goal recognizes that student engagement is predicated on the belief that learning

improves when students are inquisitive, interested, or inspired. Stronger student engagement extends to a deeper motivation to learn and progress in school. This goal also encompasses the need to engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, and the civic life of their communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 7.0% EL: 4.4% FY: 19.0% LI: 7.4% Data Year: 2018/19 Data Source: CA Dashboard - Suspension Rate indicator	All: 0.2% EL: 0.1% FY: 0.9% LI: 0.2% Data Year: 2020/21 Data Source: CA Dashboard - additional reports	All: 5.8% EL: 4.5% FY: 14.6% LI: 6.2% Data Year: 2021/22 Data Source: CA Dashboard - additional reports		All: 5.7% EL: 3.4% FY: 14.5% LI: 6.1% Data Year: 2022/23 Data Source: CA Dashboard - additional reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Rate of parents, students and staff report of positive sense of safety and connectedness (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	Safety: 66.1% Students 92.9% Parents 87.0% Staff Connection: 64.8% Students 93.6% Parents 87.0% Teachers Data Year: 2020/21 Data Source: Climate & Culture Survey	Safety: 73.2% Students 90.0% Parents 89.8% Staff Connection: 79.9% Students 88.0% Parents 90.6% Teachers Data Year: 2021/22 Data Source: Climate & Culture Survey	Safety: 71.6% Students 90.0% Parents 85.3% Staff Connection: 77.6% Students 88.7% Parents 90.3% Teachers Data Year: 2022/23 Data Source: Climate & Culture Survey		Increase student positive sense of connectedness and safety to 78.4% or higher Maintain parent positive sense of connectedness and safety at 90.9% or higher Increase staff positive sense of connectedness and safety to 91.2% or higher Data Year: 2023/24 Data Source: Climate & Culture Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Student expulsion rates (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 0.21% EL: 0.13% FY: 0.78% LI: 0.24% Data Year: 2018/19 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	All: 0.0% EL: 0.0% FY: 0.0% LI: 0.0% Data Year: 2020/21 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates	All: 0.17% EL: 0.15% FY: 0.52% LI: 0.18% Data Year: 2021/22 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates		All: 0.17% EL: 0.13% FY: 0.51% LI: 0.18% Data Year: 2022/23 Data Source: DataQuest Expulsion and Suspension – Expulsion Rates
Facilities are properly maintained	100% of schools with a rating of good or exemplary Data Year: 2019/20 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2020/21 Data Source: FIT Report (Facilities Inspection Tool)	100% of schools with a rating of good or exemplary Data Year: 2021/22 Data Source: FIT Report (Facilities Inspection Tool)		100% of schools with a rating of good or exemplary Data Year: 2022/23 Data Source: FIT Report (Facilities Inspection Tool)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
<p>Student chronic absenteeism rate</p> <p>(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)</p>	<p>All: 15.8%</p> <p>EL: 9.3%</p> <p>FY: 23.7%</p> <p>LI: 16.7%</p> <p>(2018/19 data was reported on the California School Dashboard for grades K-8)</p> <p>Data Year: 2018/19</p> <p>Data Source: California School Dashboard> Chronic Absenteeism</p>	<p>All: 25.4%</p> <p>EL: 21.3%</p> <p>FY: 41.2%</p> <p>LI: 25.9%</p> <p>(2020/21 data was not reported on the California School Dashboard but was on Dataquest. Dataquest Reported grades K-12)</p> <p>Data Year: 2020/21</p> <p>Data Source: Dataquest</p>	<p>All: 50.9%</p> <p>EL: 45.6%</p> <p>FY: 52.9%</p> <p>LI: 53.1%</p> <p>Data Year: 2021/22</p> <p>Data Source: Dataquest</p>		<p>All: 32.6%</p> <p>EL: 26.7%</p> <p>FY: 37.3%</p> <p>LI: 33.9%</p> <p>Data Year: 2022/23</p> <p>Data Source: Dataquest</p>
<p>Percent of students who have participated in at least one arts, activities, or athletics event – Broad Course of Study</p> <p>(All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)</p>	<p>All: 59.7%</p> <p>EL: 50.7%</p> <p>FY: 56.5%</p> <p>LI: 58.8%</p> <p>Data Year: 2019/20</p> <p>Data Source: (Local) ATLAS Student Information System</p>	<p>All: 32.2%</p> <p>EL: 23.6%</p> <p>FY: 31.0%</p> <p>LI: 30.8%</p> <p>Data Year: 2020/21</p> <p>Data Source: (Local) ATLAS Student Information System</p>	<p>All: 44.9%</p> <p>EL: 34.9%</p> <p>FY: 44.3%</p> <p>LI: 43.9%</p> <p>Data Year: 2021/22</p> <p>Data Source: (Local) ATLAS Student Information System</p>		<p>All: 71.5%</p> <p>EL: 65.5%</p> <p>FY: 71.2%</p> <p>LI: 71.5%</p> <p>Data Year: 2022/23</p> <p>Data Source: (Local) ATLAS Student Information System</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, LI= Low-Income)	All: 91.9% EL: 93.2% FY: 87.8% LI: 91.8% Data Year: 2019/20 Data Source: ATLAS (Average Daily Attendance)	All: 87.5% EL: 89.2% FY: 78.9% LI: 87.1% Data Year: 2020/21 Data Source: ATLAS (Average Daily Attendance)	All: 80.1% EL: 82.3% FY: 76.3% LI: 80.0% Data Year: 2021/22 Data Source: ATLAS (Average Daily Attendance)		All: 93.6% EL: 93.2% FY: 89.9% LI: 93.6% Data Year: 2022/23 Data Source: ATLAS (Average Daily Attendance)

Actions

Action #	Title	Description	Total Funds	Contributing
33	Increase School Allocations for Athletics	<p>Fresno Unified's Metrics identified in the district's Local Control and Accountability Plan (LCAP) indicate that participation in athletics for English learners, foster youth, and low-income students is less than all students. To increase participation and remove barriers, Fresno Unified has been purposeful about investigating barriers to participation in athletics. In the past, access to equipment, fundraising demands, and lack of district support reduced the ability for disadvantaged student groups to participate.</p> <p>To ensure that foster youth, English learners, and low-income students participate in athletic activities during their primary and secondary school experience, the following specific actions have been implemented to remove financial barriers that have been identified as reasons for lack of participation:</p> <ul style="list-style-type: none"> Increased funding for site uniform rotation schedule Increased funding for protective gear (safety equipment) 	\$15,667,547	Y

		<ul style="list-style-type: none"> • Increased funding for athletic equipment • Increased funding for student participation in regional athletic events • Increased funding for student body participation at playoff events <p>The needs of foster youth, English learners, and low-income students were considered first because data shows that many of these youth could not be involved in extracurricular activities due to the prohibitive costs, so these barriers to their participation need to be removed. Doing so creates an equitable environment for participation for all students. Fresno Unified will continue supports to decrease costs and increase participation in athletics for foster youth, English learners, and low-income students.</p> <p>A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness.</p> <p>Because students will be supplied with equipment and other support needed, there will be less barriers for foster youth and low-income students to participate in extracurricular activities. These additional investments in athletics that are designed to meet the needs most associated with low-income, foster youth and English learners. However, because we expect that all students will benefit, this action is being provided on a district-wide basis.</p> <p>In conclusion, students will continue to get the student engagement supports needed to be successful in school. English learner, foster youth, and low-income students will be more engaged in athletics and other school events. There is an increase in percent of students who have participated in at least one arts, activities, or athletics event for English learners, foster youth, and low-income students.</p>		
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34	District-Funded Educational Enrichment Trips	<p>According to Fresno Unified data, low-income and foster youth students participated less in at least one art, activity or athletic event compared to all students. In addition, prior to the onset of the Fresno Unified educational enrichment trip program, a very low percentage of the district's elementary schools were able to plan and participate in extra/co-curricular educational enrichment trips. Feedback specifically from low-income and foster youth students identified that students didn't have the right "gear", and, in many cases, they just didn't have a point of reference when it came to co-curricular educational enrichment trips. Families were concerned about sending their child away to the mountains overnight (sometimes for the first time) and in some cases while it was snowing. As a result of this initiative, families of low-income and foster youth students are becoming more comfortable with the co-curricular educational enrichment trip options. A district needs assessment identified that factors limiting participation included the costs associated with transportation, entrance fees, and the lack of personal effects appropriate for sixth grade camp.</p> <p>To address this need, FUSD will provide enrichment trips for TK through 6th grade including 6th grade overnight camp. Additional steps have been taken to support low-income and foster youth students about any cold weather clothing needs they might have (appropriate jackets, gloves, beanies, sleeping bags, warm socks, and waterproof boots) to eliminate barriers that may have contributed to low-income, foster youth or English learner students not attending enrichment trips. During the pandemic, virtual trips were added. Virtual trips were designed to align with the updated instructional schedules to allow teachers and students to maximize instruction while being able to take advantage of virtual enrichment opportunities and avoid a gap in the 6th grade camp experience so there was no "break" in the sixth-grade camp flow.</p> <p>The enrichment trip program was developed to provide low-income and foster youth students with equal opportunity to experience new and creative learning outside the four walls of the classroom. Based on the identified needs of low-income and foster youth, FUSD developed the Educational Enrichment Trip Planning Guide, which provides teachers with more options to choose from. The number of</p>	\$5,181,692	Y
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		<p>destinations available to each grade level increased to at least three. Teachers can choose the option that best fits their classroom instructional calendars and supports the learning taking place in the classroom. During the pandemic virtual trips were made available and are all designed to align with the updated instructional schedules to allow teachers and students to maximize instruction while being able to take advantage of a virtual enrichment trip.</p> <p>As a result of providing these additional resources directed toward meeting the needs of our low-income and foster youth students, low-income and foster youth students each year are taking advantage of the guaranteed enrichment trip. As demonstrated in the student engagement rate for both low-income and foster youth students, ratings have increased. The District Funded Educational Enrichment Trips are designed to meet the needs most associated with the stresses and experiences of low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>		
35	District Arts Collaborative Project	<p>According to Fresno Unified data, low-income and foster youth students participated less in at least one art, activity or athletic event compared to all students. In addition, foster youth and low-income students perform lower on local and state assessments than other students. a</p> <p>The foster youth and low-income students in Fresno Unified School District participate in a program called Relevant Engagements through Arts and Literacy, R.E.A.L., Collaborative. Students explore social relevant topics through poetry, texts, and discussions to develop art and writing for exhibition. Art Collaborative topics that have been covered in the past four years have included, foster and homeless youth, sense of belonging, and resilience which are all social emotional issues facing our foster youth and low-income students.</p> <p>Teachers from all seven regions teaching grades TK through High School participate in professional development and collaboration sessions with a supplemental contract. Curated student Art exhibits are produced throughout the school year.</p>	\$104,916	Y

		<p>Three galleries at M Street Arts Complex are leased and host Art Collaborative student exhibits each month. Additional art supplies have been purchased to ensure full student participation by low-income students and foster youth in each Collaborative teacher's classes. The allocation for the District Art Collaborative is used for supplemental salaries, gallery lease, materials, and supplies.</p> <p>The topics are taught utilizing the Understanding by Design process using texts and poetry that build empathy and understanding with students. This is evidenced in the powerful writing and artwork that students produce for the exhibit. This work directly supports students experiencing challenges such as homelessness and poverty and builds a support network with classmates throughout the projects, as well as the pride of presenting their work publicly. The art gallery provides a space and an opportunity for low-income students that otherwise would not have access to such a space and not be able to participate in such an event in which they are able to publicly present their art, answer questions of audience members and most importantly receive public praise for their artwork.</p> <p>In addition to the benefits mentioned above, the collaborative will lead to improved student performance on state and local assessments for low-income and homeless and foster youth, as well as all students across the district. Participating in the process of creating and displaying artwork not only aligns with California Art Standards but ensures inclusivity, accessibility, and cultural relevance for these diverse learners. During the process students use their artwork to express their creativity and emotions and improve their communication skills. While this action was primarily designed to benefit low-income and foster youth, it is believed that all students will benefit from the action, so it is being provided on a district-wide basis.</p> <p>Sharing in this experience allows students to collaborate and connect, which has been shown to increase student engagement and state assessment rates for foster youth and low-income students. As demonstrated in the student engagement rate for both low-income and foster youth students, ratings have</p>		
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		<p>increased and although we see a decrease in state assessments ratings due to the COVID 19 pandemic, Fresno Unified expects that low-income and foster youth students will perform better in state assessments by investing in the districts Art Collaborative that also seeks to create artistically literate citizens who not only learn the skills necessary to create art but the value and joy of displaying art for the enrichment of themselves and others.</p> <p>The effectiveness of this action will be demonstrated by the student engagement rates. We expect that foster youth and low-income students will show increased student engagement in one or more activities.</p>		
36	Increased Funding for Music	<p>According to Fresno Unified data, low-income and foster youth students participated less in at least one art, activity or athletic event compared to all students. In order to increase academic performance and student connectedness. Fresno Unified wants to increase the involvement of low-income, foster youth, and English learner students in extra-curricular activities, specifically exposure and access to music at school and at home. Fresno Unified desires to expand participation and exposure to music in school and at home for low-income, foster youth, and English learner students who frequently do not have opportunities to engage in artistic learning.</p> <p>In 2022-23 we added five additional elementary music teachers to expand music instruction to Kindergarten and first grade at all schools to help with language acquisition, social emotional growth, and academic development. In addition to expanded staffing, professional instructional resources, such as SmartMusic, Quaver Music and classroom instruments are supported through the LCAP funding. This includes purchasing art supplies and other art materials.</p> <p>The expansion to have K-6 grade music started specifically at the 34 most high need elementary sites based on counts of foster youth, English learner, and low-income student populations. The increase will now include all elementary sites. Low-income, foster youth, and English learner students will receive music instruction at their school</p>	<p>\$13,692,799 (Total Investment)</p> <p>\$1,949,899 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$11,742,900 (Other State funds, Non-Contributing)</p>	Y

		<p>sites and be provided materials and lessons that can be completed at school and at home.</p> <p>This action will be effective in supporting the identified student groups as reviewed in multiple studies that support the positive impact of music education for these groups. Classroom music benefits students in language acquisition, social-emotional growth, and academic development which is needed by low-income, foster youth, and English learner students. The intended implementation of music in schools will support students receiving music curriculum in order to provide student access to art with the overall outcome to increase academic scores on local assessment.</p> <p>The combined actions above will lead to improved student performance on state and local (iReady) assessments for low-income students, English learners, and homeless and foster youth. Fresno Unified expects that state assessment ratings will increase for these student groups by investing in music.</p>		
37	Student Peer Mentor Program	<p>According to data available in the district's Local Control and Accountability Plan, Fresno Unified's English learners, foster youth and low-income students have historically struggled with attendance, behavior, and school engagement which has an adverse impact on academic performance. For example, when compared to peers not in these groups, identified foster youth are three times as likely to be suspended and low-income students are two times as likely to be suspended. Likewise in student engagement, less than 64% of secondary English learner and low-income students district-wide believe that students at their school care about each other.</p> <p>Based on the above mentioned data, English learners, foster youth, and low-income students would benefit from a deliberate support group provided by peers. Peer Mentoring focuses on providing support for these student groups by connecting them with a peer mentor. Mentors promote social-emotional development and relationship building. Additionally, the program targets students who demonstrate academic, behavioral, and attendance challenges with a focus on English Learners (EL), foster youth and low-income students. Based on research from Mentor National (2007), peer mentoring is an effective strategy and has shown evidence in</p>	\$830,169	Y

		<p>increasing mentees school attitudes (e.g., connectedness), relationships with adults (both teachers and parents) and peers, and improvements in internal affective states (e.g., self-esteem).</p> <p>To combat the needs of our English learners, foster youth, and low-income students, Fresno Unified will provide staffing for program facilitation, supplemental program-related curriculum and student materials, service-learning opportunities, enrichment field trips, student employment for mentors, and professional learning for staff and students. Based on feedback all of the items listed above work together to support the unique needs of the identified student groups (EL, FY, LI). These items support training students as peer mentors, who then work to support their mentees. Both student mentors and mentees can fall into the identified student groups (LI, FY, EL) and provide important skills to become a mentor and are counseled and supported as a mentee.</p> <p>Peer Mentoring targets and prioritizes English learners (EL), foster youth, and low-income students. In the Peer Mentoring Program, high school student mentors are matched with middle school student mentees based on needs and commonalities. The mentor targets the student's academic needs such as study skills or organization skills, models social-emotional skills, and builds a positive relationship with the mentee. Peer Mentoring serves 7 high schools and 7 middle schools providing services weekly to over 600 students through over 18 programs after school. A team at each site coordinates and facilitates the program to ensure the right students are identified for support and that student progress is monitored closely. Training is provided for mentors and staff on mentoring approaches, relationship stages and development, conflict management and communication. Peer Mentoring provides opportunities for students to participate in service-learning projects throughout the year. The program utilizes selection criteria to identify the appropriate students and match them to the mentee that best matches them. The identification criteria include student engagement data, grades, attendance, and behavior.</p> <p>English Language Learners are the fastest-growing student population group—according to an NEA Policy Brief, by 2025 nearly 25 percent of students in public schools will be English language</p>		
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		<p>learners. English learners historically struggle in school for a variety of reasons including learning a new language, lack of school engagement, and social emotional reasons. According to research, programs that integrating social skills with academic content is an effective way to reach all students (Lynch 2017). In partnership with Fresno Unified English Learner Services, we connect EL students and EL Newcomers with well performing EL students. The program compensates EL teachers to establish language skill building activities for the peer mentoring sessions. The intended outcome of the program is to assist EL students with language skills, reinforce social and emotional skills, increase school connectedness, and boost academic success. According to our student survey data, 81% of EL mentors/mentees responded favorably that students in EL peer mentoring care about each other, as compared to 63% of EL secondary student's district-wide believing students at their school care about each other.</p> <p>The intended outcome of the Peer Mentoring program is to increase foster youth, English learner and low-income students' school engagement and social-emotional competencies, improve school attendance, and decrease student suspension incidents.</p> <p>Although we see a decrease in student attendance rate for English learners, foster youth, and low-income students due to the COVID 19 pandemic, Fresno Unified expects that the design of the peer mentors will meet the needs most associated with foster youth, English learners, and low-income students. In addition, because we expect that all students, and particularly Southeast Asian and African American students will benefit, this action is being provided on a district-wide basis.</p>		
38	Social Emotional Supports	<p>Research indicates that children from low-income households and communities who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades and chronic absenteeism than children from higher-income households. Fresno Unified School District's student population is 84% low-income. Recent research on Adverse Childhood Experiences (ACEs) such as physical, emotional, or sexual abuse, early exposure to death, violence, or divorce has a relationship to</p>	\$4,557,929	Y

		<p>chronic absenteeism and truancy, retention, dropout rates, behavioral problems, academic achievement, and long-term health. Children from low-income households with high ACE scores are at higher risk of experiencing a mental health condition such as depression, anxiety, and thoughts of suicide and have barriers to receiving mental health services. Youth suicide is the second leading cause of death in children ages 10-14 years. Data from the University of California San Francisco Children's Hospital showed a 50% increase in suicidal ideation between January 2020 (14%) and January 2021 (21%), and 63% of students reported an emotional meltdown, 43% of students reported a panic or anxiety attack, 22% reported 3 or more days where they could not participate in school because of mental health and 19% of students reported suicidal thoughts (California Student Wellness Report, 2022). Fresno Unified's metrics associated with the district's Local Control and Accountability Plan (LCAP) indicate that foster youth and low-income students have lower attendance rates and higher rates of suspension and expulsion. A local needs assessment determined that many of our low-income and foster youth students have experienced an increased number of ACEs which have negatively impacted them.</p> <p>To address the needs of low-income and foster youth students, Fresno Unified will continue to fund 37 Clinical School Social Workers, 4 Resource Counseling Assistants, and 15 Child Welfare and Attendance Specialists to provide social-emotional supports, mental health counseling and education, and attendance interventions at identified school sites/regions. Materials such as Signs of Suicide Curriculum are purchased to address the rising need for suicide risk assessments. Professional development, resources, and curriculums will be purchased to enhance skillsets around trauma, attendance, clinical practice, suicide prevention, and social-emotional supports.</p> <p>Clinical School Social Workers identify students in need of counseling/mental health services based on referrals from students, parents or staff, suspensions and attendance data, Signs of Suicide Prevention education, and school wide surveys. Clinical School</p>		
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		<p>Social Workers conduct intake and psychosocial assessments, which screen for mental health concerns, substance abuse, trauma, social/personal history, familial abuse/neglect, and suicidal/homicidal ideation. These are all conditions that are typically exasperated by low-income households and are conditions that frequently lead to students being placed in foster care situations. Clinical social workers also provide crisis interventions by conducting suicide risk assessments to determine the level of suicide risk and provide interventions, work with parents (including foster parents) to access local crisis agencies for further voluntary assessment and potential hospitalization, and linkage to community and site based mental health resources. The intended outcome for foster youth and students living in low-income households is to increase attendance, reduce misbehaviors, and increase access to social-emotional and mental health supports and improve mental health wellness.</p> <p>Additionally, the Clinical School Social Workers provide Suicide Prevention training to both students and staff each school year. Clinical School Social Workers provide Suicide Prevention training to both students and staff each school year. During Fall 2022, 8,302 students attended a Signs of Suicide presentation. Of those students, 558 requested to speak with a mental health professional for themselves and 184 students requested to speak with a mental health professional about a friend.</p> <p>Resource Counseling Assistants (RCA) are located at four middle schools where they provide social-emotional interventions including mentoring and conflict mediation to low-income and foster youth students in efforts to increase attendance, grades, and positive behavior.</p> <p>Child Welfare and Attendance Specialists (CWAS) support the implementation of tiered attendance interventions such as: schoolwide attendance awareness, one on one student interventions, facilitate attendance student groups, conduct home visits, and link families to community resources. CWAS' identify</p>		
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		<p>students for interventions who are chronically absent and truant. While these investments are initiated and designed to support foster youth and low-income students, it is believed that all students will benefit from these investments.</p> <p>In conclusion, low-income students are at a higher risk of experiencing mental health and social emotional concerns, and higher chronic absenteeism. Although we see an increase in chronic absenteeism for low-income students due to the COVID 19 pandemic, Fresno Unified expects that by providing services and interventions, ensuring access to supports and linkages to mental health and community resources, low-income students will have lower chronic absenteeism rates. Student attendance will be affected the more students feel connected and engaged in school. School connectedness and increased student engagement will increase due to this action to support the overall increase of student attendance rates.</p>		
39	School Climate and Culture Expansion	<p>Fresno Unified School District has a current enrollment of over 70,000 students. Based on that enrollment, 84% of students are considered low-income, 19% are English Learners, and 1% are foster youth. As outlined in the metric section, Fresno Unified School District's low-income and foster youth students are low-performing student groups on state and local academic assessments and have higher suspension and chronic absenteeism rates than all students. A positive school climate and culture fosters safety, promotes a supportive academic and social-emotional learning environment and builds and maintains trusting and caring relationships throughout the school community.</p> <p>Our low-income student population, especially low-income students who are also African American, students with disabilities, LGBTQ+, foster and homeless students are more likely to experience exclusionary discipline practices which can be detrimental to low-income students learning and their perception of school. Reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decrease behaviors that lead to suspensions.</p>	\$10,363,931	Y

		<p>To address the needs of our low-income students we will continue to fund 20 Climate and Culture Specialists, 9 Behavior Intervention Specialists who serve preschool-3rd students, 27 Tier II Child Welfare Attendance Specialists, and 1 Guidance Learning Advisor. With the increased allocations for the 2022/23 school year, we will add two additional Behavior Intervention Specialists and one Behavior Support Advisor to expand services to 4th grade and meet the growing needs of our preschool for kinder students. A district-level multi-disciplinary team known as the Interagency Child Empowerment Team will continue to provide an additional layer of support for kinder-6th grade. Additionally, we will add 45 Tier II Child Welfare Attendance Specialists to expand tier II services to all elementary schools and middle schools.</p> <p>The Climate and Culture Specialists provide implementation support of Tier I climate and culture practices to foster youth and low-income students by providing supports such as positive structures, creating classroom conditions to support learning, responding to student behavior and attendance needs, community building, and social emotional learning instruction. A meta-analysis of school-based social emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Additionally, the Climate and Culture Specialists will provide professional learning, coaching and implementation supports to teachers, leaders, Climate and Culture teams, and classified staff throughout the district to reduce negative outcomes for foster youth and low-income students.</p> <p>Site-based Tier II Child Welfare Attendance Specialist provides targeted interventions and supports using pre-determined identification criteria to identify foster youth and low-income students with social-emotional, behavior, and attendance needs. Staff will provide short-term interventions and support that focus on building social-emotional learning skills and will monitor progress by comparing pre- and post-student discipline, behavior, and attendance data. To better serve foster youth and low-income</p>		
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		<p>student populations, a Tier II menu of social-emotional, behavioral, and academic interventions will be developed. Targeted Support Teams will utilize the menu of interventions to match student needs to the appropriate intervention, utilize progress monitoring tools, behavior rating scales, and the social-emotional universal screener to measure effectiveness and student outcomes. The positive outcome of Tier II implementation leads the district to expand to 45 additional sites.</p> <p>A Guidance Learning Advisor will provide services for low-income and foster youth students, LGBTQ+ and gender diversity supports. The Guidance Learning Advisor will provide professional learning, staff consultation, implementation support, collaborate with community organizations, and work with other Tier II/III staff who provide intensive services for students and families. Additionally, they will provide program support for Genders & Sexualities Alliance Clubs, District Genders & Sexualities Alliance Youth Voice Committee, and various student projects. Educational partner feedback also indicated that these are important supports for low-income and foster youth, as gender and sexual orientation can be realities difficult for families and students to successfully navigate together.</p> <p>A district-level multi-disciplinary team known as the Interagency Child Empowerment Team will continue to provide an additional layer of support for kinder-6th grade low-income and foster youth students who show little to no success with site-based Tier III interventions. The team provides recommendations for interventions and strategies, linking students and families to outside resources and community agencies, and aiding in identifying the underlying reasons for the student's intensive academic, behavioral and attendance needs.</p> <p>The Behavior Support Advisor will focus on the supervision and development of the 11 Behavior Intervention Specialists, Tier III development, and supporting the most intensive student cases. Additionally, the district will contract with a local agency to obtain a team of 6 Registered Behavior Technicians who will aid the Behavior Intervention Specialists in providing services. Using a pre-</p>		
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		<p>determined identification criteria to identify low-income and foster youth students with the most intensive needs, the Behavior Intervention Specialists will provide direct interventions to students, conduct functional behavior assessments, linkage to community agencies and partner with schools to develop appropriate behavior support plans and monitor student progress using various tools for our preschool to 4th grade students. They will collaborate with site-based staff and parents to implement the identified intervention and provide coaching and modeling of strategies and techniques.</p> <p>For low-income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes feeling safe, having age-appropriate social-emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning. They are more likely to be suspended, resulting in the loss of access to academic instruction. The actions outlined will result in students receiving interventions that will help them demonstrate the skills necessary to optimism their learning and be successful. Schools will create a positive climate and culture providing students with the environment needed for them to thrive.</p> <p>In comparison of the 2019/20 school year through quarter 3 to the 2021/22 school year during the same period, Discipline Guideline sites experienced a 34% decrease in office discipline referrals; an 11% decrease in suspension incidents; and a 35% decrease in expulsion incidents. To replicate these results district-wide, we will continue to expand the implementation of the Discipline Guidelines each year until all sites are implementing these practices.</p> <p>As a result of the expansion of Tier II interventions, students in need of targeted interventions and support will continue to be identified earlier by Targeted Support Teams and paired with the appropriate support based on student needs. The social-emotional universal screener will continue to be phased into school sites and support the early identification of students who need social-emotional skill-building. The screener will also serve as a diagnostic tool to help</p>		
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		<p>match student needs to interventions and will be used to monitor the progress of social-emotional skill acquisition.</p> <p>In the 2021/22 school year, the following actions were accomplished by the District LGBTQ+ Support Team and direct services provided by the LGBTQ+ Guidance Learning Advisor:</p> <ul style="list-style-type: none"> ●22 professional learning sessions open to all staff and catered to unique job roles with 765 staff participating ●428 direct services to staff, families, and students for support and consultation ●165 students with intensive needs received side-by-side support ●26 Gender & Sexualities Alliance Clubs at middle and high schools received resources and support ●Launch of the student-designed District-wide Safe Space for All Campaign <p>The addition of a Behavior Support Advisor will result in further development of Tier III systems and infrastructures in elementary and secondary settings. The continuation of Behavior Intervention Specialist services, combined with the support of Registered Behavior Technicians, will increase the number of low-income and foster youth students supported and is expected to increase the targeted social-emotional skills, reduce the frequency of the targeted behavior, and an increase the use of replacement behavior when compared to baseline data. While these actions were initiated to support foster youth and low-income students, it is believed that all students will benefit from these supports. For this reason, these investments will be made district wide.</p> <p>Although we see an increase in suspension and chronic absenteeism rates due to the COVID 19 pandemic, Fresno Unified anticipates suspension and chronic absenteeism rates to decrease, as well as Climate and Culture indicators to increase for low-income and foster youth students due to these investments and efforts.</p>		
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40	Restorative Practices / Relationship Centered Schools	<p>As demonstrated in the Identified Needs and Metrics sections, students who are low-income have a “readiness gap,” which includes having support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning, are more likely to be suspended and chronically absent which results in the loss of access to academic instruction. In the thirty-five schools implementing Restorative Practices Tier II/III, 28,508 students are low-income, 7,162 are English learners, and 380 are foster youth. These students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Compared to peers not in these groups, foster youth are 3 times as likely to be suspended and low-income students are 2 times as likely to be suspended. The following is a breakdown of suspension rates as of Q3 of 2021-22 from the 35 sites: foster youth – 13.3%; Non-foster youth – 4.4%; low-income Students – 4.5%; Non- low-income Students – 2.2%. To address this need, Fresno Unified will implement proven, effective, evidence-based Restorative Practices at Tier II and Tier III. A team of 22 Restorative Practices School Counselors provide services at 35 sites in either full or part-time capacity, which includes: restorative conferences/circles, conflict mediation, re-entry circles of support (post-suspension) social emotional counseling that addresses underlying needs that contribute to academic difficulties, exclusionary discipline practices and disconnection from school and positive relationships staff coaching and implementation support on building, affirming, and repairing relationships and restorative and equitable discipline.</p> <p>The team also has one Restorative Practices Teacher on Special Assignment who provides services district-wide in the training and oversight of peer mediation and peer-based restorative justice programs; Fresno County Youth Court; and oversight of the UC/CSU approved (g) elective course: Restorative Justice and Peer-Based Peacemaking at Sunnyside, McLane, Edison, and Fresno High. Students study the theory and practice of restorative justice through peer-based service learning. The Teacher on Special Assignment</p>	<p>\$4,024,912 (Total Investment)</p> <p>\$652,911 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$3,372,001 (Federal funds, Non-Contributing)</p>	Y
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		<p>also provides staff coaching, implementation support and professional learning on building, affirming, and repairing relationships and restorative and equitable discipline.</p> <p>To better meet the needs of our low-income, English learners and foster youth, restorative practices services and social emotional counseling are designed to be culturally responsive, and trauma informed. Restorative Practices involves a transformational shift from the traditional school discipline and culture paradigm to one where relationships are at the heart of teaching and learning. The result is school communities where students and adults can learn at high levels and grow to become their best selves. Founded on the values of connection, accountability, respect, equity and safety, all restorative practices efforts focus on building, affirming, and repairing relationships. Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012). Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (Ashley & Burke, 2009). Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University.</p> <p>Based on data analysis, Fresno Unified identified that low-income and foster youth students experience disproportionate suspension rates compared to students not in these groups. In support of these students' needs, they are being provided with the opportunity to engage in restorative practices and social emotional counseling which will allow them to learn and practice the essential social emotional skills and well-being that helps to fill in the "readiness gap" they experience. When students learn how to build, affirm, and repair relationships, they can experience being an integral part of the school community and access all the support, resilience, and</p>		
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		learning available. For the students served, we expect the result will be a decrease in discipline data and increase in social emotional wellness and school connectedness based on the climate and culture survey and suspension rates.		
41	BASE: Department of Prevention and Intervention	<ul style="list-style-type: none"> • Student Attendance/SARB • Student Discipline • Mentoring Support • Clinical Social Work & Mental Health Support • Project ACCESS • School Climate & Culture (Tier I) • Behavioral Intervention (Tier II & III) • Restorative Practices • Home Hospital Instruction 	\$9,252,769	N
42	Campus Climate and Culture Teachers	<p>Based on data in the metric section, English learners, foster youth, and low-income students have lower participation rates in arts, athletic, and activities events as compared to all students. Additionally, 77.6% of students reported feeling connected to schools as reported on the climate culture survey. There is a need to increase opportunities for school connectedness for students identified as English learners, foster youth, and low-income students.</p> <p>The district will allocate 9.6 FTE campus climate and culture teachers at middle school sites.</p> <p>The campus climate and culture teachers support the site's efforts to increase student connectedness for students identified as low-income, foster youth, and English learners and increase their rates of participation in arts, athletic and activities events. School connectedness is an essential of school success, and students prioritized by this action also experience lower rates of grade level proficiency; thus, placing a focus on building strong and positive climate and culture will also serve to improve academic outcomes for students identified as low-income, foster youth, and English learners.</p> <p>The climate and culture teachers will focus their efforts on increasing participation and feelings of connectedness for students identified as foster youth, English learners and low-income by implementing a range of activities which may include the following:</p>	\$1,086,557	Y

		<ul style="list-style-type: none"> • Co-facilitate site climate and culture team with a focus on encouraging participation by students identified as foster youth, English learners and low-income • Provide supports to staff on school-wide and classroom climate and culture practices including classroom management and social emotional learning • Design and implement positive reinforcement systems schoolwide to assure academic and social emotional success • Progress monitor site campus and culture data (i.e., attendance, behavior, and climate culture survey) with a focus on disaggregating data to create supports specific to English learners, foster youth and students identified as low-income • Organize school-wide events related to social emotional and academic achievement to assist students in meeting high state standards • Organize opportunities: to incentivize student engagement, increase family engagement (on site and virtual), and foster staff connection <p>The addition of the climate and culture teachers at the middle schools supports the implementation of additional activities targeted to the specific needs of students identified as English learners, low-income, and foster youth to increase their feelings of school connectedness. However, because it is anticipated that all students will benefit from these positions, this action is being provided on a district-wide basis for middle schools.</p> <p>Although we see a decreased participation rates in arts, athletic, and activities events for English learners, foster youth, and low-income students due to the COVID 19 pandemic, Fresno Unified expects higher participation rates for these student groups because of these investments. Additionally, although we see a decreased rate of all students reporting feelings connected to schools on the climate culture survey due to the COVID 19 pandemic, Fresno Unified expects higher ratings because of these investments. Reviewing trend data, we do see an increase in school connectedness and student engagement for the identified student groups (EL, FY, LI) when comparing baseline and year two data.</p>		
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43	Home School Liaisons	<p>Through parent and community feedback at the LCAP Roundtables, families of English learner students continue to respond with the need to increase opportunities for family engagement and communication.</p> <p>In alignment with Fresno Unified's Family Goal, the District will continue adding seventy-seven additional eight-hour Spanish speaking Home School Liaison positions at school sites. Currently, the District employs fifty-five Spanish speaking Home School Liaisons that work anywhere between three and eight hours per day.</p> <p>The 77 Home-School Liaisons will perform liaison duties between school and families; communicate with families regarding student attendance, behavior, academic achievement, health, and medical problems; refer to local agencies or school services as appropriate to provide students and families a variety of high-quality learning options in support of student achievement. Each Home School Liaison must establish inclusive opportunities for families to engage in their student's education. Serve as a connection between school and families by communicating regarding student attendance, behavior, academic achievement, health, and medical problems. Refer families and students to school services and/or local agencies as appropriate to provide a variety of high-quality learning options to support student achievement. Assist school with educational needs that include: conducting home visits, coordinating family engagement or educational programs and opportunities, making contact with families when students are increasing in absences, updating contact information, providing families with information to support student attendance, and assisting with language and communication needs for school meetings (such as IEPs, SSTs, parent-teacher conferences, etc.). Ever HSL must obtain a Spanish Bilingual Certificate.</p> <p>The Spanish speaking Home School Liaison positions will be placed at elementary and middle schools and will assist in increasing inclusive opportunities for multilingual families to engage in their students' education. The language specific support in Spanish will meet the needs of the 13,585 families of English learners and better connect them to their school community.</p>	\$5,650,582	Y
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		<p>Fresno Unified believes that adding Home School Liaisons at school sites will specifically benefit the district's English learners, but because it is believed that all students will benefit, the action is being provided district wide.</p> <p>Fresno Unified expects that the parent participation and engagement rates for our English Learner students will increase because of the district's investment in additional Home School Liaisons at elementary and Middle Schools. As demonstrated in the rate of parents, students and staff safety and connectedness survey's, student ratings have increased for both safety and connectedness. Finally, Home School Liaisons have been trained monthly with resources and materials in the four topics to implement Family Engagement Hours at their school sites.</p> <p>Fresno Unified believes that if parents are engaged, students will be engaged and, therefore, more successful in school. Fresno Unified expects higher rates of English learner students being engaged in more or more activities due to the increased family engagement efforts of this action.</p>		
44	Mental Health Supports	<p>Since August, the School Psychologists in Fresno Unified School District (FUSD) have been providing services to support the academic, social, and emotional well-being of foster youth and low-income students. According to the current district metrics, the foster youth, and low-income students in FUSD continue to have suspension rates that are among the highest of all student groups at 14.6% and 6.2%, respectively, as compared to 5.8% of the district student body.</p> <p>Implementation of distance learning two years ago continues to highlight the need for mental health support for students resulting in 504 referrals for crisis intervention between August 2022 and December 2022. As foster youth students adjust to learning from home and not being in physical space with peers and school staff, the social emotional well-being of many of these students continues to suffer. This also goes for the other vulnerable student groups such as those that are experiencing homelessness, foster</p>	<p>\$10,551,450 (Total Investment)</p> <p>\$8,777,416 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$1,774,034 (Federal funds, Non-Contributing)</p>	Y

		<p>placement, and low-income, of whom are also identified as students with disabilities.</p> <p>Identified needs are providing additional support to reduce disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increase opportunities to pair disciplinary responses with interventions to decrease behaviors that lead to suspensions. To meet these needs, FUSD will add 6.0 FTE School Psychologists to the 27.0 FTE School Psychologists currently funded by this initiative to better support middle school foster youth and low-income students. This would account for an additional 0.5 FTE for each of the 12 middle school sites.</p> <p>These supports are designed based on the comprehensive role of the school psychologist including:</p> <p>Behavior support includes gathering data, analyzing those data, creating plans, and applied behavior analysis knowledge and application. Those daily activities resulted in 941 Behavior Intervention Plans for students with disabilities this school year thus far.</p> <p>Mental health support including family outreach and the liaison to outside agencies, which we often partner with to ensure optimal outcomes for students. For this year, the district's School Psychologists have supported in making 1,343 referrals to Care Solace Center, the mental health care coordination services in Fresno. School Psychologists have also been providing services to support the academic, social, and emotional well-being of foster youth and students with disabilities.</p> <p>Crisis intervention, prevention and postvention. Our School Psychologists have continued to serve as crisis response leaders as they support the social-emotional and mental health needs of foster youth and low-income students.</p> <p>Many of the district's School Psychologists are a part of the on-call mental health team that provides 24-hour crisis response in collaboration with the Department of Prevention and Intervention.</p>		
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		<p>Enhanced mental health support including family outreach and the liaison to outside agencies, which we often partner with to ensure optimal outcomes for foster youth and low-income students who are also identified as students with disabilities. For this school year, the School Psychologists also supported and provided resources to 269 staff and 190 parents in crisis. In addition, the School Psychologists responded to 676 Gaggle questionable and possible situations of self-harm and 2,176 such reports of suicide.</p> <p>In doing so, the School Psychologists conducted Suicide Risk Assessments and 138 Threat Assessments since the start of this school year. These interventions are primarily designed for students that are at risk in the areas above. The student groups that are most at risk include low-income students who are also identified as students with disabilities, students living in low-income environments, students in foster placements or experiencing homelessness. The comprehensive role of the School Psychologist will coordinate the support for all students within these at-risk groups.</p> <p>While this action was designed to support foster youth and low-income students, FUSD expects that all students, and particularly students with disabilities, will benefit from this action so it is being provided on a district-wide basis.</p> <p>With the additional six School Psychologists, district students will receive support and intervention much sooner given the lower student-to-school psychologist ratio. Fresno Unified expects to see decreased behavioral concerns and issues leading to lower suspension rates for low-income students due to the efforts of this action.</p>		
45	Expanded Transportation Services	<p>As outlined in the district's Local Control and Accountability plan (LCAP), Fresno Unified School District's attendance and chronic absenteeism data indicates that low-income students have lower attendance rates and greater chronic absenteeism as compared to all students. In addition, local data outlined in the LCAP indicates low-income students experience lower rates of engagement in arts, activities, and athletics as compared to all students.</p>	<p>\$2,964,386 (Total Investment)</p> <p>\$1,264,386 (Supplemental and Concentration, Contributing to the increased or improved services)</p>	Y

		<p>To increase attendance and lower chronic absenteeism, Fresno Unified (1) created a Routing committee of Bus Drivers and Dispatchers to implement new more efficient routes, (2) offered Fresno Area Express (FAX) bus passes at no cost to all high school students that require transportation assistance, (3) ordered 5 new air-conditioned Diesel Buses, & (4) entered a contract for a modern, simple to use, yet comprehensive, transportation management software solution.</p> <p>Efficient bus routes ensure that low-income students have less barriers to being at school on time and have access to transportation routes that are less lengthy. Adding 5 new buses and offering free FAX bus passes ensures continuation of District-provided bus transportation that is an essential component of enrichment trips which are frequently not available to low-income students. Enrichment trips enable low-income students to experience life outside of their residential area and expose them to ideas and concepts that complement classroom instruction. In addition, exposure to arts, activities and athletics makes school engaging for students, which increases the likelihood that they will attend school. In addition, district funded transportation for field trips and other engagement opportunities ensures that fundraising, which is also challenging for low-income students, is not necessary for students to have experiences outside of the classroom. The transportation management system will include an app that will allow parents to easily track the location of the school bus, helping them prepare to drop off or pick up their children from the bus stop. This is especially important to parents of Elementary aged students. Targeted for a 2023/2024 implementation, the system will help ensure the safe transport of every student, peace of mind for parents, and efficiency for the Transportation Department.</p> <p>Although we see a decrease in student attendance rates and an increase in chronic absenteeism for low-income students due to the COVID 19 pandemic, Fresno Unified expects that a modern and efficient Transportation Department will result in higher attendance rates and lower chronic absenteeism as well as more participation in arts, activities, and athletics for low-income students.</p>	<p>requirement for low-income, foster youth, and English learner students)</p> <p>\$1,700,000 (Federal funds, Non-Contributing)</p>	
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Goal Analysis for 2022/23

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

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

Action # 33 – Increase School Allocations for Athletics – Fresno Unified has implemented measures to support foster youth, English learners, and low-income students by removing financial barriers that previously hindered their participation in extracurricular activities. But due to the COVID 19 pandemic, we are attempting to overcome the impact on all areas that encompass student involvement and engagement by increasing site uniform rotation schedule, protective gear (safety equipment), athletic equipment, and student body participation at playoff events.

Action # 34 – District-Funded Educational Enrichment Trips - During the 2022/23 school year, Student Engagement added an additional sixth grade camp destination to expand the number of available dates from which to choose. This will allow more sites to plan for trips in the Fall and Spring when the weather and conditions are better, which also will alleviate parent concerns regarding weather and conditions.

Action # 35 – District Arts Collaborative Project – To allow for more opportunities for low-income and foster youth students to display their art, the district is attempting to move to an expanded art gallery due to space capacity.

Action # 36 – Increased Funding for Music - The plan was implemented except for three teacher positions that went unfilled. This district is currently hiring those teachers. The district added Quaver to elementary school music instruction and are now adding SmartMusic for secondary. In addition, high school theatre teachers received additional funding.

Action # 37 – Student Peer Mentor Program – There are no substantive differences in what was planned and implemented.

Action # 38 – Social Emotional Supports - Due to a staffing change, some sites had a reduction in services to provide adequate coverage. The district continues to recruit substitute Clinical School Social Workers. A substitute was selected to help provide coverage. In recent years due to the pandemic, we have held two or less Applied Suicide Intervention Skills Trainings. The plan was to expand this school year. We have exceeded this expectation and have completed four training courses and have added additional training to train approximately 100 staff this school year.

Action # 39 – School Climate and Culture Expansion - One Climate and Culture Specialist position was not filled in the 2022/23 school year. Tier II Intervention Specialists support school sites with Tier II services. The district has invested in expanding to 45 additional sites. Due to hiring delays, we shifted to a slower expansion. We continually conducted interviews to fill additional positions in the Spring semester. After reflection, there were no differences in what was planned and implemented for LGBTQ+, Registered Behavior Technicians, Behavior Intervention Specialists, and Behavior Support Advisor.

Action # 40 – Restorative Practices / Relationship Centered Schools - Due to a staff vacancy at the elementary level, the Tier III Restorative Practices position was vacated at the end of the Fall Semester 2022. The employee in that position was transferred to cover an open site-based position at two elementary sites. Due to staff limitations, one high school was not able to offer the Restorative Justice Course, leaving 0.2 FTE unspent. This meant that only three of the schools offered the course.

Action # 41 – BASE: Department of Prevention and Intervention – Action was implemented as described in the 2022/23 LCAP. The department continues to offer services that build strong partnerships with students and their families, working with community agencies and businesses to support student success, and connecting families to services designed to make school as successful experience.

Action # 42 – Campus Climate and Culture Teachers – Action was implemented as described in the 2022/23 LCAP. Informed by our educational partners, there is a need to increase opportunities for school connectedness for middle school students. The district will allocate 9.6 FTE campus climate and culture teachers at middle school sites.

Action # 43 – Home School Liaisons – This year, all elementary and middle schools were granted a full-time Home School Liaison (Spanish speaking) to meet the needs of parents, the community, and schools. Through labor negotiations, the district added seventy-seven eight-hour Home School Liaison Spanish positions. Prior to the 2022/23 school year, the District employed fifty-five Home School Liaisons (Spanish speaking) that work anywhere between three and eight hours per day. Every existing Home School Liaison had the opportunity to decide if they wanted to be increased to 8.0 hours a day. Ever HSL must obtain a Spanish Bilingual Certificate.

Action # 44 – Mental Health Supports – The implementation of distance learning two years ago continues to highlight the need for mental health support for students after an increase of 137 crisis intervention referrals compared to last school year. That highlights the continued need for the social emotional well-being of foster youth and low-income students as they continue to adjust to learning in physical space with peers and school staff.

Action # 45 – Expanded Transportation Services – The Transportation department has added a routing committee in partnership with our labor partners to address individual routing issues as well as to enhance customer service.

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

Below is an explanation of actual expenses differing 10% from the original budget:

Action # 33 – Increase School Allocations for Athletics – Actual expenses up 10% to original budget due to increased athletic and club participation which increased the need for additional athletic equipment and supplies. Due to the lasting effects of returning to school full time after the COVID-19 pandemic, student engagement was a major focus to support students, increasing the number of students involved.

Action # 41 – BASE: Department of Prevention and Intervention – Actual expenses down 20% to original budget due to shifting costs to Recovery Funds due to the increased need for mental health supports because of the lasting effects of returning to school full time after the COVID-19 pandemic.

Action # 42 – Campus Climate and Culture Teachers – Actual expenses down 10% to original budget due to vacancies.

Action # 45 – Expanded Transportation Services – Actual expenses up 22% to original budget due to increased transportation supports for middle and high schools to better support students being at school, on time, and to enable students living in poverty to participate in extracurricular and cocurricular activities, District-funded transportation ensures that students living in poverty will have fewer barriers to being at school, on time.

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

Action # 33 – Increase School Allocations for Athletics – This action is effective. As shown in the metric section, there is an increase in percent of students who have participated in at least one arts, activities, or athletics event for English learners, foster youth, and low-income students. Student engagement participation rates increased for English learner students from 23.6% to 34.9%, for foster youth students 31% to 44.3%, low-income students 30.8% to 43.9%.

Action # 34 – District-Funded Educational Enrichment Trips – This action is effective. Adding the additional camp was a great success. In addition to opening dates for sixth grade camps it allowed Student Engagement to offer an eighth-grade leadership camp opportunity for the students who were unable to attend camp as sixth graders because of the pandemic. More than 5,200 eighth grade students attended leadership camp this year. In addition, student engagement ratings for both the identified student groups increased. Foster youth student engagement experiences increased 31% to 44.3% and low-income student engagement experiences 30.8% to 43.9%.

Action # 35 – District Arts Collaborative Project – This action is effective. Students participated from all seven Fresno Unified high school regions and from every grade level, including Phoenix Elementary and Secondary schools. As demonstrated in the student engagement rate for both low-income and foster youth students, ratings have increased. Foster youth student engagement experiences increased 31.0% to 44.3% and low-income student engagement experiences 30.8% to 43.9%.

Action # 36 – Increased Funding for Music – Overall this action is effective. The district has increased the number of students involved in ensembles in fifth grade across the district. Although we see a decreased state assessment ratings for these student groups due to the COVID 19 pandemic, Fresno Unified expects that state assessment ratings will increase for these student groups by investing in music. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5% in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. For iReady, grade level, English learner and low-income students showed 1-3.5% growth. Additionally, English learner students showed growth in A-G completion 24.5% to 27.4% and AP exams passed increased from 16.5% to 18.1%.

Action # 37 – Student Peer Mentor Program – As demonstrated in a hybrid version of the climate & culture survey, this action is effective. Due to the covid restrictions, we do not believe attendance data is a good reflection of the effectiveness of this action. To capture the qualitative impact of our mentoring programs, a Hybrid Version of the Climate & Culture Survey was created and was administered to students during the Fall and Spring Semesters. The following are the outcomes: 85% of Peer Mentoring students responded favorably that students in Peer Mentoring care about each other, as compared to only 57% of secondary students who responded favorably that students at their campus care about each other on the Fall 2022 Climate & Culture Survey. (+18% for Peer Mentoring); and 85% of Peer Mentoring students responded favorably that they have a voice and feel heard in Peer Mentoring, as compared to 66% of secondary students who responded favorably to believing they have a voice and feel heard at their site on the Fall 2022 Climate & Culture Survey. (+19% for Peer Mentoring). The surveys are purposefully anonymous to support students answering as honestly as possible, so they cannot be broken down by the identified student groups. Most students receiving peer mentorship fall into one or more of the identified groups (EL, FY, or LI) making the internal survey a viable indicator for action effectiveness. More time to complete the peer mentoring action to support increased student attendance rates. Additionally, we do see the effectiveness of this action with decreased suspension rates for the identified student groups from the baseline year to year two. English learner students decreased from 7% to 5.8%, foster youth students decreased 19% to 14.6%, and low-income students decreased 7.4% to 6.2%.

Action # 38 – Social Emotional Supports – This action needs more time after the effects of COVID to show effectiveness. Due to the effects of COVID we do not believe that attendance rate is a good indicator of effectiveness. Although there is an increase in the chronic

absenteeism student metric for low-income students, this action met the goal of providing social emotional support services and interventions to our students and is effective. As of March 2023, 972 Suicide Risk Assessments were provided to 809 unique students. During semester 1, Clinical School Social Workers started 700 mental health counseling interventions with 631 unique students. Of the 700 interventions implemented, 84% of students improved by one level in a pre/post evaluation tool. The anonymous Climate and Culture is a good indicator that social and emotional supports are effective. Due to the anonymity of the survey, it cannot be broken down by student group (EL, FY, LI), but overall students show an increase of school connectedness from the baseline year 66.4% to 77.6% in year two. Student engagement has increased as well. English learner students increased from 23.6% to 34.9%, foster youth increased from 31% to 44.3%, and low-income students increased 30.8% to 43.9%. Student attendance will be affected the more students feel connected and engaged in school.

Action # 39 – School Climate and Culture Expansion – This action is effective. Due to the covid restrictions, we do not believe attendance data is a good reflection of the effectiveness of this action. We will look at suspension trend data to show effectiveness. This action is effective when looking at trend data for suspension. It shows a decrease from baseline data to year two outcome data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% and low-income student decreased suspension rate from baseline 7.4% to year two 6.2%. (Intervention Specialists) 72% of students who completed an 8- week intervention with fidelity during Semester 1 increased SEL skills by 25% over baseline and/or decreased ODRs/BNFs and/or suspensions from their pre-service totals, 1,102 Interventions were started during Semester 1, 69% of students improved based on a teacher behavior data tool, 70% of students improved based on a student behavior data tool, 91% of students with a suspension preservice improved their suspension rate, and 48% of students improved in their attendance. (Behavior Intervention Specialists) 75% of the students who received BIS support during semester 1 had a minimum of 50% reduction in Target Behavior, resulting in a decrease in Office Discipline Referrals and Suspensions, as measured by Pre and Post data, and 100% of the students who received intervention during semester 1 from BIS support had a minimum of 40% growth in the identified social-emotional skill as measured by Pre and Post data. (District LGBTQ+ Support Team and direct services provided by the LGBTQ+ Guidance Learning Advisor) 12 professional learning sessions offered with 290 participants, 223 direct services to staff, families and students for support and consultation, and 91 students with intensive needs received side-by-side support with school psychologists or clinical school social workers. (Climate and Culture Specialists) 306 educators trained on Creating Conditions for Learning focused on effective classroom management and positive structures to support student learning, 516 participants trained on Restorative Practices, 369 teachers trained on Responding to Student Misbehaviors to learn new strategies to support with student behavior needs, and 275 coaching services were provided to teachers that included co-planning lessons, observations to provide feedback, modeling lessons, and co-teaching Tier 1 practices.

Action # 40 – Restorative Practices / Relationship Centered Schools – This action is effective. Suspension data to shows effectiveness for Foster youth and low-income students. It shows a decrease from baseline data to year two outcome data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% and low-income student decreased suspension rate from baseline 7.4% to year two 6.2%. Due to the anonymity of the survey, it cannot be broken down by student group (EL, FY, LI), but overall students show an increase of school connectedness from the baseline year 66.4% to 77.6% in year two. During the Fall Semester of 2022, Elementary Restorative Practices School Counselors provided services within two focus areas, which resulted in 89% of elementary students who completed a responsive restorative process (mediation, repair circle, re-entry post-suspension) with fidelity did not have a subsequent incident for three months post-service, 75% of elementary students who completed a social emotional counseling intervention with fidelity improved in at least one measure over baseline, an increased by at least 40% in MySAEBRS or sense of belonging, and a decreased by at least 25% in ODR and/or suspensions from students' pre-services total. In addition, due to high levels of suspensions and conflict, Secondary Restorative Practices School Counselors focused on responsive restorative processes that resulted in 90% of secondary students who completed a

responsive restorative process (mediation, repair circle, re-entry post-suspension) with fidelity did not have a subsequent incident for three months post-service.

Action # 41 – BASE: Department of Prevention and Intervention – This action is effective. As referenced in Fresno Unified’s local climate survey, 77.6% of students have a positive rating in regard to student engagement.

Action # 42 – Campus Climate and Culture Teachers – This action is effective by the school team encouraging students to participate, utilizing positive reinforcements, implementing progress monitoring, schoolwide events to support connectedness, and provide family engagement opportunities to support student success. The anonymous Climate and Culture is a good indicator that social and emotional supports are effective. Due to the anonymity of the survey, it cannot be broken down by student group (EL, FY, LI), but overall students show an increase of school connectedness from the baseline year 66.4% to 77.6% in year two. Student engagement has increased as well. English learner students increased from 23.6% to 34.9%, foster youth increased from 31% to 44.3%, and low-income students increased 30.8% to 43.9%.

Action # 43 – Home School Liaisons – This action is effective. 120 Home School Liaisons have been trained monthly with resources and materials in the four topics to implement Family Engagement Hours at their school sites. In addition, 75 school sites have successfully implemented Family Engagement Hours at their school sites monthly, 2,158 families have participated in the Family Engagement Hours, and 1,190 families participated in providing feedback for the Family Engagement Hours. With the presence and service of Home School Liaisons, our LCAP survey goal of 70% was met in Year 2 with 79.90% in engagement and 73.20% in safety on LCAP parent surveys. Overall, this action is effective in engaging families, which is support by English learner students’ engagement in one or more activities in school, showing an increase from 23.6% to 34.9%. Fresno Unified believes if families are engaged then students will be engaged and more successful.

Action # 44 – Mental Health Supports – In fulfilling this action item for the 2022-23 school year, the district hired 27 highly qualified School Psychologists. With these additional positions, we were able to continue to lower the suspension rates of low-income when these rates were last reported, from 7.4% to 6.2%. This action is effective as seen by trend data showing that low-income students suspension rates decreased from the baseline year at 7.4% to year two at 6.2%.

Action # 45 – Expanded Transportation Services – This action is effective in meeting the goal. Due to the covid restrictions, we do not believe attendance data is a good reflection of the effectiveness of this action. Transportation supports student engagement for low-income students. The routing committee has just started this school year, but the team was able to work together to resolve late bus arrivals at Computech Middle School. In addition, participation in arts, activities, and athletics for low-income students increased from 30.8% to 43.9%.

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

Home School Liaisons – To better serve families of English learner students, several changes to the professional learning structure have taken place using our Classified Professional Learning and Parent University team to include a comprehensive roadmap for training to include increase connection and communication with families. To best meet our district’s family goal, we are focusing on determining what information (communication) is most important to families’ engagement (i.e., iReady, SBAC, report cards, etc.). In addition, we are also solidifying the frequency and method in delivering notifications (communication) of student progress to families. Through this support we will determine the nonnegotiable "Big Decisions Roadmap" of assurances that each family (i.e., Early learning enrollment, high school course selection, CTE pathways, A-G requirements, etc.) and trigger points for additional supports and engagement with families (failing grades,

attendance issues, course change requests, social emotional needs, reclassification, etc.). New job/role description: Establish inclusive opportunities for families to engage in their student's education. Serve as a connection between school and families by communicating regarding student attendance, behavior, academic achievement, health, and medical problems. Refer families and students to school services and/or local agencies as appropriate to provide a variety of high-quality learning options to support student achievement. Assist school with educational needs that include conducting home visits, coordinating family engagement or educational programs and opportunities, contacting families when students are increasing in absences, updating contact information, providing families with information to support student attendance, and assisting with language and communication needs for school meetings (such as IEPs, SSTs, parent-teacher conferences, etc.).

Student Peer Mentor Program – The Peer Mentoring African American Academic Acceleration program, which targets African American students but also benefits English learners, foster youth, and low-income students, will expand to every comprehensive high school next school year. In addition, the Peer Mentor Program will collaborate with school site administrators to ensure that there is a higher representation of students (mentees) with academic, attendance, and behavioral needs that would benefit from mentoring.

Mental Health Supports – Fresno Unified will add 6 School Psychologists to the 27 School Psychologists currently funded by this initiative to increase mental health support for low-income students in middle schools.

Restorative Practices/Relationship Centered Schools – Fresno Unified will reallocate the Tier III Restorative Justice position to a site-based Restorative Practices School Counselor to add two additional middle school sites who will be implementing Restorative Practices to better serve low-income and foster youth students. Secondary Restorative Practice Counselors will receive more intensive professional learning in facilitating high-level and more complex restorative processes to meet the needs that the Tier III position was going to address. All seven comprehensive high school sites have expressed interest in offering the Restorative Justice Course. This will require additional funding to cover the cost of expansion from four to seven schools. Professional learning for teachers at secondary schools will expand to training larger cohorts of middle school teachers.

District Funded Enrichment Trips – To better service our low-income and foster youth students, the district added Camp Oakhurst as a sixth camp option.

Increased Funding for Music – Due to the financial barriers of our English learners, foster youth, and low-income students, the district is in the process of purchasing additional instruments to replace those lost due to virtual learning.

Campus Climate and Culture Teachers – To more successfully serve English learners, foster youth, and low-income students, the District will continue to invest in increasing student safety and connectedness through a number of activities and approaches including implementation of a site climate and culture team; providing schoolwide social emotional learning supports; developing positive reinforcement systems; organization of school-wide events; and efforts to increase family engagement and foster staff connection.

New desired outcome for 2023/24 was calculated for the following metrics and student groups because the year 2 outcome results were identified as previously met:

Suspension rate – for All students, foster youth, and low-income

Rate of parents, students and staff report of positive sense of safety and connectedness – for students, parents, and staff

Student expulsion rate – for foster youth

New desired outcome for 2023/24 was calculated for student expulsion rate for All students and low-income because the year 2 outcome results were identified as previously met; however, the new desired outcome is the same as the year 2 outcome because the metric value is small, and the goal is to maintain.

New Desired outcome for 2023/24 was calculated for Student Chronic Absenteeism Rate after reflecting on the significant changes in the trend data due to the impact of the COVID-19 pandemic. The formula for the new desired outcome calculation was based on year two outcome data and preliminary outcomes from the 2022/23 school year to create a clear and attainable outcome.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
46	BASE: Recruitment, Selection and Retention of Human Capital	<ul style="list-style-type: none"> Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels Hire a diverse staff that is reflective of our students and community Fill all known vacant positions of leaders, teachers and classified Retain high performing employees through the evaluation process Leverage the evaluation process to maintain and monitor employee performance Leverage supervision process to maintain and monitor employee conduct Collaborate with teacher and leadership development for retention and promotional opportunities Monitor credentials of all credentialed staff and completion of credential audits Research, analyze and implement regulatory changes in credentialing and non-credentialing areas Monitor classification and compensation process Administering regulatory and negotiated leaves of absence Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students 	\$11,766,463	N

Goal Analysis for 2022/23

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

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

Action # 46 – BASE: Recruitment, Selection and Retention of Human Capital - Action was implemented as described in the 2022/23 LCAP. General challenges continue to exist around hiring for specific positions including selected teaching positions, school nurses, and afterschool paraprofessionals.

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

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

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

Action # 46 – BASE: Recruitment, Selection and Retention of Human Capital – This action is effective. As seen in the metric section, the rate of teacher vacancies improved from 1.126% to 0.80%, and the rate of teacher’s mis assigned improved from 0.491% to 0.123%, as compared to the year 1 outcome data.

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

The desired outcome for 2023/24 for the average time to fill a management position from closing date of position to candidate signing the contract metric is the same as the year 2 outcome. The goal for this metric outcome is to maintain.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the commitment of Fresno Unified to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and enhance culturally proficient two-way communication and engagement opportunities for

families. The need for this goal is to ensure that our students, families, and staff feel connected and safe, which is measured using the district's climate and culture survey. Fresno Unified will engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that will result in greater student achievement and strengthen the bond between our families and our schools. Fresno Unified views family engagement as a lever to move student achievement and improve student supports.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Seek parent input & promote parental participation in programs for low-income, foster youth, and English learner students and students with exceptional needs	Full Implementation (Level 4) Data Year: 2020/21 Data Source: Local Indicators	Full Implementation and Sustainability (Level 5) Data Year: 2021/22 Data Source: Local Indicators Question 11 on State-required Self-Assessment	Initial Implementation (Level 3) Data Year: 2022/23 Data Source: Local Indicators		Full Implementation and Sustainability (Level 5) Data Year: 2023/24 Data Source: Local Indicators

Actions

Action #	Title	Description	Total Funds	Contributing
47	Parent Engagement Investments	<p>According to the data documented in the metric section, English learners and low-income students performed lower on state and local assessments in language art and math, and parent ratings of feeling connected to their school has also decreased when compared to last year. To understand this need, a needs assessment revealed that to better support the academic achievement of English learners and low-income students' inclusive family learning opportunities in home languages are needed. This need is further supported by the District's Family Survey results, which indicate that families do not always feel involved in their children's education.</p> <p>To better serve families of English learners and low-income students, Parent University creates programs promoting family learning, family leadership, and family engagement. To implement these programs, Parent University invests in curriculums, professional development for staff, culturally competent personnel (including Primary Language Instruction Specialists and Managers), contracts with community based organizations, local television programming, family learning technology, recruitment and marketing materials, educational resource toolkits (backpacks with school</p>	<p>\$4,297,930 (Total Investment)</p> <p>\$2,208,277 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$2,089,653 (Federal funds, Non-Contributing)</p>	Y

		<p>supplies, booklets, academic and social-emotional support materials), motivational speakers, families/parent activities, and free fingerprinting and babysitting services.</p> <p>Family meetings, services, and materials are provided in multiple languages (English, Khmer, Hmong, Lao, Mixteco, Punjabi, and Spanish) to ensure language is not a barrier to participation by non-English speaking families. Ensuring that families receive materials in their language allows for greater engagement.</p> <p>All fingerprinting, materials, and childcare are provided free to families. For childcare and babysitting needs, families are encouraged to take advantage of opportunities to work as paid providers for the district, thus providing an income stream. In addition, lack of childcare can burden low-income households wanting to engage in their children's education. Free childcare can remove this barrier.</p> <p>Early interventions can make a significant difference in long term outcomes for students. Unfortunately, early interventions are less available to families living in low-income households. By providing information to families, families/parents are more likely to seek early interventions when children are not meeting key milestones.</p> <p>Family leadership academies are designed to empower families as key leaders in the community and advocates for their children's education. These leadership academies are provided in English, Spanish, and Hmong. The academies provide 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).</p> <p>Most Parent University staff are multi-lingual. The staff attends professional learning to increase cultural competency and build a deeper knowledge of family engagement's impact and benefits. Additionally, the Parent University team is expanding on providing professional development to support home school liaisons, teachers, and staff to build home-school-community partnerships</p>		
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		<p>with families by implementing a monthly family engagement hour at the school sites. Family engagement hours will teach English learners and low-income families will learn how to read their student's iReady reports and track student progress. Also, families will receive tips, tools, and resources to support their students at home, prepare for parent-teacher conferences, increase graduation rates, and decrease chronic absenteeism.</p> <p>Fresno Unified expects all district families to benefit from Parent University; however, programs and services are designed to promote family/parent participation of English learners and low-income students, and English learners and low-income students who are also identified as a student with a disabilities. As a result of these investments, more families of English learners and low-income students, and English learners and low-income students who are also identified as a student with a disabilities will participate in the Fresno Unified educational system, as evidenced by the District's Family surveys. Ultimately, it is believed that families more engaged in education will lead to higher performance levels by English learners and low-income students in English language arts and math, as evidenced in state assessment scores for these student groups.</p> <p>Parent ratings of feeling connected to their school showed a maintained status, Fresno Unified expects that this investment will lead to more families of English learners and low-income students feeling like they are part of their children's education in addition to increased scores on state and local assessments for English language arts and math for English learners and low-income students.</p>		
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48	Expanded Student, Parent and Community Communication	<p>According to data found in the District's Local Control and Accountability Plan (LCAP), parents do not always feel connected to their children's school. In feedback received during outreach for the LCAP, parents of English learners would benefit from additional supports to feel like they are connected to their children's school and to better support language acquisition and learning. Improving communications between parents and their children's school will support multilingual skills for English learners.</p> <p>Fresno Unified will invest in contracts for Spanish and English television programming as an effective mode for families of English learners to receive information about important educational opportunities for their children. The district will also conduct ongoing surveys through telephone, text, and online modes in English, Spanish and Hmong to better enable staff to plan more effective communication strategies for families of English learners as the district moves forward.</p> <p>In efforts to improve and simplify school-to-home communications, Fresno Unified will also invest in implementing and providing continuous support for the use of ParentSquare district-wide, a safe and secure platform for all school-to-home communication. The two-way group messaging, private conversations, district-wide alerts and notices, excellent auto-translate function, and simple user interface ensures parents and families feel better connected with their school and district, therefore creating a vibrant school community.</p> <p>These investments were designed to support families of English learners by providing communication in multiple languages. Receiving feedback and information from families of English learners will allow the district to eliminate any ineffective communications and add strategies that are better aligned to the needs of families. A recent family survey (FM3 Fresno Unified School District Parent/ Guardian Communications study June-July 2022) conducted by Fresno Unified's Communications Department indicated that <i>text messages</i> and <i>email</i> were the preferred communication sources for both Latino and English Learner households. By utilizing data such as this, Fresno Unified ensures</p>	\$1,112,964	Y
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		<p>communication strategies are adapted to better connect to all families, and particularly families of English learners which means the district's investments in communications will continue to be more impactful. While these investments were specifically designed to support English learners, the district believes that all students and families will benefit from a more intentional and effective communication strategy.</p> <p>Furthermore, the ability to easily connect with their children's teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare, will also ensure families of English learners feel heard, understood.</p> <p>Parent ratings of feeling connected to their school showed a maintained status, Fresno Unified expects that this investment will lead to more families of English learners students feeling like they are part of their children's education in addition to increased scores on state and local assessments for English language arts and math for English learners and low-income students.</p>		
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Goal Analysis for 2022/23

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

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

Action # 47 – Parent Engagement Investments – This action was implemented as described in the 2022/23 LCAP. Parent University collaborates with educational partners, such as families/parents, community members, district leaders, and staff, to develop a leading source indicator to measure the family goal and identify family learning topics. Parent University is leading the work for the family goal specified to Tier 2 on providing family learning opportunities at the school sites. This school year, Parent University piloted training, developing, and supporting home school liaisons to implement family engagement hours at the school sites to provide tools and resources to families to better support student achievement. Also, 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 to provide feedback on district investments listed in the Local Control and Accountability Plan.

Action # 48 – Expanded Student, Parent and Community Communication – Action was implemented as described in the LCAP. Investments were made in multilingual television programing and the first parent communication survey through FM3 Opinion Research.

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

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

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

Action # 47 – Parent Engagement Investments – This action is effective as can be seen in the student outcomes of English learners and low-income students, and English learners and low-income students who are also identified as a student with a disability. This school year, Parent University has served 14,298 families. In partnership with district leaders and families’ input Parent University has created 10 new family learning curriculums on relevant topics to support student achievement. The Parent University team trained these topics to develop and support 106 home-school liaisons to implement the monthly family engagement hours at the school sites. A total of 84 school sites have successfully implemented family engagement hours and 3,150 families have participated. Also, Parent University piloted new family leadership academies of a five-week hybrid series to train and develop family leaders to be decision-makers and the strongest advocate for their students. 528 family leaders have participated in leadership academies. 111 family leaders participated in eight focus groups to provide feedback to improve the superintendent dashboard and select new science textbooks. After attending the family leadership academy, 114 family leaders identified and developed projects to support student outcomes, such as beautifying three school communities and showcasing appreciation to teachers and staff. Through the Family Resource Center at Parent University, 6,188 families received district and community resources to support student outcomes, 1,656 families received fingerprinting services, and childcare has been provided to 244 low-income young leaders. Parent University also invested in a hybrid system at the Family Resource Center to allow families the best experience of attending virtually and in person. This allows families access and engagement opportunities to receive the best form of an inclusive opportunity of engagement. On the District’s Climate and Culture Survey, parents maintained the same percentage status of feeling connected with schools at 80%. Fresno Unified believes that increased parent engagement will support students academically. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%.

Action # 48 – Expanded Student, Parent and Community Communication – This action is effective. By reflecting on the results of one of the largest 2022 campaigns, Summer Camps, which was both successful in registering EL families and included elaborate multilingual public service announcements and television interviews, progress was made in better connecting with English learner families. This information was verified by the data collected through the FM3 Opinion Research family survey, which confirmed that 79% of families reported a high awareness of Summer Camps. The survey results also gave the Communications department a better understanding of how families (especially EL families) would like to receive communications from the district. Eighty-three percent of families reported that text message was their top way to receive information from the district, whereas 81% stated that email was the best way to receive information from the district. These insights have guided the Communications department in a recent strategic move towards more digitally based content. On the District’s Climate and Culture Survey, parents maintained the same percentage status of feeling connected with schools at 80%. Fresno Unified believes that increased parent engagement will support students academically. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8% to year two: EL: 29.2% in ELA and year one: EL: 19.4% to year two: EL: 31.6%. The EAP for 11th grade in ELA shows an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%.

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

Parent Engagement Investments – To better serve families of English learners and low-income students, and English learners and low-income students who are also identified as a student with a disability, the Parent University team is expanding on providing professional development to support home school liaisons, teachers, and staff at the school sites to build home-school-community partnerships with families by implementing monthly family engagement hours at the school sites. Research shows that practicing family engagement strengthens families’ sense of self-efficacy, investing in family engagement practices develops families’ leadership capabilities, facing barriers prevents families from engaging with their children’s education, recognizing families’ daily lives and circumstances influences the nature of their engagement, and communicating clearly, openly, and regularly is essential for strong family-school partnerships and information sharing.

Expanded Student, Parent and Community Communication – Parent-Square has been added as a communication medium and is a safe and secure platform for all school-to-home communication. The two-way group messaging, private conversations, district-wide alerts and notices, excellent auto-translate function, and simple user interface ensures parents and families feel better connected with their school and district, therefore creating a vibrant school community. The ability to easily connect with their children’s teacher and school in their own preferred language using an effective intuitive platform such as ParentSquare, will also ensure families of English learners feel heard, understood.

New desired outcome for 2023/24 was calculated for the following metrics and student groups because the year 2 outcome results were identified as previously met:

Rate of parents, students and staff report of positive sense of safety and connectedness – for students from 70% to 78.4%; parents from 90% to 90.9%; staff from 90.0% to 91.2%

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Education Code Section 52064(e)(5) requires school districts that meet the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups. For Fresno Unified, regular review and discussion around district data indicated that foster youth graduated at a rate consistently lower than that of other students in the district. To bring focus to this need and ensure the district has aligned the goal to appropriate metrics, desired outcomes, and actions, Fresno Unified created the above new district goal in the Spring of 2022. A draft of this goal will be provided to the Foster Youth Roundtable for review and feedback, as well as to district parent committees. The district will continue to monitor outcomes to ensure progress in improving graduation rates for foster youth.

To better support graduation rates for foster youth, the District invested in additional social workers to work with students early in their educational careers (elementary grades). Fresno Unified also invests in school counselors, not assigned to specific schools but instead assigned to specifically support foster youth graduation goals. These investments were not included in the 2020/21 school year when data was available for the year 1 outcomes indicated below. more foster youth stay on track for graduation. In addition, school counselors will assist students to address specific barriers (attendance, grades, make up classes, etc.) to promote high school graduation.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
3 rd – 8 th , 11 th grade SBAC - Math Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: -120.1 Data Year: 2021/22 Data Source: California School Dashboard		Foster Youth: -118.9 Data Year: 2022/23 Data Source: California School Dashboard
Student chronic absenteeism rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: 52.9% Data Year: 2021/22 Data Source: California School Dashboard> Chronic Absenteeism		Foster Youth: 37.3% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism
Suspension Rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Foster Youth: 14.6% Data Year: 2021/22 Data Source: CA Dashboard - Suspension Rate indicator		Foster Youth: 14.5% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator

Actions

Action #	Title	Description	Total Funds	Contributing
		As identified on the California School Dashboard and discovered through the Differentiated Assistance process, foster youth students have lower academic outcomes and graduation rates, and higher rates of suspensions and chronic absenteeism as compared to all students. Through end of year of the 2020-21 school year the	\$2,955,627 (Total Investment) \$126,000 (Supplemental and	Y

49	Supports for Foster Youth / Project Access	<p>graduation rate for foster youth was lagged when compared to all students, and chronic absenteeism was greater for foster youth when compared to all students. Lastly, foster youth students have a higher suspension rate when compared to all students.</p> <p>To address this need, Fresno Unified provides targeted support to foster youth by investing in two academic counselors who serve foster youth students 8-12 and 10 Clinical School Social Workers serving foster youth students K-12. These supports include individualized academic interventions, social emotional and mental health support, and case management. Clinical School Social Workers provide social emotional/mental health support, and case management services to assist foster youth in reducing suspensions and chronic absence and increasing academic outcomes. They also connect students to site-based support and identify stressors and emotional distress. Foster youth students are assigned to Clinical School Social Workers who can provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and serve as liaisons between various Departments of Social Services agencies. Services will address barriers to academic success such as trauma, attendance, anxiety/depression, misbehaviors, and school connectedness. Academic Counselors are also assigned to 8-12 grade foster students and focus on transcript analysis, monitoring academic performance, connecting students to site based academic services such as tutoring. In addition, academic counselors meet with students for 1:1 academic chats and monitor student growth to ensure that foster youth students are receiving academic interventions based on their individual needs.</p> <p>Although we see an increase in suspension rate and chronic absenteeism for foster youth due to the COVID 19 pandemic, Fresno Unified expects that foster youth students will demonstrate a decrease of suspensions and chronic absenteeism, and an increase in academic performance and graduation rates.</p>	<p>Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$2,829,627 (Other State funds, Non-Contributing)</p>	
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Goal Analysis for 2022/23

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

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

Action # 49 – Supports for Foster Youth / Project Access – Four Clinical School Social Worker positions have remained vacant, resulting in less social emotional support to our foster/homeless students. Six new Clinical School Social Workers were hired this year that were assigned to various regions to provide social emotional support to students identified as foster/homeless. With the expansion of Clinical School Social Workers services to elementary sites, three high school regions were identified with the highest enrollment of students identified as foster youth in grades 3rd–6th.

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

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

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

Action # 49 – Supports for Foster Youth / Project Access – This action is effective. Due to the covid restrictions, we do not believe attendance data is a good reflection of the effectiveness of this action. Trend data shows a decrease in suspensions for foster youth students from baseline data to year two outcome data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% due to the investments in academic counselors and social workers who provide interventions, social-emotional supports, and mental health services to foster youth. During the Fall 2022 semester, 190 interventions were started for 189 foster youth students. Of those 190 interventions, 88% of students who completed a mental health counseling intervention improved by one severity level in a pre/post evaluation tool. The cohort of students that participated in the literacy intervention have improved stability rates by 15% when compared to last year and are attending school at a 9.3% higher rate than non-cohort students and have 5.6% higher literacy rates than non-cohort students.

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

Supports for Foster Youth / Project Access – Professional learning sessions will be offered to FUSD staff to increase their knowledge and understanding of the experiences, trauma, and LEA laws outlined for foster youth and homeless students.

SBAC ELA 3rd – 8th, 11th and SBAC Math 3rd – 8th, 11th, Chronic Absenteeism, and Suspension have been added to this goal. In addition, the new desired outcome for 2023/24 was calculated for suspension rate for foster youth because the year 2 outcome results were identified as previously met.

New Desired outcome for 2023/24 was calculated for Student Chronic Absenteeism Rate after reflecting on the significant changes in the trend data due to the impact of the COVID-19 pandemic. The formula for the new desired outcome calculation was based on year two outcome data and preliminary outcomes from the 2022/23 school year to create a clear and attainable outcome.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Education Code Section 52064(e)(5) requires school districts that meet the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups. Fresno Unified, regular review and discussion around district data indicated that homeless youth graduated at a rate consistently lower than that of other students in the district. To bring focus to this need and ensure the district has aligned the goal to appropriate metrics, desired outcomes, and actions, Fresno Unified created the above new district goal in the Spring of 2023. The district will continue to monitor outcomes to ensure progress in improving graduation rates for homeless youth.

To better support graduation rates and academic growth for homeless youth, the District invested in additional social workers to work with students early in their educational careers (elementary grades). Fresno Unified also invests in school counselors, not assigned to specific schools but instead assigned to specifically support homeless youth academic and graduation goals.

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
50	Supports for Homeless Youth	<p>As identified on the California School Dashboard, in 2022, Fresno Unified students identified as low-income, and low-income students that who are also identified as homeless students were at a 75.8 % graduation rate compared to all students at 89.5%. Additionally, students identified as homeless are disproportionate in suspension rates and academic performance. For example, the suspension rate district-wide for the 2021/22 school year was 5.9%, while the suspension rate for homeless youth during that same period was 13.1%.</p> <p>Fresno Unified will continue to invest in two academic counselors and two Clinical School Social Workers assigned to work with students residing in shelters/motels to address this need. Ten Clinical School Social Workers serve 7th-12th grade students, and adding the ten Clinical School Social Workers will increase services for students identified as homeless in Kinder-6th grade across the district.</p> <p>The investment of Clinical School Social Workers will provide mental health supports and case management services to assist homeless students in identifying stressors such as, transitioning from various homes, living in motels and/or shelters and additional emotional</p>	<p>\$2,233,482 (Total Investment)</p> <p>\$2,091,385 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$142,097 (Other State funds, Non-Contributing)</p>	Y

		<p>stressors that students identified as a homeless encounter. Students are identified through the student information system and assigned according to grade level and regional Clinical School Social Worker assignments. Assigned Clinical School Social Workers will carry a caseload of students to provide individual/group counseling, case management, crisis intervention, linkage to community resources, advocacy, and liaison between various community agencies and Fresno Unified. These services will provide more intensive and individualized support for students identified as homeless.</p> <p>With the expansion of ten Clinical School Social Workers in the elementary school setting, identified homeless youth will receive social emotional, and mental health support. They will also monitor students' academic performance to ensure they receive appropriate support in their early developmental years. Research indicates that students not reading proficiently by the end of third grade are four times more likely not to finish high school. Providing specific and intentional interventions earlier to homeless students will reduce disparities and keep them on track to graduate. In addition, this will lead to a decrease in suspension and an increase in attendance rates, emotional well-being, academic performance, and student engagement. Services will address barriers to academic success such as trauma, attendance, anxiety/depression, misbehaviors, and school connectedness. With the continued investment of two Academic Counselors, students identified as homeless will continue receiving targeted academic support and interventions beginning in the 8th grade. These supports consist of 1:1 academic chats, monitoring of students' academic growth at a greater intensity, and ensuring students receive academic interventions based on their individual needs.</p> <p>With the continued investment of one Child Welfare and Attendance Specialist assigned to provide services to low-income students that are identified as homeless to address attendance barriers to decrease chronic absenteeism. In addition, two Community Liaisons support our low-income families identified as homeless with the intake process, complete community referrals, and provide education on McKinney Vento law and rights to bring awareness on immediate enrollment.</p>		
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		Through these investments, we anticipate our students identified as homeless will demonstrate a decrease in chronic absenteeism and suspension rate and an increase in academic performance and graduation rate.		
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Goal Analysis for 2022/23

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

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

This is a new goal beginning in 2023/24. A goal analysis will be completed following the initial year of implementation.

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

This is a new goal beginning in 2023/24. A goal analysis will be completed following the initial year of implementation.

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

This is a new goal beginning in 2023/24. A goal analysis will be completed following the initial year of implementation.

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

This is a new goal beginning in 2023/24. A goal analysis will be completed following the initial year of implementation.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal #8	<u>Special Education</u> : Provide students and their families/guardians with transition planning resources and options for pathways toward post-secondary and employment opportunities

An explanation of why the LEA has developed this goal.

Education Code Section 52064(e)(5) requires school districts that meets the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups. For Fresno Unified, regular review and discussion around district data indicated that with students with disabilities graduated at a rate consistently lower than that of other students in the district and fewer students with disabilities graduated prepared for college and careers compared to other students in the district. To bring focus to this need and ensure the district has aligned the goal to appropriate metrics, desired outcomes, and actions, Fresno Unified created the above new district goal in the Spring of 2022. This goal was developed in partnership with the district’s parent committee for students with disabilities, known as the CAC, over the course of several meetings. The goal was revised and refined based on feedback received.

To better support graduation rates and college and career readiness for students with disabilities, the District invested in additional Regional Instructional Managers (RIM’s). RIMs are accountable for improving student achievement for all students with special attention on Special Education Students. They perform a variety of complex duties as assigned by the Assistant Superintendent to improve student achievement and coordinate services to provide students access to high quality learning options to stay in school on target to graduate; work collaboratively with the Divisions of Curriculum & Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students and expand practices proven to raise student achievement; provide staff development regarding Special Education programs; supervise and evaluate the performance of assigned personnel and provide constructive feedback to improve staff effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Student graduation rate	Special Education: 66.3% Data Year: 2019/20 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 64.4% Data Year: 2020/21 Data Source: California Dashboard – Graduation Rate Indicator	Special Education: 71.1% Data Year: 2021/22 Data Source: California Dashboard – Graduation Rate Indicator		Special Education: 71.8% Data Year: 2022/23 Data Source: California Dashboard – Graduation Rate Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Percent of Seniors who are "Prepared" on the College & Career Indicator	Special Education: 16.8% Data Year: 2019/20 Data Source: CA Dashboard > College Career Indicator	Not Available until Fall 2022	Discontinued	Discontinued	Discontinued
3 rd – 8 th , 11 th grade SBAC - ELA Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: -129.4 Data Year: 2021/22 Data Source: California School Dashboard		Special Education: -121.3 Data Year: 2022/23 Data Source: California School Dashboard
3 rd – 8 th , 11 th grade SBAC - Math Points below level 3 proficiency	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: -158.7 Data Year: 2021/22 Data Source: California School Dashboard		Special Education: -146.6 Data Year: 2022/23 Data Source: California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023/24
Student chronic absenteeism rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: 59.2% Data Year: 2021/22 Data Source: California School Dashboard> Chronic Absenteeism		Special Education: 40.0% Data Year: 2022/23 Data Source: California School Dashboard> Chronic Absenteeism
Suspension Rate	This metric is new for the 2023/24 LCAP	This metric is new for the 2023/24 LCAP	Special Education: 8.9% Data Year: 2021/22 Data Source: CA Dashboard - Suspension Rate indicator		Special Education: 8.8% Data Year: 2022/23 Data Source: CA Dashboard - Suspension Rate indicator

Actions

Action #	Title	Description	Total Funds	Contributing
51	Regional Instructional Managers for Students with Disabilities	Fresno Unified data and needs assessment indicates that students who are low-income, foster youth, and English learners are over-represented in Special Education, Fresno Unified School District is in differentiated assistance with the sub-group of students with disabilities in the categories of Academics (English Language Arts and Mathematics), Suspension Rate and Chronic Absenteeism. Additionally, feedback provided from our education partners	\$2,707,080	Y

		<p>indicates that there is a need for additional support for students within these student groups and additional support for teachers who teach these students.</p> <p>To meet the needs of students on Individualized Education Programs (IEPs), Fresno Unified will provide job-embedded coaching and professional learning for site-based administration, teachers, paraeducators, and support staff through the Regional Instructional Managers (RIMs). The RIMs support an average of 42 teachers. For the 2023-24 school year, FUSD will add seven RIMs which will result in a total of 29 RIMs.</p> <p>Adding these positions increases the supports provided to teachers, increasing preventative interventions for low-income, foster youth and English learners who are also students with special education services. In addition to job-embedded coaching, RIMs support the site in developing their practices based on universally designed instruction, inclusive practices, instructional strategies based on evidence-based strategies, and self-advocacy.</p> <p>Coaching and professional learning are required to prepare students to be college, career, and community ready by utilizing a multi-tiered system of support, data analysis, progress monitoring, and authentic inclusionary practices. By focusing on the whole child, through a multi-tiered system of support, RIMs will effectively increase student engagement and asset based best practices which leads to building greater capacity for students on IEPs. Local data shows that focusing on a multi-tiered system of support will reduce the number of referrals for assessment by providing early intervention and support for the identified student groups.</p> <p>This action is designed to meet the needs most associated with low-income, English learners and foster youth, and especially students within these groups who are also identified as students with a disability. Although we see a decrease in Academics (English Language Arts and Mathematics), chronic absenteeism, and suspension rates for these student groups due to the COVID 19 pandemic, Fresno Unified intends better outcome data for identified students with a disability in all identified indicators for differentiated assistance.</p>		
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52	Early Interventions	<p>As reported in the metrics section of the LCAP, graduation rates for English learners, foster youth, and low-income students, and English learners, foster youth, and low-income students who are also identified as a student with a disability have consistently been lower than all students. Based on a local needs assessment, Fresno Unified recognizes that high school graduation is not a function of what happens in a student's senior year but is instead the result of over a decade of teaching and learning. To better prepare low-income, foster youth, and English learner students with disabilities for graduation, the district believes that providing quality instruction and early targeted interventions through a multi-tiered support system will increase supports for students at the first sign of academic or behavioral needs. Additionally, providing embedded support in the earliest grades allows for increased access to the least restrictive environment. Local data shows that this will provide benefits throughout their academic career and will ultimately improve high school graduation rates.</p> <p>This action seeks to increase academic support systems and targeted interventions for all students who are experiencing academic or behavioral challenges by utilizing Educational Specialists. This action is designed to serve low-income, foster youth, and English learner students with special education services to increase access to experts and learning supports based on learning needs results for the identified students. The Educational Specialists will provide early, intensive supplemental supports in Reading and Mathematics for students through the early identification of learning gaps and providing additional support for students to develop the skills necessary to close those gaps. This action will allow for remediating skill deficits early so that students can be more successful in grade level skill mastery to ensure they are on track with the skills needed for high school graduation.</p> <p>Providing embedded support through the addition of six co-teachers in preschool and transitional kindergarten grade bands provides an unprecedented level of support for students with disabilities in the general education setting. Using evidence-based practices and parent engagement, barriers to academic and behavioral</p>	\$5,159,741	Y
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		<p>challenges are reduced and full access to general education curricula and typically developing peer models is provided. Access to this environment supports our youngest learners in making progress in all developmental domains.</p> <p>FUSD has designed this action to support all students and is being provided districtwide. Although we see an increase in graduation rates for students with disabilities when compared to last year, when compared to all students, the students with disabilities student group graduation rate continues to lag. By providing these services, Fresno Unified expects to attain long-term benefits and improvement for diverse student population in terms of high school graduation rates.</p>		
53	BASE: Special Education	<p>The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population. Specifically, the department is addressing:</p> <ul style="list-style-type: none"> • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs <p>Prioritizing the diverse and unique needs of students through enhanced supports and interventions</p>	\$191,413,971	N

Goal Analysis for 2022/23

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

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

Action # 50 – Regional Instructional Managers for Students with Disabilities – The LCAP action described in the 2022/23 LCAP plan was implemented as designed with the exception that not all RIM positions were filled leaving seven positions vacant throughout the 2022/23 school year.

Action # 51 – Early Interventions – FUSD partnered with Goalbook to increase teacher efficacy and efficiency that transforms instructional practices to increase support for all students who are experiencing academic or behavioral challenges. The Goalbook provides strategies on teaching and learning at a deeper level to enhance and support FUSD goals, actions, and priorities. FUSD also uses universal screeners to identify areas of needed early intervention.

Action # 52 – BASE: Special Education – Action was implemented as described in the 2022/23 LCAP. The department continued to shape its adult programs and build its rehabilitation collaboration for a more robust instruction for adult students.

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

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

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

Action # 50 – Regional Instructional Managers for Students with Disabilities – This action is effective. The LCAP action described in the 2022/23 LCAP plan showed consistent progress in graduation rate, resulting in Fresno Unified School District no longer being eligible for differentiated assistance in graduation rate for the 2023/24 school year.

Action # 51 – Early Interventions – This action is effective. As reported in the metric section, the year 2 graduation rate outcome data for English learners, foster youth, and low-income students, and English learners, foster youth, and low-income students who are also identified as a student with a disability have increased.

Action # 52 BASE: Special Education – Overall this action is effective. As referenced in the Fresno Unified’s local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

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

The 2023/24 LCAP desired outcomes have been revised for student graduation rate and suspension rate for students with disabilities because the year 2 outcome results were identified as met.

SBAC ELA 3rd – 8th, 11th and SBAC Math for 3rd – 8th grade, 11th, chronic absenteeism, and suspension have been added to this goal.

The Percent of Seniors who are “Prepared” on the College & Career Indicator metric has been discontinued. With the release of the 2022 CA School Dashboard, CDE changed the displaying of this metric. Previously this metric was reported showing an overall “Percentage Prepared”. In 2021, and 2022, CDE changed the report and now displays this metric by individual criteria. In addition, this metric is not required based on the college and career metric on the dashboard.

New Desired outcome for 2023/24 was calculated for Student Chronic Absenteeism Rate after reflecting on the significant changes in the trend data due to the impact of the COVID-19 pandemic. The formula for the new desired outcome calculation was based on year two outcome data and preliminary outcomes from the 2022/23 school year to create a clear and attainable outcome.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to encompass actions that have direct input and contribute to all Fresno Unified School District goals, metrics, and indicators.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
54	School Site Allocations to be Prioritized by each School's Site Council	<p>Data around A-G completion, CTE Capstone Sequences, Advanced Placement, attendance and absenteeism, middle and high school dropout rates, suspensions, and expulsions and iReady assessment scores indicates that English learners, foster youth and low-income students under-perform when compared to their peers. To further complicate solutions, this data varies significantly when analyzed by individual school sites.</p> <p>To allow school sites to develop individualized solutions for English learners, foster youth or low-income students, as identified by the dashboard a local measure, each school analyzes the metrics for their school and develops an individual site plan, called a School Plan for Student Achievement (SPSA). Plans are developed in partnership with the school's School Site Council which is made up of parents, students, and staff.</p> <p>Funding for individualized strategies is allocated based on the school's enrollment of low-income students, English learners, and foster/homeless youth.</p> <ul style="list-style-type: none"> •Each school site receives an allocation based on the school's enrollment of low-income, English learner, and foster youth •Each school is required to evaluate data points aligned to the LCAP metrics as related to low-income, English learner and foster youth student populations, to assure plans focus on addressing the needs of low-income, foster youth, and English learner students •In addition, school sites provide a broad menu of "best practice" investments designed to address specific areas of concern. •Site leaders work with School Site Councils to inform educational partners of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals 	<p>\$32,275,197 (Total Investment)</p> <p>\$21,981,539 (Supplemental and Concentration, Contributing to the increased or improved services requirement for low-income, foster youth, and English learner students)</p> <p>\$10,293,658 (Other State funds, Non-Contributing)</p>	Y

		<p>and expected outcomes for low-income, foster youth, and English learner students</p> <ul style="list-style-type: none"> •Each School Site Plan (School Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for low-income, foster youth, and English learner students •Specific investments specifically provided specifically for low-income, foster youth, and English learner students through the site plans include the following examples: <ul style="list-style-type: none"> ○ Supplemental materials and technology ○ Academic interventions and supports ○ Supplemental counseling and psychological services ○ Supplemental staffing for attendance support ○ Parent involvement supports including supplemental staff ○ Supplemental bilingual office staff <p>While allocations are provided based on each school’s concentration of English learners, foster youth and low-income students, it is believed that all students will benefit so the action is being provided district wide. School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA’s goals for its low-income, foster youth, and English learner students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement. In addition, staff from the Office of State and Federal Programs reviews all budgets to ensure investments are designed to benefit low-income students, English learners, and foster youth. Actual expenditures also undergo a strict approval process.</p> <p>With this investment, it is believed that data around academic growth on state assessments, attendance and absenteeism, middle and high school dropout rates, suspensions and iReady assessment scores will improve for English learners, foster youth and low-income students. School level data is available for review online through each school’s School Plan for Student Achievement.</p>		
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55	BASE: Central Office Administration	<ul style="list-style-type: none"> • Board of Education • Superintendent • Deputy Superintendent Equity Supports • Communications 	\$8,157,666	N
56	BASE: Business and Financial Services	<p>The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration.</p> <p>These values are the foundation of the division mission which is to:</p> <ul style="list-style-type: none"> • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success <p>Departments serving to support this mission include:</p> <ul style="list-style-type: none"> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers 	\$17,767,919	N

57	BASE: Operational Services	<ul style="list-style-type: none"> • Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding Program, plus special programs such as the Fresh Fruit and Vegetable Program • Purchasing and Warehouse – procurement of supplies, services, and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips 	\$203,688,970	N
58	BASE: Other Expenses	<ul style="list-style-type: none"> • Health contribution • Retirement 	\$66,764,507	N

59	One-time Recovery Resources	<ul style="list-style-type: none"> • eLearn Academy • Upgrading technology • Finger printing • Classroom interactive panels • Phase II of connectivity infrastructure • School Wi-Fi expansion • Data center security and resiliency • Student device supports • Vice principal institute • Principal pipeline • Credit recovery • Afterschool programs • Support for professional learning • Digital lessons and licenses • Upgrading HVAC systems 	\$270,616,000	N
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60	Campus Safety Assistants	<p>Fresno Unified School District's Climate and Culture Survey reports that 73.2% of students feel a sense of safety at school. While the survey is anonymous, discussions with foster youth students revealed positive relationships with Campus Safety Assistants and a desire to have more adults focused on campus to promote school safety. A safe campus is critical for student learning and attendance. Attendance rates and chronic absenteeism are higher for Fresno Unified's foster youth and low-income students than for all students. In addition, suspensions of foster youth were at 19% compared with 7% of all students in the 2019/20 school year.</p> <p>To support this effort, Fresno Unified will begin adding Campus Safety Assistants at elementary sites. This investment will address the needs of foster youth starting with our youngest students by providing more opportunity for engagement with a caring adult while creating a safe school campus. Further investments will be made to add Campus Safety Assistant support at our comprehensive high schools:</p> <ul style="list-style-type: none"> • Phase in additional campus safety assistants at each comprehensive high school and elementary sites • Continue to fund the additional campus safety assistant given to middle schools in 2021-22 to support student engagement after a virtual school year. • Increase opportunities to provide campus safety assistants with training on restorative practices to reduce chronic absenteeism among foster youth and build student capacity around strategic problem solving and support development of healthy adolescent relationships • Create a year-long professional learning calendar providing administration and school site staff with essential learning around key areas that are negatively impacting students such as vaping, human trafficking, sexual harassment, and appropriate social media usage <p>Healthy adult relationships on campus will reduce suspensions and encourage attendance. By having Campus Safety Assistants at elementary, middle schools and high schools, Fresno Unified School District will be able to provide a wider net of support and allow the district to provide a more comprehensive follow up plan with students</p>	\$5,273,332	Y
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		<p>and families of foster youth to support their regular attendance. In addition, this position will have more training opportunities in conflict resolution as well as specific supportive strategies for foster youth to reduce instances of suspension.</p> <p>Educational partners have communicated that English Learners, foster youth, and low-income students with the ability to self-regulate, (an important SEL skill), are less likely to get frustrated or angry when they have an opportunity to take a moment to compose themselves. Campus Safety Assistants allow teachers to support the identified students with tools and support and a greater sense of belonging and self-control. This action is designed to meet the needs most associated with the needs of our low-income and foster youth students. However, we expect that all students struggling with a sense of belonging, social skills, depression, and sadness will benefit, this action is being provided on a district-wide basis.</p> <p>Although we see a decrease in current attendance and increase in suspension rates due to the COVID 19 pandemic, Fresno Unified expects to have a positive increase on attendance rates of foster youth and low-income students and reduced suspension rates for foster youth.</p>		
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Goal Analysis for 2022/23

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

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

Action # 53 – School Site Allocations to be prioritized by each School’s Site Council – No substantive differences in planned action and implementation of these actions. This action is in full implementation. It is successful because schools can conduct needs assessments and provide support to students at their sites based on the need of each school community. The challenges continue to be what schools are facing with the COVID-19 Pandemic. Growth has not increased at a desired rate due to the impact of the pandemic. This action is effective, and schools will continue to be allocated funds in support of low-income student, English learner students, and foster youth.

Action # 54 – BASE: Central Office Administration – Action was implemented as described in the 2022/23 LCAP by supporting the Board of Education, Office of the Superintendent, and Communications.

Action # 55 – BASE: Administrative Services – Action was implemented as described in the 2022/23 LCAP by supporting district departments that work directly with students and families by providing central service functions such as fiscal services, payroll, and benefits and risk management.

Action # 56 – BASE: Operational Services – Action was implemented as described in the 2022/23 LCAP. The department continued to direct the construction of new capital improvement projects, and the modernization of existing schools.

Action # 57 – BASE: Other Expenses – Action was implemented as described in the 2022/23 LCAP by making contributions to health and retirement.

Action # 58 – One-time Recovery Resources – Action was implemented as described in the 2022/23 LCAP by supporting the district's eLearn Academy, finger printing, providing classroom interactive panels, school Wi-Fi expansion, supports for professional learning, and upgrading HVAC systems.

Action # 59 – Campus Safety Assistants – Restorative practices training was made available to 70 campus safety assistants representing 11 secondary sites on a district buyback day. However, this is a non-duty day for campus safety assistants and their attendance was voluntary. The attendance was underwhelming. Campus Safety Assistants are school day only employees and pulling them from campus for training during the school day is a challenge. The district is working with labor partners to add additional required training days to their school year contract, moving forward to ensure vital and consistent training can be provided without compromising student and safety support to sites.

Action # 60 – Confidential Spaces – Action was implemented as described in the 2022/23 LCAP. More space will be added at schools to provide students with access to additional support in safe and confidential settings.

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

Below is an explanation of actual expenses differing 10% from the original budget:

Action # 57 – BASE: Other Expenses – Actual expenses down 13% to original budget due to shifting costs to Recovery Funds.

Action # 58 – One-time Recovery Resources – Actual expenses down 27% to original budget due to carrying over facilities projects into the 2023/24 school year.

Action # 59 – Campus Safety Assistants – Actual expenses down to original budget due to shifting expenses to recovery funds. The district received approval for recovery funds in December 2022.

Action # 60 – Confidential Spaces – Actual expenses down to original budget due to shifting expenses to recovery funds. The district received approval for recovery funds in December 2022.

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

Action # 53 – School Site Allocations to be prioritized by each School's Site Council – This action is effective due to schools completing detailed needs assessment and collaborative work with educational partners to identify student's needs and creating a detailed school plan of interventions and resources for English learner, foster youth, and low-income students. The identified student groups are showing progress in iReady increasing from year one: EL: 16.8%, FY: 16.7%, LI: 21.0% to year two: EL: 29.2%, FY: 24.2%, LI: 32.5 in ELA and year one: EL: 19.4%, FY: 17.0%, LI: 19.6% to year two: EL: 31.6%, FY: 26.4%, LI: 31.7% in math. The EAP for 11th grade in ELA shows

an increase from 44.9% to 54.9% and in math an increase from 15.5% to 27.7%. For iReady, gt grade level, English learner and low-income students showed 1-3.5% growth.

English learner students showed growth in A-G completion 24.5% to 27.4% and AP exams passed increased from 16.5% to 18.1%. Due to the covid restrictions, we do not believe attendance data is a good reflection of its effectiveness. We will look at suspension data to show effectiveness. This action is effective when looking at trend data for suspension. It shows a decrease from baseline data to year two outcome data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% and low-income student decreased suspension rate from baseline 7.4% to year two 6.2%. English learner minimally increased suspension from baseline to year two by 0.1%. Student graduation rate increased for English learner students from 76.5% to 79.9%, foster youth students from 61.3% to 66.7% and low-income students from 86.9% to 89.2%. Additionally, middle school and high school dropout rates decreased. Middle school dropout rates for English learners went from 0.8% to 0.4%, foster youth went from 2.3% to 1.68%, and low-income went from 0.7% to 0.27%. High school dropout rates decreased for English learner students from 8.7% to 7.3%, foster youth students from 14.7% to 13.3%, and low-income students from 9.3% to 7.6%. Continuing this work will further support students with these gaps.

Action # 54 – BASE: Central Office Administration – Overall this action is effective. As referenced in the Fresno Unified’s local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action # 55 – BASE: Administrative Services – Overall this action is effective. As referenced in Fresno Unified’s implementation of state standards local indicator rating, the district is in full implementation in its progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Action # 56 – BASE: Operational Services – Overall this action is effective. As referenced in Fresno Unified’s number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) local indicator rating, the district has met 100% of facilities meeting standard.

Action # 57 – BASE: Other Expenses – Overall this action is effective. As referenced in the Fresno Unified’s local indicator percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home rating, 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.

Action # 58 – One-time Recovery Resources – Overall this action is effective. As referenced in Fresno Unified’s implementation of state standards local indicator rating, the district is in full implementation in providing support for teachers on the standards they have not yet mastered.

Action # 59 – Campus Safety Assistants – This action is effective. Providing middle schools with added campus safety assistants in the absence of an officer on their campus increased opportunities for our foster youth to make a positive relationship with another caring adult, while also providing another layer of safety to campuses. Due to the covid restrictions, we do not believe attendance data is a good reflection of its effectiveness. We will look at suspension data to show effectiveness. This action is effective when looking at trend data for suspension. It shows a decrease from baseline data to year two outcome data. Foster youth decreased suspension rate from baseline 19% to year two 14.6% and low-income student decreased suspension rate from baseline 7.4% to year two 6.2%. Fresno Unified expects to have a positive increase on attendance rates of foster youth and low-income students and reduced suspension rates for foster youth. Providing a safe place to go each day improves attendance, increases student engagement, and ensures students in need have access to daily support.

Action # 60 – Confidential Spaces – This action is effective. Improvements in advanced placement was realized for English learners and low-income students when compared to year 1 outcome data. Additionally, and as shown in the metric section, foster youth students realized an improvement in student chronic absenteeism rate as compared to year 1 outcome data.

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

Campus Safety Assistants – While adding campus safety assistants to high schools and sustaining staffing levels at middle schools has supported positive relationships, community, students, and site staff are seeking additional support and wanting more training for our campus safety assistants. The training we were providing needs will be expanded along with the support to sites, which will benefit our foster youth and low-income students.

Confidential Spaces – The district will not move forward with this action and as a result this action no longer appears in the LCAP.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023/24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$280,078,453.00	\$35,530,123.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.84%	4.85%	\$30,004,330.67	43.69%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and to streamline implementation so that targeted support can be provided to the specific identified student group(s) described in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth and low-income students, the district will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed towards the English learner, foster youth and /or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by (1) identifying it as a contributing action, (2) clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location or other attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well-received by our community.

The contributing “wide” actions in this plan are:

Goal #	Action #	Action Description
1	1	Designated School Investment
1	2	Additional Teacher Supply Funds
1	3	Middle & High School Redesign
1	4	Eliminate Elementary Combination Classes
1	5	National Board Certification
1	6	Instructional Supports and Instructional Coaches
1	7	Additional Teachers Above Base Staffing
1	8	Additional School Site Administration above Base
1	9	African American Academic Acceleration
1	10	Early Childhood Education Developmental and Educational Supports
1	11	Additional Supports for Libraries
1	12	Equity & Access
1	13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)
1	14	Expand Alternative Education

1	15	Maintain Additional Services for Phoenix Community Day School
1	16	After School Tutoring
1	17	Extended Summer Learning
1	19	Expansion of Dual Language Immersion Programs
1	25	High Quality School Site Health Services
1	26	Upgrading Access to Technology
1	27	Student Technology Access and Annual Refresh
1	28	Instructional Lead Teachers
2	29	Linked Learning, ROP, and CTE Pathway Development
2	30	CTE STEM PK-6 Kids Invent!
2	31	Men's and Women's Alliance
2	32	School Counselors & Resource Counseling Assistants
3	33	Increase School Allocations for Athletics
3	34	District-Funded Educational Enrichment Trips
3	35	District Arts Collaborative Project
3	36	Increased Funding for Music
3	37	Student Peer Mentor Program
3	38	Social Emotional Supports
3	39	School Climate and Culture Expansion
3	40	Restorative Practices / Relationship Centered Schools
3	42	Campus Climate and Culture Teachers
3	43	Home School Liaisons
3	44	Mental Health Supports
3	45	Expanded Transportation Services

5	47	Parent Engagement Investments
5	48	Expanded Student, Parent and Community Communication
6	49	Supports for Foster Youth / Project Access
7	50	Supports for Homeless Youth
8	51	Regional Instructional Managers for Students with Disabilities
8	52	Early Interventions
9	54	School Site Allocations to be Prioritized by each School's Site Council
9	60	Campus Safety Assistants
9	61	Confidential Spaces

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

Fresno Unified has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal #	Action #	Action Title
1	18	All teachers are teachers of English learner (EL) students

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

School districts such as Fresno Unified that have a high concentration of students who are English learners, foster youth and/or low-income will receive 15% increase in funding from the Local Control Funding Formula concentration grant. For Fresno Unified, this results in an additional \$35.5 million. These additional funds will be used to hire certificated and/or classified staff at school sites that have an enrollment of students who are low-income, English learners, and/or foster youth greater than 55%. For Fresno Unified, this would be every school site except Baird, Bullard Talent, Tatarian, Malloch, and Starr. To determine which positions to add, the district engaged with parents, students, staff, school sites, as well as community-based organizations. The engagement was a two-step process. The first objective was to gather general ideas, thoughts, and themes. The second objective was to do a deeper dive with the same groups and school sites on the feedback provided considering each individual school sites academic performance and student needs. On the left of the image below are the key themes, which represent the needs of our education partners and in the second column are the specific positions identified by the school sites that would be most useful in supporting students. Finally, in the third to sixth column is the type of school that will be receiving the additional position, i.e., Elementary, Middle, High, and Specialty. Specialty schools are those schools that are not the traditional neighborhood school, which include our Magnet and Admission Criteria Schools, as well as our Alternative Education Schools. The positions listed are outlined in actions throughout the LCAP (Actions 6, 8, 27, 32, 39, 42, 43, 44, 51, and 60).

		Elementary	Middle	High	Specialty Schools	Total FTE Added
Social Emotional	School Psychologist	1 per site	1 per site	2 per site		27.0
	Behavior Intervention Specialist				1	1.0
	Resource Counseling Assistant			1 per site	3	10.0
Special Education	Regional Instructional Manager		0.5 per site	1 per site	1	15.0
Academic Support & School Climate	Instructional Coach	1 per site			1	65.0
	Counselor		1 per site*			15.0
	Teacher, Campus Climate and Culture		1 per site			9.6
	Vice Principal or GLA			1 per site*	4	11.0
Attendance Support & Family Engagement	Child Welfare Attendance Officer	0.5 to 1 per site	1 per site		2	47.0
	Home School Liaison	1 per site	1 per site			77.0
Safety	Campus Safety Assistant		1 per site*	1 per site*	1	23.0
Grand Total						300.6 FTE

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	<div>Elementary 1:29.7</div> <div>Middle 1:54.4</div> <div>High N/A</div>	<div>Elementary 1:25.0</div> <div>Middle 1:30.3</div> <div>High 1:20.1</div>
Staff-to-student ratio of certificated staff providing direct services to students	<div>Elementary 1:20.6</div> <div>Middle 1:17.4</div> <div>High N/A</div>	<div>Elementary 1:17.1</div> <div>Middle 1:14.3</div> <div>High 1:9.8</div>

Local Control and Accountability Plan (LCAP) Action Tables Template

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 309,683,375	\$ 1,139,991,678	\$ 25,171,251	\$ 355,273,100	1,830,119,404	\$ 1,234,052,699	\$ 596,066,705

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Designated School Investment	All Students	\$ 24,953,251	\$ -	\$ -	\$ -	\$ 24,953,251
1	2	Additional Teacher Supply Funds	All Students	\$ 1,362,282	\$ -	\$ -	\$ -	\$ 1,362,282
1	3	Middle and High School Redesign	All Students	\$ 11,472,976	\$ -	\$ -	\$ -	\$ 11,472,976
1	4	Eliminate Elementary Combination Classes	All Students	\$ 5,475,353	\$ -	\$ -	\$ -	\$ 5,475,353
1	5	National Board Certification	All Students	\$ 77,638	\$ -	\$ -	\$ -	\$ 77,638
1	6	Instructional Supports and Instructional Coaches	All Students	\$ 10,659,645	\$ 2,396,623	\$ -	\$ 13,686,988	\$ 26,743,256
1	7	Additional Teachers Above Base Staffing	All Students	\$ 13,902,384	\$ -	\$ -	\$ -	\$ 13,902,384
1	8	Additional School Site Administration Above Base	All Students	\$ 5,769,710	\$ 46,890	\$ -	\$ -	\$ 5,816,600
1	9	African American Academic Acceleration	All Students	\$ 5,991,247	\$ -	\$ -	\$ -	\$ 5,991,247
1	10	Early Childhood Education Developmental Screening	All Students	\$ 16,366,164	\$ -	\$ -	\$ 6,233,374	\$ 22,599,538
1	11	Additional Supports for Libraries	All Students	\$ 1,430,884	\$ -	\$ -	\$ -	\$ 1,430,884
1	12	Equity and Access	All Students	\$ 3,078,110	\$ -	\$ -	\$ -	\$ 3,078,110
1	13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	All Students	\$ 5,810,686	\$ -	\$ -	\$ -	\$ 5,810,686
1	14	Expand Alternative Education	All Students	\$ 2,255,424	\$ -	\$ -	\$ -	\$ 2,255,424
1	15	Maintain Additional Services for Phoenix Community Day School	All Students	\$ 5,300,501	\$ -	\$ -	\$ -	\$ 5,300,501
1	16	After School Tutoring	All Students	\$ -	\$ 107,733,634	\$ -	\$ 1,093,000	\$ 108,826,634
1	17	Extended Summer Learning	All Students	\$ 4,773,658	\$ 31,410,040	\$ -	\$ -	\$ 36,183,698
1	18	All teachers are teachers of English learner (EL) students	All Students	\$ 14,087,314	\$ 437,003	\$ -	\$ 4,929,674	\$ 19,453,991
1	19	Expansion of Dual Language Immersion Programs	All Students	\$ 2,503,782	\$ -	\$ -	\$ -	\$ 2,503,782
1	20	BASE: Instruction	All Students	\$ -	\$ 432,683,651	\$ 2,351,653	\$ 1,149,912	\$ 436,185,216
1	21	BASE: Professional Learning	All Students	\$ -	\$ 14,439,868	\$ 3,333,407	\$ 36,641,326	\$ 54,414,601
1	22	BASE: Technology Access and Support	All Students	\$ -	\$ 20,097,662	\$ 2,739,129	\$ -	\$ 22,836,791
1	23	BASE: Early Learning	All Students	\$ -	\$ -	\$ 1,523,429	\$ -	\$ 1,523,429
1	24	BASE: Equity and Access	All Students	\$ -	\$ 1,524,958	\$ -	\$ 1,455,154	\$ 2,980,112
1	25	High Quality School Site Health Services	All Students	\$ 13,429,025	\$ 1,671,648	\$ 1,912,547	\$ -	\$ 17,013,220
1	26	Upgrading Access to Technology	All Students	\$ 2,525,111	\$ -	\$ -	\$ -	\$ 2,525,111
1	27	Student Technology Access and Annual Refresh	All Students	\$ 28,419,806	\$ -	\$ -	\$ -	\$ 28,419,806
1	28	Instructional Lead Teachers	All Students	\$ 321,906	\$ -	\$ -	\$ -	\$ 321,906
2	29	Linked Learning, ROP and CTE Pathway Development	All Students	\$ 13,929,982	\$ 12,488,506	\$ 130,000	\$ 1,141,975	\$ 27,690,463
2	30	CTE STEM PK-6 Kids Invent!	All Students	\$ 1,440,647	\$ -	\$ -	\$ -	\$ 1,440,647
2	31	Men's and Women's Alliance	All Students	\$ 1,331,913	\$ -	\$ -	\$ 433,546	\$ 1,765,459

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 309,683,375	\$ 1,139,991,678	\$ 25,171,251	\$ 355,273,100	1,830,119,404	\$ 1,234,052,699	\$ 596,066,705

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	32	School Counselors and Resource Counseling Assistants	All Students	\$ 16,265,723	\$ 3,378,197	\$ -	\$ -	\$ 19,643,920
3	33	Increase School Allocations for Athletics	All Students	\$ 15,667,547	\$ -	\$ -	\$ -	\$ 15,667,547
3	34	District-Funded Educational Enrichment Trips	All Students	\$ 5,181,692	\$ -	\$ -	\$ -	\$ 5,181,692
3	35	District Arts Collaborative Project	All Students	\$ 104,916	\$ -	\$ -	\$ -	\$ 104,916
3	36	Increased Funding for Music	All Students	\$ 1,949,899	\$ 11,742,900	\$ -	\$ -	\$ 13,692,799
3	37	Student Peer Mentor Program	All Students	\$ 830,169	\$ -	\$ -	\$ -	\$ 830,169
3	38	Social Emotional Supports	All Students	\$ 4,557,929	\$ -	\$ -	\$ -	\$ 4,557,929
3	39	School Climate and Culture Expansion	All Students	\$ 10,363,931	\$ -	\$ -	\$ -	\$ 10,363,931
3	40	Restorative Practices / Relationship Centered Schools	All Students	\$ 652,911	\$ -	\$ -	\$ 3,372,001	\$ 4,024,912
3	41	BASE: Department of Prevention and Intervention	All Students	\$ -	\$ 6,514,900	\$ 44,822	\$ 2,693,047	\$ 9,252,769
3	42	Campus Climate and Culture Teachers	All Students	\$ 1,086,557	\$ -	\$ -	\$ -	\$ 1,086,557
3	43	Home School Liaisons	All Students	\$ 5,650,582	\$ -	\$ -	\$ -	\$ 5,650,582
3	44	Mental Health Support	All Students	\$ 8,777,416	\$ -	\$ -	\$ 1,774,034	\$ 10,551,450
3	45	Expanded Transportation Services	All Students	\$ 1,264,386	\$ -	\$ -	\$ 1,700,000	\$ 2,964,386
4	46	BASE: Recruitment, Selection and Retention of Human Capital	All Students	\$ -	\$ 11,269,081	\$ 20,000	\$ 477,382	\$ 11,766,463
5	47	Parent Engagement Investments	All Students	\$ 2,208,277	\$ -	\$ -	\$ 2,089,653	\$ 4,297,930
5	48	Expanded Student, Parent and Community Communication	All Students	\$ 1,112,964	\$ -	\$ -	\$ -	\$ 1,112,964
6	49	Supports for Foster Youth / Project Access	All Students	\$ 126,000	\$ -	\$ -	\$ 2,829,627	\$ 2,955,627
7	50	Supports for Homeless	All Students	\$ 2,091,385	\$ -	\$ -	\$ 142,097	\$ 2,233,482
8	51	Regional Instructional Managers for Students with Disabilities	All Students	\$ 2,707,080	\$ -	\$ -	\$ -	\$ 2,707,080
8	52	Early Interventions	All Students	\$ 5,159,741	\$ -	\$ -	\$ -	\$ 5,159,741
8	53	BASE: Special Education	All Students	\$ -	\$ 175,668,809	\$ 2,715,249	\$ 13,029,913	\$ 191,413,971
9	54	School Site Allocations to be Prioritized by each School's Site Council	All Students	\$ 21,981,539	\$ -	\$ -	\$ 10,293,658	\$ 32,275,197
9	55	BASE: Central Office Administration	All Students	\$ -	\$ 8,067,666	\$ 90,000	\$ -	\$ 8,157,666
9	56	BASE: Business and Financial Services	All Students	\$ -	\$ 8,641,388	\$ 7,850,000	\$ 1,276,531	\$ 17,767,919
9	57	BASE: Operational Services	All Students	\$ -	\$ 201,227,955	\$ 2,461,015	\$ -	\$ 203,688,970
9	58	BASE: Other Expenses	All Students	\$ -	\$ 66,764,507	\$ -	\$ -	\$ 66,764,507
9	59	One-Time Recovery Resources	All Students	\$ -	\$ 21,785,792	\$ -	\$ 248,830,208	\$ 270,616,000
9	60	Campus Safety Assistants	All Students	\$ 5,273,332	\$ -	\$ -	\$ -	\$ 5,273,332

2023/24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 721,098,908	\$ 280,078,453	38.84%	4.85%	43.69%	\$ 309,683,375	0.00%	42.95%	Total:	\$ 309,683,375
								LEA-wide Total:	\$ 309,557,375
								Limited Total:	\$ 126,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Designated School Investment	Yes	LEA-wide	All	LEA Wide	\$ 24,953,251	0.00%
1	2	Additional Teacher Supply Funds	Yes	LEA-wide	All	LEA Wide	\$ 1,362,282	0.00%
1	3	Middle and High School Redesign	Yes	LEA-wide	All	LEA Wide	\$ 11,472,976	0.00%
1	4	Eliminate Elementary Combination Classes	Yes	LEA-wide	All	LEA Wide	\$ 5,475,353	0.00%
1	5	National Board Certification	Yes	LEA-wide	All	LEA Wide	\$ 77,638	0.00%
1	6	Instructional Supports and Instructional Coaches	Yes	LEA-wide	All	LEA Wide	\$ 10,659,645	0.00%
1	7	Additional Teachers Above Base Staffing	Yes	LEA-wide	All	LEA Wide	\$ 13,902,384	0.00%
1	8	Additional School Site Administration Above Base	Yes	LEA-wide	All	LEA Wide	\$ 5,769,710	0.00%
1	9	African American Academic Acceleration	Yes	LEA-wide	All	LEA Wide	\$ 5,991,247	0.00%
1	10	Early Childhood Education Developmental Screening	Yes	LEA-wide	All	LEA Wide	\$ 16,366,164	0.00%
1	11	Additional Supports for Libraries	Yes	LEA-wide	All	LEA Wide	\$ 1,430,884	0.00%
1	12	Equity and Access	Yes	LEA-wide	All	LEA Wide	\$ 3,078,110	0.00%
1	13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	LEA-wide	All	LEA Wide	\$ 5,810,686	0.00%
1	14	Expand Alternative Education	Yes	LEA-wide	All	LEA Wide	\$ 2,255,424	0.00%
1	15	Maintain Additional Services for Phoenix Community Day School	Yes	LEA-wide	All	LEA Wide	\$ 5,300,501	0.00%
1	16	After School Tutoring	No	LEA-wide		LEA Wide	\$ -	0.00%
1	17	Extended Summer Learning	Yes	LEA-wide	All	LEA Wide	\$ 4,773,658	0.00%
1	18	All teachers are teachers of English learner (EL) students	Yes	LEA-wide	All	LEA Wide	\$ 14,087,314	0.00%
1	19	Expansion of Dual Language Immersion Programs	Yes	LEA-wide	All	LEA Wide	\$ 2,503,782	0.00%
1	20	BASE: Instruction	No				\$ -	0.00%
1	21	BASE: Professional Learning	No				\$ -	0.00%
1	22	BASE: Technology Access and Support	No				\$ -	0.00%
1	23	BASE: Early Learning	No				\$ -	0.00%
1	24	BASE: Equity and Access	No				\$ -	0.00%
1	25	High Quality School Site Health Services	Yes	LEA-wide	All	LEA Wide	\$ 13,429,025	0.00%
1	26	Upgrading Access to Technology	Yes	LEA-wide	All	LEA Wide	\$ 2,525,111	0.00%
1	27	Student Technology Access and Annual Refresh	Yes	LEA-wide	All	LEA Wide	\$ 28,419,806	0.00%
1	28	Instructional Lead Teachers	Yes	LEA-wide	All	LEA Wide	\$ 321,906	0.00%
2	29	Linked Learning, ROP and CTE Pathway Deveopment	Yes	LEA-wide	All	LEA Wide	\$ 13,929,982	0.00%
2	30	CTE STEM PK-6 Kids Invent!	Yes	LEA-wide	All	LEA Wide	\$ 1,440,647	0.00%
2	31	Men's and Women's Alliance	Yes	LEA-wide	All	LEA Wide	\$ 1,331,913	0.00%
2	32	School Counselors and Resource Counseling Assistants	Yes	LEA-wide	All	LEA Wide	\$ 16,265,723	0.00%
3	33	Increase School Allocations for Athletics	Yes	LEA-wide	All	LEA Wide	\$ 15,667,547	0.00%
3	34	District-Funded Educational Enrichment Trips	Yes	LEA-wide	All	LEA Wide	\$ 5,181,692	0.00%
3	35	District Arts Collaborative Project	Yes	LEA-wide	All	LEA Wide	\$ 104,916	0.00%
3	36	Increased Funding for Music	Yes	LEA-wide	All	LEA Wide	\$ 1,949,899	0.00%
3	37	Student Peer Mentor Program	Yes	LEA-wide	All	LEA Wide	\$ 830,169	0.00%
3	38	Social Emotional Supports	Yes	LEA-wide	All	LEA Wide	\$ 4,557,929	0.00%
3	39	School Climate and Culture Expansion	Yes	LEA-wide	All	LEA Wide	\$ 10,363,931	0.00%
3	40	Restorative Practices / Relationship Centered Schools	Yes	LEA-wide	All	LEA Wide	\$ 652,911	0.00%

2023/24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 721,098,908	\$ 280,078,453	38.84%	4.85%	43.69%	\$ 309,683,375	0.00%	42.95%	Total:	\$ 309,683,375
								LEA-wide Total:	\$ 309,557,375
								Limited Total:	\$ 126,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	41	BASE: Department of Prevention and Intervention	No				\$ -	0.00%
3	42	Campus Climate and Culture Teachers	Yes	LEA-wide	All	LEA Wide	\$ 1,086,557	0.00%
3	43	Home School Liaisons	Yes	LEA-wide	All	LEA Wide	\$ 5,650,582	0.00%
3	44	Mental Health Support	Yes	LEA-wide	All	LEA Wide	\$ 8,777,416	0.00%
3	45	Expanded Transportation Services	Yes	LEA-wide	All	LEA Wide	\$ 1,264,386	0.00%
4	46	BASE: Recruitment, Selection and Retention of Human Capital	No				\$ -	0.00%
5	47	Parent Engagement Investments	Yes	LEA-wide	All	LEA Wide	\$ 2,208,277	0.00%
5	48	Expanded Student, Parent and Community Communication	Yes	LEA-wide	All	LEA Wide	\$ 1,112,964	0.00%
6	49	Supports for Foster Youth / Project Access	Yes	Limited	Foster Youth	LEA Wide	\$ 126,000	0.00%
7	50	Supports for Homeless	Yes	LEA-wide	All	LEA Wide	\$ 2,091,385	0.00%
8	51	Regional Instructional Managers for Students with Disabilities	Yes	LEA-wide	All	LEA Wide	\$ 2,707,080	0.00%
8	52	Early Interventions	Yes	LEA-wide	All	LEA Wide	\$ 5,159,741	0.00%
8	53	BASE: Special Education	No				\$ -	0.00%
9	54	School Site Allocations to be Prioritized by each School's Site Council	Yes	LEA-wide	All	LEA Wide	\$ 21,981,539	0.00%
9	55	BASE: Central Office Administration	No				\$ -	0.00%
9	56	BASE: Business and Financial Services	No				\$ -	0.00%
9	57	BASE: Operational Services	No				\$ -	0.00%
9	58	BASE: Other Expenses	No				\$ -	0.00%
9	59	One-Time Recovery Resources	No				\$ -	0.00%
9	60	Campus Safety Assistants	Yes	LEA-wide	All	LEA Wide	\$ 5,273,332	0.00%

Local Control and Accountability Plan (LCAP) Action Tables Template

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,555,571,847.00	\$ 1,522,274,193.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Designated School Investment	Yes	\$ 24,272,389	\$ 25,453,062
1	2	Additional Teacher Supply Funds	Yes	\$ 1,343,160	\$ 1,331,469
1	3	Middle and High School Redesign	Yes	\$ 11,953,964	\$ 12,209,748
1	4	Eliminate Elementary Combination Classes	Yes	\$ 6,550,362	\$ 7,381,031
1	5	National Board Certification	Yes	\$ 76,689	\$ 52,871
1	6	Instructional Supports and Instructional Coaches	Yes	\$ 21,082,066	\$ 21,138,697
1	7	Additional Teachers Above Base Staffing	Yes	\$ 15,738,549	\$ 16,822,063
1	8	Additional School Site Administration Above Base	Yes	\$ 4,638,150	\$ 5,333,979
1	9	African American Academic Acceleration	Yes	\$ 4,057,094	\$ 4,032,274
1	10	Early Childhood Education Developmental Screening	Yes	\$ 20,996,965	\$ 18,487,321
1	11	Additional Supports for Libraries	Yes	\$ 535,000	\$ 534,629
1	12	Equity and Access	Yes	\$ 2,639,361	\$ 1,722,485
1	13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	\$ 5,329,083	\$ 5,307,503
1	14	Expand Alternative Education	Yes	\$ 2,108,453	\$ 2,025,196
1	15	Maintain Additional Services for Phoenix Community Day School	Yes	\$ 4,985,190	\$ 5,259,542
1	16	After School Tutoring	Yes	\$ 58,933,798	\$ 56,786,473

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,555,571,847.00	\$ 1,522,274,193.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	17	Extended Summer Learning	Yes	\$ 57,643,705	\$ 18,372,433
1	18	All teachers are teachers of English learner (EL) students	Yes	\$ 15,353,480	\$ 17,538,866
1	19	Expansion of Dual Language Immersion Programs	Yes	\$ 2,122,350	\$ 2,193,813
1	20	BASE: Instruction	No	\$ 363,400,410	\$ 377,531,928
1	21	BASE: Professional Learning	No	\$ 70,417,473	\$ 53,386,693
1	22	BASE: Technology Access and Support	No	\$ 15,708,504	\$ 17,116,583
1	23	BASE: Early Learning	No	\$ 520,000	\$ 858,912
1	24	BASE: Equity and Access	No	\$ 3,330,463	\$ 2,539,958
1	25	High Quality School Site Health Services	Yes	\$ 12,296,166	\$ 11,457,187
1	26	Upgrading Access to Technology	Yes	\$ 2,281,058	\$ 2,385,827
1	27	Student Technology Access and Annual Refresh	Yes	\$ 103,819	\$ -
1	28	Instructional Lead Teachers	Yes	\$ 289,771	\$ 300,796
2	29	Linked Learning, ROP and CTE Pathway Development	Yes	\$ 22,029,389	\$ 24,018,223
2	30	CTE STEM PK-6 Kids Invent!	Yes	\$ 1,401,774	\$ 1,313,581
2	31	Men's and Women's Alliance	Yes	\$ 1,606,060	\$ 1,505,141
2	32	School Counselors and Resource Counseling Assistants	Yes	\$ 17,610,126	\$ 14,900,565
3	33	Increase School Allocations for Athletics	Yes	\$ 14,534,586	\$ 16,120,729

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,555,571,847.00	\$ 1,522,274,193.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	34	District-Funded Educational Enrichment Trips	Yes	\$ 4,666,660	\$ 4,758,469
3	35	District Arts Collaborative Project	Yes	\$ 102,374	\$ 97,367
3	36	Increased Funding for Music	Yes	\$ 1,757,482	\$ 1,730,311
3	37	Student Peer Mentor Program	Yes	\$ 800,505	\$ 784,968
3	38	Social Emotional Supports	Yes	\$ 3,580,453	\$ 3,813,931
3	39	School Climate and Culture Expansion	Yes	\$ 7,278,385	\$ 7,593,387
3	40	Restorative Practices / Relationship Centered Schools	Yes	\$ 3,755,934	\$ 3,712,363
3	41	BASE: Department of Prevention and Intervention	No	\$ 7,135,572	\$ 5,649,679
3	42	Campus Climate and Culture Teachers	Yes	\$ 1,160,944	\$ 1,033,813
3	43	Home School Liaisons	Yes	\$ 5,342,123	\$ 5,396,951
3	44	Mental Health Support	Yes	\$ 10,154,049	\$ 10,018,509
3	45	Expanded Transportation Services	Yes	\$ 1,981,986	\$ 2,435,500
4	46	BASE: Recruitment, Selection and Retention of Human Capital	No	\$ 6,405,793	\$ 6,945,416
5	47	Parent Engagement Investments	Yes	\$ 3,809,672	\$ 4,107,121
5	48	Expanded Student, Parent and Community Communication	Yes	\$ 918,081	\$ 896,953
6	49	Supports for Foster Youth / Project Access	Yes	\$ 3,898,165	\$ 3,938,644
7	50	Regional Instructional Managers for Students with Disabilities	Yes	\$ 2,540,447	\$ 2,340,671

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,555,571,847.00	\$ 1,522,274,193.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	51	Early Interventions	Yes	\$ 4,725,908	\$ 4,982,176
7	52	BASE: Special Education	No	\$ 185,981,513	\$ 186,654,413
8	53	School Site Allocations to be Prioritized by each School's Site Council	Yes	\$ 29,799,223	\$ 29,751,507
8	54	BASE: Central Office Administration	No	\$ 5,454,242	\$ 5,558,720
8	55	BASE: Administrative Services	No	\$ 14,008,444	\$ 13,708,242
8	56	BASE: Operational Services	No	\$ 170,585,865	\$ 185,837,043
8	57	BASE: Other Expenses	No	\$ 41,932,445	\$ 36,179,024
8	58	One-Time Recovery Resources	No	\$ 220,084,376	\$ 234,453,966
8	59	Campus Safety Assistants	Yes	\$ 1,621,799	\$ 1,766,433
8	60	Confidential Spaces	Yes	\$ 30,200,000	\$ 12,709,038

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 265,726,562	\$ 279,446,003	\$ 266,669,540	\$ 12,776,463	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Designated School Investment	Yes	\$ 24,272,389	\$ 25,453,042.00	0.00%	0.00%
1	2	Additional Teacher Supply Funds	Yes	\$ 1,343,160	\$ 1,331,469.00	0.00%	0.00%
1	3	Middle and High School Redesign	Yes	\$ 11,953,964	\$ 12,209,748.00	0.00%	0.00%
1	4	Eliminate Elementary Combination Classes	Yes	\$ 6,550,362	\$ 7,381,031.00	0.00%	0.00%
1	5	National Board Certification	Yes	\$ 76,689	\$ 52,871.00	0.00%	0.00%
1	6	Instructional Supports and Instructional Coaches	Yes	\$ 9,626,635	\$ 9,807,201.00	0.00%	0.00%
1	7	Additional Teachers Above Base Staffing	Yes	\$ 15,738,549	\$ 16,822,063.00	0.00%	0.00%
1	8	Additional School Site Administration Above Base	Yes	\$ 4,638,150	\$ 5,199,474.00	0.00%	0.00%
1	9	African American Academic Acceleration	Yes	\$ 4,057,094	\$ 4,032,274.00	0.00%	0.00%
1	10	Early Childhood Education Developmental Screening	Yes	\$ 16,000,357	\$ 14,077,170.00	0.00%	0.00%
1	11	Additional Supports for Libraries	Yes	\$ 535,000	\$ 534,629.00	0.00%	0.00%
1	12	Equity and Access	Yes	\$ 2,639,361	\$ 1,722,485.00	0.00%	0.00%
1	13	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	Yes	\$ 5,329,083	\$ 5,307,503.00	0.00%	0.00%
1	14	Expand Alternative Education	Yes	\$ 2,108,453	\$ 2,025,196.00	0.00%	0.00%
1	15	Maintain Additional Services for Phoenix Community Day School	Yes	\$ 4,985,190	\$ 5,259,542.00	0.00%	0.00%
1	16	After School Tutoring	Yes	\$ 566,779	\$ -	0.00%	
1	17	Extended Summer Learning	Yes	\$ 4,940,864	\$ 3,504,520.00	0.00%	0.00%
1	18	All teachers are teachers of English learner (EL) students	Yes	\$ 10,751,816	\$ 12,896,994.00	0.00%	0.00%
1	19	Expansion of Dual Language Immersion Programs	Yes	\$ 2,122,350	\$ 2,193,813.00	0.00%	0.00%
1	20	BASE: Instruction	No	\$ -	\$ -	0.00%	0.00%
1	21	BASE: Professional Learning	No	\$ -	\$ -	0.00%	0.00%
1	22	BASE: Technology Access and Support	No	\$ -	\$ -	0.00%	0.00%
1	23	BASE: Early Learning	No	\$ -	\$ -	0.00%	0.00%

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 265,726,562	\$ 279,446,003	\$ 266,669,540	\$ 12,776,463	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	24	BASE: Equity and Access	No	\$ -	\$ -	0.00%	0.00%
1	25	High Quality School Site Health Services	Yes	\$ 8,943,609	\$ 8,547,982.00	0.00%	0.00%
1	26	Upgrading Access to Technology	Yes	\$ 2,281,058	\$ 2,385,827.00	0.00%	0.00%
1	27	Student Technology Access and Annual Refresh	Yes	\$ 103,819	\$ -	0.00%	0.00%
1	28	Instructional Lead Teachers	Yes	\$ 289,771	\$ 300,796.00	0.00%	0.00%
2	29	Linked Learning, ROP and CTE Pathway Deveopment	Yes	\$ 11,852,879	\$ 12,216,478.00	0.00%	0.00%
2	30	CTE STEM PK-6 Kids Invent!	Yes	\$ 1,401,774	\$ 1,313,581.00	0.00%	0.00%
2	31	Men's and Women's Alliance	Yes	\$ 1,292,044	\$ 1,163,990.00	0.00%	0.00%
2	32	School Counselors and Resource Counseling Assistants	Yes	\$ 12,297,758	\$ 13,138,156.00	0.00%	0.00%
3	33	Increase School Allocations for Athletics	Yes	\$ 14,534,586	\$ 16,120,729.00	0.00%	0.00%
3	34	District-Funded Educational Enrichment Trips	Yes	\$ 4,666,660	\$ 4,758,469.00	0.00%	0.00%
3	35	District Arts Collaborative Project	Yes	\$ 102,374	\$ 97,367.00	0.00%	0.00%
3	36	Increased Funding for Music	Yes	\$ 1,757,482	\$ 1,730,311.00	0.00%	0.00%
3	37	Student Peer Mentor Program	Yes	\$ 800,505	\$ 784,968.00	0.00%	0.00%
3	38	Social Emotional Supports	Yes	\$ 3,580,453	\$ 3,813,931.00	0.00%	0.00%
3	39	School Climate and Culture Expansion	Yes	\$ 7,278,385	\$ 7,593,387.00	0.00%	0.00%
3	40	Restorative Practices / Relationship Centered Schools	Yes	\$ 685,312	\$ 543,256.00	0.00%	0.00%
3	41	BASE: Department of Prevention and Intervention	No	\$ -	\$ -	0.00%	0.00%
3	42	Campus Climate and Culture Teachers	Yes	\$ 1,160,944	\$ 1,033,813.00	0.00%	0.00%
3	43	Home School Liaisons	Yes	\$ 5,342,123	\$ 5,396,951.00	0.00%	0.00%
3	44	Mental Health Support	Yes	\$ 8,512,533	\$ 8,400,801.00	0.00%	0.00%
3	45	Expanded Transportation Services	Yes	\$ 231,986	\$ 747,000.00	0.00%	0.00%
4	46	BASE: Recruitment, Selection and Retention of Human Capital	No	\$ -	\$ -	0.00%	0.00%
5	47	Parent Engagement Investments	Yes	\$ 2,073,999	\$ 2,065,227.00	0.00%	0.00%

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 265,726,562	\$ 279,446,003	\$ 266,669,540	\$ 12,776,463	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	48	Expanded Student, Parent and Community Communication	Yes	\$ 918,081	\$ 896,953.00	0.00%	0.00%
6	49	Supports for Foster Youth / Project Access	Yes	\$ 2,060,198	\$ 1,879,598.00	0.00%	0.00%
7	50	Regional Instructional Managers for Students with Disabilities	Yes	\$ 2,540,447	\$ 2,340,671.00	0.00%	0.00%
7	51	Early Interventions	Yes	\$ 4,725,908	\$ 4,982,176.00	0.00%	0.00%
7	52	BASE: Special Education	No	\$ -	\$ -	0.00%	0.00%
8	53	School Site Allocations to be Prioritized by each School's Site Council	Yes	\$ 19,953,271	\$ 20,130,626.00	0.00%	0.00%
8	54	BASE: Central Office Administration	No	\$ -	\$ -	0.00%	0.00%
8	55	BASE: Administrative Services	No	\$ -	\$ -	0.00%	0.00%
8	56	BASE: Operational Services	No	\$ -	\$ -	0.00%	0.00%
8	57	BASE: Other Expenses	No	\$ -	\$ -	0.00%	0.00%
8	58	One-Time Recovery Resources	No	\$ -	\$ -	0.00%	0.00%
8	59	Campus Safety Assistants	Yes	\$ 1,621,799	\$ 1,766,433.00	0.00%	0.00%
8	60	Confidential Spaces	Yes	\$ 30,200,000	\$ 12,709,038.00	0.00%	0.00%

2022/23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 680,306,787	\$ 265,726,562	4.99%	44.05%	\$ 266,669,540	0.00%	39.20%	\$ 33,004,330.67	4.85%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b] [4-6]).
 - Establishing goals, supported by actions and related expenditures, which address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

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

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils.
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost-of-living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental, and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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