



Fresno Unified
School District



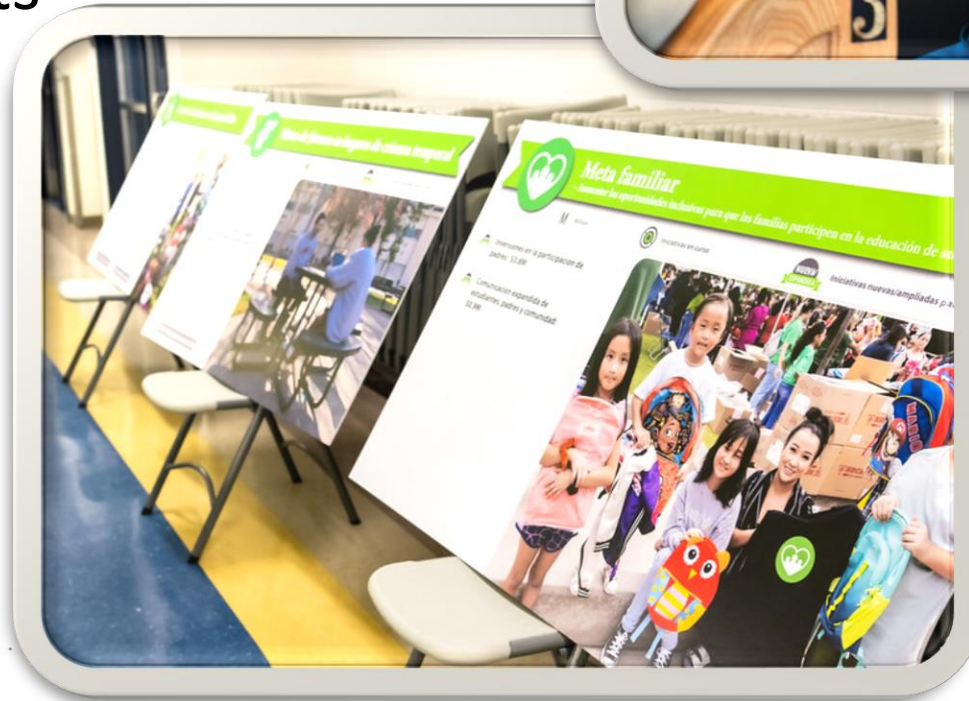
Local Control and Accountability Plan Educational Partners Update

Parent Advisory Committee (PAC)

January 26, 2023

WHAT WE WILL COVER

- LCAP Timeline
- Purpose of Engagement
- Engagement Opportunities
- ThoughtExchange Results
- LCAP Documents and Resources
- Questions



2022/23 PLANNING AND ENGAGEMENT TIMELINE

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 drafts

AUGUST



SEPTEMBER – DECEMBER



JANUARY



FEBRUARY – APRIL



MAY – JUNE



- Plan for Engagement

- LCAP Input Presented to the Board of Education

- LCAP Public Hearing
- Feedback from PAC & DELAC
- Board of Education approves LCAP & budget

PURPOSE OF EDUCATIONAL PARTNERS INPUT

- District's desire to collect input from a diverse group of school and community representatives, to help refine district plans to improve student outcomes
- EC 52060 (g) The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan



OPPORTUNITIES FOR ENGAGEMENT

ThoughtExchange **VIRTUAL ENGAGEMENT** (7,675 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

41 LCAP
Personal
Engagement
Opportunities




What do we know about our ThoughtExchange Participation?

Participation languages

	Answer
■	English
■	Spanish
■	Hmong
■	Afrikaans
■	Arabic
■	Corsican
■	Igbo
■	Javanese
■	Malay

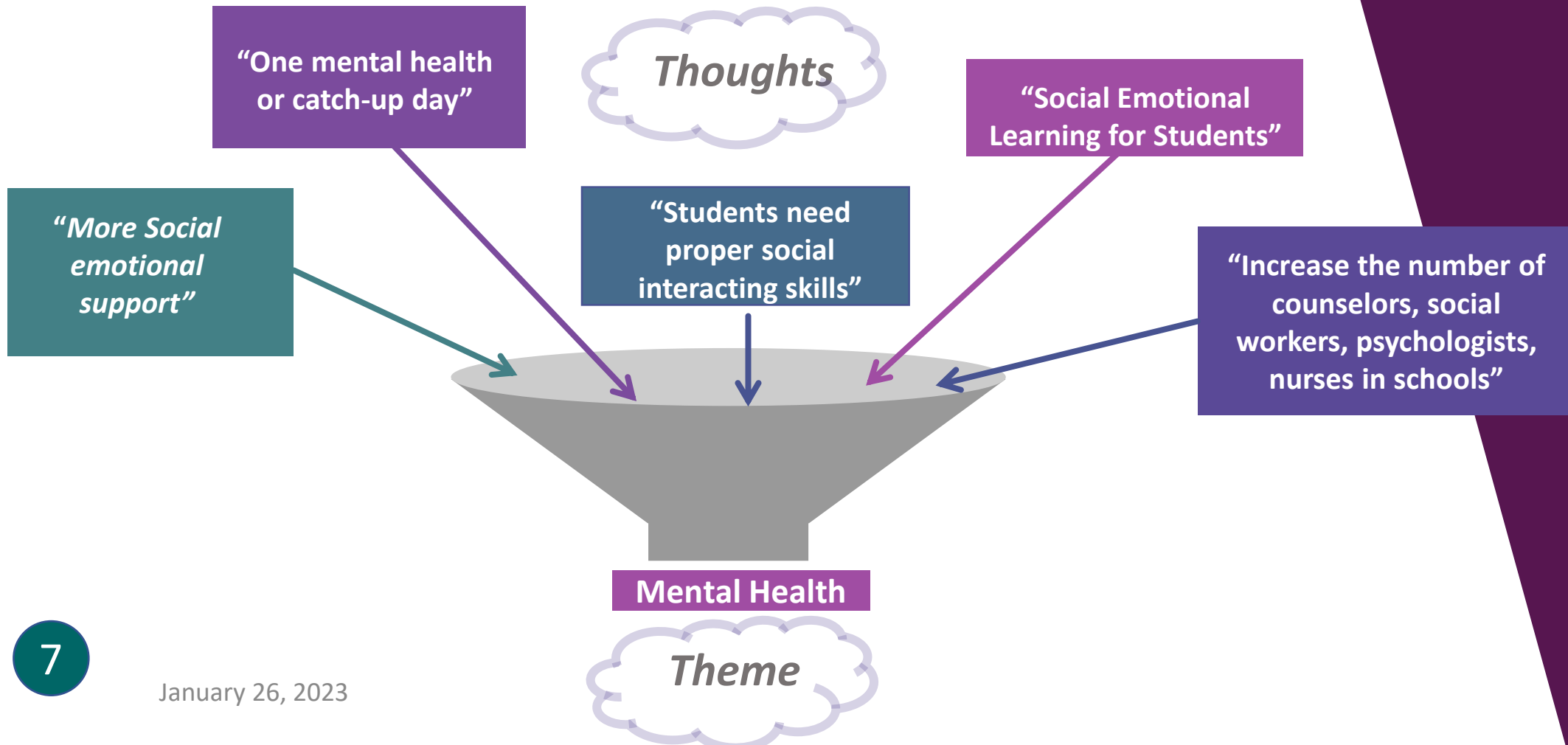
What is your race/ethnicity?

%	Answer (Multi-select)
2%	American Indian or Alaskan Native
11%	Asian or Pacific Islander
8%	Black or African American
52%	Hispanic or Latino
16%	White or Caucasian
8%	Two or more races
8%	Prefer not to answer
12%	Other

	7,675 Participants
	7,495 Thoughts
	185,476 Ratings

What is the difference between a “Thought” and a “Theme” in ThoughtExchange?

Example:





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

323 Administrators



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”

HOW IS THIS INFORMATION DISSEMINATED TO THE ORGANIZATION?

- December 9th – Included in the Instructional Leadership Team workshop
- December 13th – Presented to Executive Cabinet
- December week 2 – Provided via email to district leaders
- December weeks 3 and 4 – Individual school input provided to principals via individual emails
- January 11th – Provided to the Board of Education



LCAP DOCUMENTS AND RESOURCES

Want additional detail?

*To view all thoughts and ideas in detail
please visit:*

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





QUESTIONS?

