Family Discussion:
Local Control and Accountability Plan (LCAP)

November 29, 2022
ICE BREAKER

CONSIDER FOR A MOMENT:
WHAT IS YOUR BIGGEST WISH FOR YOUR CHILDREN?
WHAT WE WILL COVER

• Purpose
• Partners Serving Students
• The Local Control and Accountability Plan
• What is the Executive Summary
• What is the Local Control Funding Formula
• What does FUSD do with your input?
• Listening to Educational Partners
• How can you participate in the process?
• What’s new this year?
• ThoughtExchange
• Questions
WE NEED INPUT FROM YOU!
OUR EDUCATIONAL PARTNERS

Objective:
Collect input from a diverse group of school and community representatives, to help refine district plans to improve student outcomes

Education Code: 52060
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.
PARTNER: EASTERSEALS CENTRAL CALIFORNIA

Who is Served:
• Children and adults living with disabilities

Programs/Services Provided:
• Early Intervention services includes crucial early diagnosis and intervention for children ages 0-3 and special training for parents and caregivers.
• Autism Behavior Intervention Services is in-home and center-based therapy to children 3-12 years old with autism and other ASD-related disorders.
• Education Services and Respite Care provides critical 1:1 classroom aides, behavioral staff and home assistance.
• Camp Harmon is a fully accessible summer camp experience for individuals with disabilities, ages 16-65.

Key for Families to know: Easterseals Central California has been providing services for clients living with disabilities, their families and their caregivers in the Central Valley and Central Coast since 1948.
PARTNER: Deaf and Hard of Hearing Service Center (DHHSC)

Who is Served:
Deaf, Hard of Hearing, DeafBlind, and Late Deafened individuals of all ages and their families.

Programs/Services Provided:

Key for Families to know:
We partner with you to ensure that your Deaf/Hard of Hearing child can succeed and thrive with your support and IFSP/IEP advocacy, especially with visual access to language.
**PARTNER: VALLEY CENTER FOR THE BLIND**

**Who is Served:** Children and Adults who are Blind and Low Vision

**Programs/Services Provided:**
- Assistive Technology: Using the most up-to-date technologies to be able to access information, communicate digitally, and complete critical personal, school, and work tasks.
- Independent Living Skills: Home and self-care, financial management, independent travel, civic responsibilities and much more.
- Education/Work Readiness: Professional communication, conflict resolution, self-advocacy and talking about your disability
- Adaptive Recreation: Camping, paddle boarding, rock climbing, skiing, and other fantastic adaptive activities to encourage self-awareness and empowerment

**Key for families to know:**
Most VCB services begin around age 16. Families with younger students should get engaged with VCB earlier on to have a solid support plan for their education and participate in special programs to bring together our younger clients.

Contact us today at 559-222-4447 and check us out online at myVCB.org.
**PARTNER:** EPU

**Who is Served:**
We support parents or caregivers of children with disabilities or challenges, and help them access services and resources.

**Programs/Services Provided:**
- Free online and in-person workshops
- Workshops for youth (14-26 years old)
- One-to-one parent support
- Resources and links to community resources
- Support with team collaboration
- Early Start Support for children 0-3

**Key for Families to know:**
- We serve families with children 0-26.
- We serve families in 12 counties throughout the Valley.
- Parents can self-refer to the Family Resource Center

Connect with us!
4440 North 1st Street Fresno, CA 93726
(559) 229-2000 (844) 445-0305
www.epuchildren.org
info@epuchildren.org
Facebook events page: https://www.facebook.com/ExceptionalParentsUnlimited/events/
Who is Served:
UCPCC provides programs for more than 1,100 children and adults, along with their families, with a broad range of disabilities including cerebral palsy, Down syndrome, autism, traumatic brain injuries and other intellectual and developmental disabilities.

Programs/Services Provided:
- Adult Day Programs
- Children’s Programs

Key for Families to know:
PARTNER: RESOURCES FOR INDEPENDENCE

Who is Served:
People with Disabilities

Programs/Services Provided:
• Information and Referral
• Independent Living Services
• Youth Empowerment Services
• Assistive Technology Training and Services
• Emergency Preparedness

Key for Families to know:
• Providing information to people with disabilities about human rights and identifying discrimination
• Assisting people with disabilities to uphold their rights by speaking with and writing to people and organizations to raise awareness of problems and seek solutions
• Helping people with disabilities learn to advocate within complaint processes or legal action to enforce human rights
• Writing submissions and educating the government to encourage changes that promote and protect the rights of people with disabilities
• Campaigning for social change by speaking to the media to raise awareness and highlighting situations where people with disabilities are treated unfairly.
WHAT IS THE FRESNO UNIFIED LCAP?

Local Control and Accountability Plan (LCAP)

- Three-year plan
- Structure provided by the California Department of Education
- Reflects District’s Values
- Outlines Goals, Actions and Expenditures
- Requires the District work with staff, students, families and the community
- Adopted for the upcoming year by the District’s Board in June

The District’s full LCAP Plan can be found here: https://stafed.fresnounified.org/lcap/
Because of the length and complexity of the District's LCAP, a short summary was created with key information. This document is called the LCAP Executive Summary. Beginning this year, copies of this summary can be found in English, Spanish and Hmong at Fresno Unified school sites.
New District Goals

Students with Disabilities

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

**Metrics:**

**Graduation Rate**
- 2017/18: 62.2%
- 2018/19: 66.7%
- 2019/20: 66.3%
- 2020/21: 64.4%

**Desired Outcome for 2023/24:** 70.4%

**Metrics:**

**College and Career Readiness**
- 2017/18: 8.1%
- 2018/19: 7.3%

**Desired Outcome for 2023/24:** Meet or exceed the state rate

**New Investments:**

- 15 Regional Instructional Managers
- 6 Co-Teachers
- 1 Workability Technician
- Registered Behavioral Technicians
- Wonderworks Goalbook
The Local Control Funding Formula is the formula that the State of California uses to provide funding for school districts. It represents almost 60% of the District’s General Fund.

**Students Living in Disadvantaged Circumstances**

- **88% Concentration Grants**
- **10% Supplemental Grants**

**Student Enrollment**

- English Learner: 17.5%
- Economically Disadvantaged: 85.0%
- Foster Youth: 1.0%

If a student falls in one of these three categories, they are considered a student living in disadvantaged circumstances.

**LCFF Grants**

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

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

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

*These funds must be used to increase or improve services for English learner, foster youth, and low income students.*
WHAT IS THE LOCAL CONTROL FUNDING FORMULA?

**Local Control Funding Formula (LCFF)**

- Federal: $342,818,761
- State: $257,589,458
- Local: $21,913,286
- LCFF: $899,699,347

**Total:** $1,522,020,852

**LCFF Breakdown:**

- Base Grant: $650,253,344
- Supplemental & Concentration Grants: $249,446,003
# NEW INVESTMENTS FOR STUDENTS WITH DISABILITIES

## 2018-19
- **New Investment:** $3.1 Million
- **38 Additional Staff**
  - Special Education Committee
  - 10 Additional Nurses
  - 4.5 Speech Language Pathologists
  - 18.5 Additional Moderate / Severe Adult Transition
  - 5 Additional Psychologists

## 2019-20
- **New Investment:** $11.9 Million
- **106 Additional Staff**
  - 44 Additional Teachers to Reduce Class Size
  - 45 Additional Classroom Paraprofessionals
  - 10 SLP’s, OT’s, Specialized Teachers
  - 4 Instructional Coaches
  - 2 SPED Program Managers
  - 1 SPED School Counselor
  - Additional resources for residential placements, professional learning and portable classrooms

## 2020-21
- **New Investment:** None due to State Budget Cuts

## 2021-22
- **New Investment:** $3.1 Million
- **27 Additional Staff**
  - 6 Additional Teachers to support co-teaching
  - 18.7 Teachers to support reduced class size
  - 1 Workability Technician
  - Additional Supplies, Contract for Registered Behavioral Technicians, Wonderworks Goalbook, and Paraeducator supports
  - 27 additional School Psychologists
  - 15 additional Regional Instructional Managers

## 2022-23
- **New Investment:** $9.8 Million
- **67.7 Additional Staff**
  - 6 Additional Teachers to support co-teaching
  - 18.7 Teachers to support reduced class size
  - 1 Workability Technician
  - Additional Supplies, Contract for Registered Behavioral Technicians, Wonderworks Goalbook, and Paraeducator supports
  - 27 additional School Psychologists
  - 15 additional Regional Instructional Managers

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**Special Education Budget Increase of 42.8% over 5 Years**
Multi-Tiered System of Support

Types of Special Education programs and services within Fresno Unified School District

The role of the Individualized Education Program (IEP) meeting and goal setting

Connecting the Dots between needs and services

Transition Planning across the grades
WHAT DOES FUSD DO WITH YOUR INPUT?

- Influence the Budget Development
- Feedback impacts Program Improvement
- Promotes Transparency and Accountability
How can you participate in the process?

- **October/November**
  - Attend a Regional Townhall
  - Participate in a ThoughtExchange
  - Get involved in your School Site Council

- **January/February**
  - Look for a Board Presentation on Education Partner feedback
  - Consider taking a "deeper dive" on key topics

- **April/May**
  - First draft of the LCAP available online for feedback and comments
  - Meet with District Parent Committees for feedback

- **June**
  - Public Hearing for the LCAP and District Budget
  - LCAP Adoption
  - Executive Summary Available

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"By presenting your input in a way that harmonizes with the structure of the LCAP, you make it easier for the school district to turn your priorities into plans and actions”

- California State PTA
INTERESTED IN WORKING FOR FUSD?

• Consider becoming a Special Education Para Educator of a Special Education Teacher

• https://hr.fresnounified.org/jobs/

Aspiring Teacher Expo 2022

Date: Tuesday, Dec. 6, 2022
Time: 4:00 PM - 6:30 PM
Location: McLane High School Cafeteria

Help our students achieve their greatest potential!
TRY THOUGHTEXCHANGE!

It’s Easy!
It’s Fun!
It’s Confidential!

Fresno Unified Wants to know: As we plan for the next school year, what are the most important things our district needs to think about in order to support all students?

Participants share answers to open-ended questions
Participants consider ideas from others and add stars to the ones they like best
Everyone discovers what is important to the group
TRY THOUGHTEXCHANGE!

Two ways to participate on your phone:

• Use your camera to scan the QR Code

• Log into tejoin.com and type in the following number:
  
  601-064-789
QUESTIONS

Email:
Tammy.Townsend@FresnoUnified.org
(559) 457-3676
Tangee.Pinheiro@FresnoUnified.org
(559) 457-3220