For which ESSA programs will your LEA apply?

Choose from:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

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

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

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

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

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

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

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

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

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

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

**Strategy**

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

Fresno Unified School District serves a diverse population of over 71,000 students in preschool through grade 12, with more than 63 languages spoken by students and their families. With a mission of ‘nurturing and cultivating the interests, intellect, and leadership of our students’, the district is focused on offering exciting educational experiences achieved by an excellent, equitable education in a culturally proficient environment. The district is committed to improving student outcomes by utilizing a model of continuous improvement with investment priorities rooted in a review of performance on a variety of state and local indicators. These indicators provide an assessment of student progress in academic achievement and illuminate performance gaps by student groups. Investment strategies are also informed by valuable feedback gathered through education partner engagement. Input received from a variety of education partners helps to craft the district’s strategy for investment. As investment priorities are developed and refined, considerations for use of federal funding received by the district are integrated into the Local Control and Accountability Plan to supplement other state and local funds received for planned actions. Federal funds are used to enhance the scope of the investment, which would otherwise not be possible.

**Alignment**

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

The district’s Local Control and Accountability Plan (LCAP) illustrates the coordination of the following in order to improve student outcomes: the five district goals; the assessment of performance; and, investment priorities. The plan includes investments made from the entire general fund, including State and Federal grants. Each investment priority is described as an action and connected to one of the five district goals: 1) Improve academic performance at challenging levels 2) Expand student-centered and real-world learning experiences 3) Increase student engagement in school and
4) Increase recruitment and retention of staff reflecting the diversity of our community and 5) Increase inclusive opportunities for families to engage in their student’s education. Within the individual action or priority, the district’s LCAP demonstrates this alignment and captures a representation of where and how all federal funding sources are utilized.
ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

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

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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</tbody>
</table>

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

Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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</tbody>
</table>

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

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
TITLE II, PART A

Title II, Part A Activities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
</tr>
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</table>

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

TITLE III, PART A

Parent, Family, and Community Engagement

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
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</table>

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Increasing the diversity within the teacher pipeline to support closing the achievement gap, implementation of a pre-service training to in-service that occur once hired, teacher preparation model that is rich in Science, Technology, Engineering, and Mathematics (STEM) Social-Emotional learning, sequencing professional learning activities and advancing communities of practice that include internal departments, institutions of higher education, other school districts, and national organizations.
ASPIRING TEACHERS

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

**Teacher Academy** - a program providing experiences for students in grades 9-12 with an interest in education

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

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

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

**Teacher Residency Program** - an intensive teacher preparation program for aspiring teachers in all grade levels with a focus on Science, Technology, Engineering and Math (STEM)

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

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

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

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

INEFFECTIVE TEACHERS

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

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

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

**Instructional Coaches/Teacher on Special Assignment** - teacher leaders fully released or site-based to support the implementation of curriculum, instruction, and assessment.
**Professional Learning Community teams and Lead Teachers** - grade level or content area support teams with a lead teacher to support planning and development of instructional content

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

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**Parent and Family Engagement**

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

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

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

GUIDANCE:

Parent and Family Engagement

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

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

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

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THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is committed to and places a high value on quality parent and family engagement. Committees; such as the District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC), Community Advisory Committee (CAC), and the district’s Migrant Parent Committee provide opportunities for parents to contribute information and skills as well as an opportunity to participate in school level budget planning through the School Plan for Student Achievement (SPSA) process, the Local Control and Accountability Plan, and the development of policies such as the district’s Parent and Family Engagement Policy. In addition to these examples, the district offers an array of engagement opportunities through Parent University.

Parent University has three key foundational strategies:

1) Empower parents through parent learning classes that help them to navigate the numerous resources the district offers
2) Engage families to take action to help their students be career ready graduates
3) Connect families to district and community resources that improve student achievement

**COLLABORATION**

The mission to empower, engage, and connect families to support student achievement would not be possible without the dedication of Primary Language Instructional Specialists. Specialists are proficient in English, Hmong, or Spanish; the Specialists present family learning curriculum in families’ native languages and in a manner that is culturally relevant and better meets family needs. The Specialists must pass the district Proficiency Language Exam to demonstrate proficiency in their assigned second language. Primary Language Instructional Specialists are also available at school sites to create a welcoming environment for children and parents. Each Specialist is assigned to represent families at the seven comprehensive high schools and surrounding feeder schools.
BUILDING CAPACITY

In addition to year-round family learning opportunities, Parent University empowers families with shared responsibility and continuous family leadership opportunities. Family engagement and school site actions brought about the Family Leadership Academy, Hmong Family Leadership Academy, and Voices Leadership Academy (African American Families). Family leaders participate in cohort workshops focused on issues such as the Local Control and Accountability Plan (LCAP), district curriculum decisions, and School Site Council training. Training includes a tour of Fresno City departments to better connect families with housing resources. Family leaders also can attend a two-day leadership camp two times per school year to focus on school site action plans that address school needs. Also, family leaders learn helpful skills such as team building, communication, leadership skills, problem solving, and mutual support activities.

The continuous growth of Parent University sparked a need for increasing professional learning for the district’s school site liaison staff. To increase staff capacity and shared responsibility, Parent University opened the district Family Resource Center. The facility provides year-round professional learning to liaisons and family leaders districtwide. The resource center is equipped with a training center, full-service call center, resource room, community meeting space, family media center, and a child enrichment center for childcare development needs.

OUTREACH

Engaging families in districtwide programs takes significant recruitment. The call center is led by family leaders alongside the Primary Language Instructional Specialist staff who initiate personalized phone calls inviting families to learning opportunities at their school site. All phone calls are made in English, Spanish, and Hmong to ensure families feel welcome before they arrive to the school site. Additional outreach includes flyers and connecting with community and education stakeholders for broader connections.

Connecting families to districtwide resources is a key component of the Family Resource Center and critical to the mission. In addition to housing Parent University, the center hosts the districtwide volunteer fingerprinting. The partnership between district departments allows families to engage in their child’s learning and volunteer in the classroom and activities on and off campus.

Parent University seeks input from families and responds with new learning opportunities, which continue to evolve based on the needs of our families. These efforts to strengthen relationships between families and school communities play a vital role in preparing career-ready graduates.

LCAP

Ongoing educational partner engagement is an integral part of the LCAP planning process. All LCAP engagement experiences are organized around three important elements:
1) An update on current LCAP initiatives/investments
2) Information on improvement outcomes demonstrated with data visualizations
3) Opportunity to provide feedback.

The LCAP is a narrative that operationalizes the district’s strategic plan. The work of overhauling the strategic plan began early in 2020 and included student focus groups, family town halls in-person, virtual townhalls specific to language needs (English, Hmong, and Spanish) and input from all site principals and departments. The output of this work created new vision, mission, values, and goals for the district. Fresno Unified creates multiple ways for the community to provide both input in the front end of the LCAP and Budget Development process and feedback as the plan is developed. In addition, staff regularly engages with the district’s District Advisory Committee (DAC), District English
Language Advisory Committee (DELAC), Community Advisory Committee (CAC) and Student Advisory Board (SAB) to discuss student outcomes, district investments and evolving student needs. Each fall, staff develop an LCAP survey that remains open through February. Invitation to participate in the survey is sent to every parent of a student attending a district school, through phone messages to families, targeted invitations to all staff members, radio and television public service announcements and social media inviting the public to take the survey. Feedback from the townhalls and surveys is presented to staff leaders and the Board of Education during the beginning of the Budget Development process.

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

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Project ACCESS is a specialized program within the Department of Prevention and Intervention, focusing on social emotional supports, academic interventions, and assisting with transportation barriers to students identified as homeless from preschool through 12th grade. In addition, the program promotes school connectedness and a sense of belonging on campus by providing financial support to students to participate in arts, activities, and athletics. The mission of Project ACCESS is to empower and inspire students who are foster and homeless, to be college and career ready through a holistic and student-centered approach with effective community partnerships. Project ACCESS serves over 500 homeless students annually within the district. Project ACCESS staff’s 12 Clinical School Social Workers (CSSW) and 2 Academic Counselors and 1 Child Welfare Attendance Specialist (CWAS). CSSW’s provide supportive counseling, individual and group mental health counseling, intensive case management and crisis intervention to homeless students in grades 5-12. Project ACCESS Academic Counselors provide targeted academic interventions to students identified as homeless grades 8-12, to ensure they are academically on track and to increase high school graduation rates. In addition, assistance is provided to senior students with completing their Free Application for Federal Student Aid (FAFSA) and transitioning to higher education. Project ACCESS CWAS helps support and address chronic absenteeism for students that have been identified as homeless in an effort to eliminate any barriers that are hindering the student from coming to school and to improve their attendance. Furthermore, Project ACCESS partners with Live Again Fresno, a community-based organization that provides case management services to students and families identified as homeless and chronically absent. The objective of this partnership is to build a stronger relationship with students and families facing homelessness in addressing attendance barriers, linking families to resources, and providing additional tutorial support.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All school sites participate in a Schoolwide Program. Support is provided to the schools through collaborative efforts with representatives from various departments. The support includes planning sessions and online tools to assist school level needs assessment and data review. Here schools review past performance and develop actions aimed at improving the academic program. This review includes student group performance to ensure schools are addressing specific student needs. The School Program for Student Achievement (SPSA) is developed and monitored through an online portal where improvement targets are set, including student group targets, in alignment with the district goals. The plan is developed and approved by the School Site Council composed of staff, parents/community and students, as prescribed in the regulations. The web-based planning template ensures that all required elements are included detailing how the school will improve the academic program.

**PROJECT ACCESS**

Project ACCESS (Achievement in Core Curriculum for Equity and Student Success) provides services to foster, homeless and group home students. Once students are identified and are in grades 5th-12th, they are assigned to a Clinical School Social Worker (CSSW). Social Workers provide an array of services such as individual/group counseling, case management services, school supplies and vouchers to support participation in extracurricular activities and trips. Academic Counselors provide support to students in grades 8th-12th and review 11th and 12th grade transcripts to ensure students are on track for college and assist with FASFA completion and college/vocational applications. A designated CSSW serves as the liaison with Fresno County Juvenile Justice Center and Project Hope on a weekly basis during the academic school year to identify students that are incarcerated or being released. The CSSW meets with the student and parent/care provider prior to release to develop a transitional plan back into an educational school setting and coordinates student reentry with school site administration. Support strategies with school staff include transitional meetings based on the students’ needs upon enrolling. Regional based Clinical School Social Workers collaborate with staff to assist with social/emotional strategies that can promote student engagement and provide training to school staff on trauma-informed practices and effective ways to engage at-risk students.

**CLIMATE AND CULTURE**

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

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

Men’s and Women’s Alliance was developed by a work group of staff members that studied similar school districts and intervention programs: Long Beach Male Academy, Brotherhood of Kenwood Academy, Chicago Illinois, Hartford Public Schools Young Men’s Leadership Academy Model, and Urban Prep Academy, Chicago Illinois. The common themes of all these models were single gender groups focused on college and career readiness, helping students manage behaviors, and involved mentoring and empowering students. Fresno Unified used best practices from these programs to develop the Men’s and Women’s Alliance Programs.

The Men’s and Women’s Alliance Program is an elective leadership class integrated into high school and middle school instructional day and taught by a certified teacher utilizing social emotional learning and leadership-based curriculum. It is offered at all comprehensive middle and high schools as well as Cambridge, Duncan and Fulton. Students in the program develop personal responsibility, self-management, social skills with a focus on academic organizational skills. Over 1,000 students participate in the Alliance annually.

MENTORING
The Rise Up Peer Mentoring Program connects African American Advanced Placements (AP) students. In this program 11th and 12th grades students’ mentor 9th grade students a weekly basis. The Peer Mentoring program collaborates and provides support to Edison high school’s Rise Up Program. The intended outcome of the program is to provide academic and social emotional support to students. The Mentor Office, in collaboration with Rise Up will use internal measures to track the student’s attendance, academic and behavior progress. The district anticipates continued success with this action as demonstrated by ongoing positive attendance, academic and behavior outcomes for low-income students.

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

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

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

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

TRANSITIONS FROM ELEMENTARY TO MIDDLE SCHOOL
Middle school counselors coordinate classroom visits at each of their regional elementary schools
to inform students about course options. 6th grade students and parents receive a welcome letter
from their middle school, informing them of their courses for the coming year, and providing the
parent with information on how to contact their middle school counselor. Incoming 7th grade
students and their parents are invited to attend informational sessions on the middle school
campus to learn about what to expect during the transition. Students are invited to the middle
school for fun campus culture activities led by their older peers and are given information about
programs, activities, athletics and clubs on campus. Targeted students are invited to attend
summer school programs located on their middle school campus.

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

HIGH SCHOOL TO POST SECONDARY EDUCATION
Each high school has a team of school counselors that support students in the Academic, Career
and Personal/Social domains. Each school provides field trip opportunities for students to learn
about and visit college campuses. Local college fair opportunities are promoted, and transportation
is provided. Counselors hold workshops to assist and support students in applying to college.
Counselors assist students and their parents in creating a Federal Student Aid ID (FSA ID) and
completing the Free Application for Federal Student Aid (FAFSA)/Dream Act in order to qualify for
aid to help pay for college. Counselors work to ensure that all Cal-Grant eligible students submit
their applications, resolve submission errors before the deadline and provide ongoing support to all
students to ensure maximum completion before they graduate. Following admission to college,
students submit their Student Intent to Register (SIR) and complete additional matriculation steps
prior to attendance. The district has developed strong partnerships with local community colleges,
CSU and UC. The partnerships have resulted in data sharing agreements that allow us to track
students, develop multiple measures for English and Math placement, develop summer support
programs, increase a-g completion rates, connect students to special programs on the college
campuses, and plan for better matriculation of students into college. The district works with local
colleges to align CTE pathways to increase enrollment and persistence of students matriculating.
Dual enrollment opportunities are offered in academic content areas and as part of CTE pathways
allowing students to complete prerequisites while in high school.
Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

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

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Each year, Fresno Unified offers families the opportunity to learn about various district specialty programs through a School Choice Fair. The event is offered in the fall, prior to required application deadlines.

Targeted outreach to families of second language learners and other underrepresented groups will include translated communication and follow up communication as needed to build awareness of accelerated programs available. Support is provided in parent outreach to increase the number of eligible students enrolled in designated GATE classrooms at Manchester GATE and Yokomi Elementary. Increase the number of families attending informational nights as captured in parent sign in sheets. Increase the number of parent communications via phone calls captured in phone logs. The increase in awareness of accelerated programs to eligible students allows more informed decision making regarding accepting placement in GATE designated classes and successfully decreases the disproportionality of targeted groups, including English learners, students living in poverty, and African American students.

Young Scholars' Summer School is a program that onramps and exposes students of underrepresented groups to accelerated instruction using STEM curriculum and critical thinking strategies prior to the upcoming academic school year. This summer program has targeted outreach for families of qualified students providing Young Scholars' Summer School to existing first grade students. Programs support on ramping students to accelerated learning and exposing and engaging them in accelerated instruction prior to second grade regardless of participation in a GATE program. Additionally, an increased number of eligible students from disadvantaged circumstances or underrepresented groups are participating from every high school region as measured by enrollment data. With the increase in opportunities for students of disadvantaged circumstances to participate in an accelerated program, disproportionality will decrease regardless of enrollment in formal GATE programs during the school year.

The research and evidence-based design of FUSD’s GATE Certification Cohort Program focuses on professional learning that builds capacity in K-8 grade teachers to best meet the need of all students. The program embeds instructional strategies designed to meet the needs specific to students of color and other underrepresented groups in need of acceleration. FUSD’s GATE Certification Cohort Program certifies K-8 classroom teachers in the area of gifted education and acceleration with an embedded focus to the needs of low income, English learners, and other underrepresented groups. An increased participation of 7-8 grade teachers in GATE Certification Cohort 2020-2021 reported only 8%. This was increased in the 2021-2022 school year to 50%, thus, providing an equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications. GATE Certification teachers attended the California Association for the Gifted Summer Institute for teachers of gifted students spring 2021 as measured by registration forms, and current cohort will attend in spring of 2022. Increased numbers of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE
program participation allows students to receive appropriate instructional services outside of a formal GATE program.

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

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

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

**TITLE I, PART D**

**Description of Program**

ESSA SECTION 1423(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
Comparable Education Program
ESSA SECTION 1423(3)
As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Not applicable

Successful Transitions
ESSA SECTION 1423(4)
Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Not applicable

Educational Needs
ESSA SECTION 1423(5)
Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Not applicable

Social, Health, and Other Services
ESSA SECTION 1423(6)
As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)
As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Parent and Family Involvement
ESSA SECTION 1423(8)
As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Program Coordination
ESSA SECTION 1423(9–10)
Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
Probation Officer Coordination
ESSA SECTION 1423(11)
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness
ESSA SECTION 1423(12)
Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements
ESSA SECTIONS 1423(13)
As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A
Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:
The district’s professional growth pipeline is an umbrella of programs and professional learning opportunities for teachers, principals, and other school leaders. Four overarching goals include:

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

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

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

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

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

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

**Teacher Residency Program** - an intensive teacher preparation program for aspiring teachers with a focus on Science, Technology, Engineering and Math

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

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

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

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

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

**Instructional Coaches/Teachers on Special Assignment** - teacher leaders on-site and with a full release to support the implementation of curriculum, instruction, and assessment
**Mentor/Master Teachers** - teacher leaders on site that build capacity in aspiring teachers to become teachers

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

**Lead Teachers** - exist on all campuses to support Professional Learning Communities, sessions provide a venue to ensure a common learning experience for all lead teachers and administrators

**Professional Learning Column** - professional learning coursework for those teachers at the top of the pay scale, completion of coursework includes 45 hours of learning in each course and 3 courses to earn 3% additional pay raise for 3 years.

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

**Leadership Academy** - is a one-year program for those who hold a preliminary credential but have not yet moved into a formal leadership role. It provides networking, shadowing, administrative substituting, and targeted skill development opportunities.

**Leadership Cohort** - is the Preliminary Administrative Services Credential (PASC) program that is a district sponsored partnership with Madera County Superintendent of Schools for those aspiring to move into administration

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

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

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

**Administrative Coaches** - successful leaders who have been selected to mentor and coach new administrators through the induction process

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

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

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

**Skillful Leader Training** - is a series of professional learning sessions focusing on developing the capacity of individuals and teams through skillful supervision and evaluation practices and provide job embedded professional learning
Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
Foster youth, English learners, low income students, and all student groups are identified through disaggregated data and supported through all Equity and Access goals (Transparency, Data and Assessment Literacy, and Support for Student Needs). There is clear need shown in the California Dashboard and related data to address academic achievement levels for foster youth, English learners, and low-income students. Foster youth, English learners, and low-income students are identified student groups for state-identified school differentiated assistance, CSI and ATSI school designations. Furthermore, this need highlights the increased need of data fluency throughout the system in order to better understand the needs of students within these and all other student groups.

Data retrieved from the four priority areas of focus are disaggregated in the same fashion, provided disproportionality calculations, and are focused on students identified as focus and priority. Equity and Access facilitated Pivot teams’ partner with all departments and the County Office of Education towards differentiated support for all identified groups. These goals not only support the disaggregated data needs necessary for all departments and district goals in order to best understand the gaps present with some student groups and schools, but also to build muscle to reduce disproportionality and see improvement through data. The Aligned Assessment System feeds data into Equity and Access databases toward collaboratively designed and created visualizations to use with seeking out support for differentiated needs, while the Diversity, Equity, and Inclusion (DEI) framework ensures that there is learning and understanding of ways the district can decrease said needs from an asset-based, inside out approach.

Pivot Teams collect and analyze data on students disproportionately impacted by disadvantaged circumstances through a variety of avenues that meet one or more of the three primary Equity and Access Goals: Transparency, Data and Assessment Literacy, and Support for Student Needs. Differentiated Assistance and State Identified Support including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) identified by state factors, differentiated assistance and state identified support for target student groups, schools, and a combination of student groups at specific schools for focused attention and support. Through cycles of improvement and identified processes, Equity and Access department and Pivot teams organize processes for increasing leading indicators towards student, student group, and school successes as identified by cycles of identification at the state level (next cycle anticipated for January 2022). Equity and Access’s model of Pivot teams using improvement science has allowed for tracking of student groups identified toward greater support. County Office of Education has modeled their support of smaller, area districts off of the model and design of Fresno Unified School District’s CSI support where an improvement cycle is taught, modeled, collaborated with, and operationalized while tracking results and modifying toward greater successes.

Outcomes of these services from Equity and Access include previously identified student groups identified by the state for differentiated assistance as well as previously identified CSI schools being re-identified into less severe classifications of support, increased use of the Pivot team model throughout the district in various forms of multi-departmental structures (NIC, for instance), increased availability of student level data, increased access to actions and opportunities for personalized
instruction and support, and more clearly defined organizational culture embedded in the newly established district strategic plan (mission, vision, values, and goals). During COVID building closures, for example, i-Ready allowed for the school district to virtually screen all students for reading and mathematics status and growth, provide virtual personalized instruction, and pivot to an online assessment in lieu of the state assessment. The newly adopted strategic plan (Board adopted in 2020) embedded foundational work of the DEI advisory team and Cultural Proficiency training by stating that the mission of Fresno Unified School District is that, “We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.”

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Equity and Access supports the alignment and utilization of multiple equity-driven data resources to monitor the district’s performance on key measures, particularly measures addressing disparities that contribute to achievement gaps and social inequality. Concurrently, the district will implement structures to apply a human-centered, systems-minded approach that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact.

Professional growth and improvement systems are structured by a well-specified common aim based upon the overarching measures of the Local Control Accountability Planning and the California School Dashboard. Internally, the district examines a range of independent variables and the association with academic outcomes through student, school, and district level datasets. Student progress on key indicators is monitored and disaggregated to identify students and student groups who require additional, targeted equity-orientated strategies. This internal dataset provides granular data necessary to identify, target, and monitor the high-leverage primary and secondary drivers that account for the outcomes of desired improvement. This allows the district to pinpoint areas of need and utilize data to drive professional learning practices based on common needs, equity, and student performance.

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

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

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

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

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

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

Instructional superintendents also have site leaders work within a Principal accountability Teams (PAC) that team together 3-4 site principals that work towards solving similar problems of practice identified through their CCI cycles. Instructional Superintendents provide more intense differentiated one on one site coaching based on the specific needs of the site if specific leaders have shown long term needs. New site leaders receive both support from their Instructional Superintendent through the modes detailed here along with new leader training from Leadership Development. These supports provide mentoring from veteran leaders, and emerging leader sessions. Leaders define site needs through reviewing leadership standard ratings, frequent student achievement data based on their quarterly/semester goal achievement cycles, and social-emotional indicators. Regional training is provided to leaders to support common needs and provide alignment. External consultants are contracted to meet alongside site leads and their instructional superintendents. During the consultations, the utilization of data defines the specific areas of growth for each site to determine topics for professional learning.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner (EL) and Reclassified English Proficient (RFEP) students constitute approximately 40% of the district’s 74,000 enrollment. State English language and content assessment data indicate that while RFEP students outperform all other student groups in meeting or exceeding grade-
level standards in English language arts and in mathematics, 40% of EL students are categorized as Long-Term English Learners and the proficiency rate for the EL student group ranks in the lowest of the student groups. Local assessment data also indicate a need for EL students to have access to highly effective instruction that meets their linguistic, as well as their academic needs.

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

In partnership with staff from WestEd, professional learning addresses the following four areas:

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

These identified areas in the CA ELA/ELD Framework as high-need, priority strategies to address the instructional needs of EL students.

The district’s adopted curriculum ELA and mathematics materials are utilized in all professional learning, ensuring teachers are being prepared to utilize the same materials for all students but employ different methodologies required to address the instructional needs of students.

The district provides focused, sustained, professional learning for district leaders, site administrators, instructional coaches, other support personnel and for teachers as described in the Master Plan for English Learner Success. The 5-year action plan ensures comprehensive professional learning sequenced to continually increase depth and knowledge of effective EL instructional practices. Each school has an English Learner Representative who receives support to be able to provide the training to their teachers at each site. Professional learning is ongoing, and includes face-to-face or virtual sessions, on-line resources, and coaching.

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

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

Resources are dedicated to improving instruction for EL students through the provision of professional learning for teachers and school administrators. Funding is used to provide seven TSAs, developing or purchasing materials for professional learning, supplemental contracts to attend professional learning outside of workday and for securing substitutes to enable classroom teachers to attend professional learning sessions.
The District’s Instructional Division’s Theory of Action, which includes the Instructional Practice Guide is our guiding document that ensures professional learning is aligned and coherent. Each year and based on student achievement data, the district’s leadership team identifies areas of focus, which then drive the professional learning provided by all departments. The English Learner Department staff collaborates closely with departments such as Curriculum and Instruction, Early Learning and Teacher Development to ensure all professional learning is aligned and coherent.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

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

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

Title III Programs and Activities
ESSA SECTION 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Programs and activities in support of the academic achievement of English Learner (EL) students are described in detail in the Master Plan for English Learner Success, last revised in April 2016. The revision of the plan was guided by the English Learner Services Department Instructional Superintendent with support from WestEd English Learner experts. The committee included community members and parents, teachers and site administrators, district leaders and non-profit organization leaders.

The plan identifies a comprehensive vision that embodies the aspirations of parents, students, educators, and community members and it articulates evidence-based principles of effective English learner instruction, English language development approach, and enhanced instructional models available.

Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content-area classes create multiple, well-scaffolded opportunities for students to simultaneously develop conceptual understandings of core concepts, engage in key
analytical practices, and develop the language needed for these practices. The District Language Development Approach includes:
1) Integrated and Designated English Language Development instruction
2) Dual Language Immersion
4) A commitment to developing the competency skills of educators to meet the educational needs of EL students.

The 5-year Action Plan describes a multi-year design with yearly benchmarks to develop and implement support for teachers, including balanced assessments aligned with the Language Development Approach, and content and language standards. To develop the support teachers need to accomplish high academic learning, the district has created a centralized system for teachers to access interim and summative assessment evidence for EL students and has developed common periodic assessments for use in schools serving students. Professional learning includes the use of formative assessment practices, use of adopted instructional materials, deepening knowledge of subject matter content in classrooms with students. This plan is also utilized to prioritize actions, to measure and report outcomes of activities, and to develop the budget.

The effectiveness of the activities described in the plan are measured by State and local language and content assessments, reclassification rates, and graduation. Achievement data for EL students is shared with the Board of Education throughout each year in quarterly communications. A minimum of one time per year a presentation is provided to the Board and Committee members describing the impact of the activities on student learning.

This information is also shared with the District English Learners Advisory Committee (DELAC) and site leaders, and in turn, representatives share the information with parents at each school. To advance quality teaching for EL students and ensure that instruction develops disciplinary conceptual understandings, analytical practices, and the language and literacy needed to engage in both, we focus on developing capacity to observe classroom practices and use observation results to improve professional learning. An additional action supports the transformation of teaching and learning for EL students by developing teachers’ capacity to observe problems of practice in classrooms and to collaboratively develop goals and propose actions to improve instruction for students.

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

All tools and protocols for classroom observation developed from the Vision for EL students and the CA ELA/ELD Framework align with the Instructional Practice Guide. As all educators develop knowledge about effective instruction for EL students, we engage groups of teachers in classrooms by using the tools in their professional learning.
English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Since the establishment of the Smarter Balanced Assessment Consortium (SBAC) in 2014, the district’s EL students have experienced academic progress in English Language Arts and Mathematics in the following three student groups: current EL students, Reclassified Fluent English Proficient (RFEP), and “Ever EL” students. However, there remains concern for the very incremental gains in reducing the number of Long-Term English Learner (LTEL) students. In 2010, 50% of the district’s EL students were classified as LTEL, in 2018, 30% of current EL students are considered LTEL. This is a 20% reduction from 9 years back. Although this is movement in the right direction, there is a need to continue searching for strategies that will better serve this group of students.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district transfers Title IV funds to Title II, as allowed, to support professional learning opportunities. Required Title IV provisions are addressed through the following actions and activities:

Well-rounded educational opportunities and supports are provided to students. A multitude of courses, pathways, and activities are offered. Examples of programs currently in place are an elementary STEM experience called Kids Invent, Career and Technical education courses, Linked Learning Pathways, work-based learning, dual enrollment, an expansion of music instruction, Gate and International Baccalaureate programs, advanced placement opportunities, and elective courses outside of the required curriculum at the secondary level.

The Department of Prevention and Intervention (DPI) provides programs to support safe and healthy students. DPI promotes Student Peer Mentoring to support GPA, attendance, and school engagement. Intervention supports are provided through counseling and specialized positions. Professional learning and coaching initiatives are in place to create an aligned focus on school climate and culture. Districtwide restorative practices and relationship centered school initiatives are currently in place to decrease bullying, dropout rates, suspension, and other punitive consequences. Mental health support has increased with additional school psychologists and training for school social workers. Additionally, social emotional learning, bullying prevention and suicide prevention awareness lessons are provided to sites with student social emotional development and well-being.

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

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