

2025 Update

Strategic Plan

2023-2026



ALVINA ELEMENTARY
BIG CREEK ELEMENTARY
BURREL UNION ELEMENTARY
CARUTHERS UNIFIED
CENTRAL UNIFIED
CHARTER SCHOOLS
CLAY JOINT ELEMENTARY
CLOVIS UNIFIED
COALINGA-HURON UNIFIED
FIREBAUGH-LAS DELTAS UNIFIED
FOWLER UNIFIED
FRESNO UNIFIED
GOLDEN PLAINS UNIFIED
KERMAN UNIFIED
KINGS CANYON UNIFIED
KINGSBURG ELEMENTARY
KINGSBURG JOINT UNION HIGH
LATON UNIFIED
MENDOTA UNIFIED
ORANGE CENTER ELEMENTARY
PACIFIC UNION ELEMENTARY
PARLIER UNIFIED
PINE RIDGE ELEMENTARY
RAISIN CITY ELEMENTARY
RIVERDALE UNIFIED
SANGER UNIFIED
SELMA UNIFIED
SIERRA UNIFIED
WASHINGTON COLONY ELEMENTARY
WASHINGTON UNIFIED
WEST PARK ELEMENTARY
WESTSIDE ELEMENTARY



Here in Fresno County, we remain steadfast in our commitment to shaping a future filled with opportunity and success for all students. Education is at the heart of every family's hopes and dreams, and the Office of the Fresno County Superintendent of Schools (FCSS) is proud to help turn those aspirations into reality. Through a collaborative and intentional strategic planning process, we have taken meaningful steps to align our work with the needs of our students, educators, and communities.

This update builds upon the original strategic plan completed in 2023, reflecting the progress we have made and the insights we have gained along the way. Much like a flight plan that guides a pilot to their destination, our strategic plan has served as a framework to inform decisions, strengthen partnerships, and direct actions that support student achievement. Over the past year, we have made significant strides, fostering alignment across departments, expanding support to districts, and enhancing programs that make a measurable difference in student learning and well-being.

Fresno County is a vibrant, resilient community built on hard work, perseverance, and deep-rooted family values. Our schools and districts continue to show unwavering dedication to their students, and FCSS is honored to support this important work. While we celebrate our progress, we also recognize the challenges ahead. The lingering effects of the pandemic have widened opportunity gaps, and disparities in achievement persist among student groups. Acknowledging these realities only strengthens our commitment to ensuring that every child has access to the resources, instruction, and support they need to succeed.

This strategic plan is a testament to our belief in access and excellence for all students. It reflects our collective efforts to provide high-quality support in curriculum and instruction, finance, early learning, leadership, and community engagement. Our work is guided by the voices of our staff, students, districts, and community partners, ensuring that our priorities remain aligned with what matters most.

We are proud of the progress we've made and energized by the work ahead. As we move forward, we remain committed to evolving, adapting, and refining our approach, always guided by data, collaboration, and the shared goal of student success. The Office of the Fresno County Superintendent of Schools has long been recognized for its outstanding service, and together, we will build upon that legacy to create even greater impact.

We invite you to join us on this journey as we continue working toward a future where every student in Fresno County has the opportunity to learn, grow, and thrive.

Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools

Fresno County Office of Education





Vision

Every student in Fresno County will thrive in a challenging, supportive, and inclusive environment leading to limitless possibilities.

Mission

The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships and coordinates services to districts to ensure equitable opportunities for ALL students.

Priorities

- Student safety, engagement, and social-emotional wellness
- Student achievement
- Youth, family, and community voice
- Responsive community leadership
- Internal support and development

Values

Prioritize the Needs of Students

We create learning environments that cater to students' individual strengths, providing access to quality resources and support, and ensuring their well-being and safety are at the forefront of decision-making processes. We provide data-driven leadership support in order to improve equitable student outcomes.

Equity

We ensure fair and just opportunities for all individuals, regardless of their background or circumstances. This involves actively identifying and addressing disparities and barriers that prevent equal access to resources, opportunities, and outcomes, with the goal of creating a more inclusive and equitable community.

Service to Others

We seek to build relationships with students, parents, districts and the community to better provide exemplary service in the educational space. We work to develop expertise to ensure that service is of the highest quality to enable the greatest impact.

Continuous Improvement

We are dedicated to the ongoing process of seeking out ways to enhance performance, outcomes, and processes. We espouse a mindset of constantly evaluating, learning from feedback and experiences, and implementing changes and innovations to drive progress and achieve higher levels of effectiveness and efficiency.



Fresno County at a Glance

Fresno County, located in the heart of California's Central Valley, is a vibrant and diverse region known for its agricultural richness, natural beauty and cultural heritage. With a population of over one million people, Fresno County is the fifth-largest county in California and offers a mix of urban and rural communities. The county is home to the city of Fresno, which serves as the economic, educational and cultural hub of the region. Fresno County boasts a diverse economy, with agriculture, healthcare, education, and manufacturing being major sectors. The county also offers a variety of recreational opportunities, including national parks, hiking trails and cultural events, making it an attractive destination for residents and visitors alike.

Education in Fresno County is a dynamic and comprehensive system that strives to provide quality learning opportunities for students across the region. Fresno County is home to a diverse range of public, private and charter schools that cater to the educational needs of students from pre-kindergarten through high school. The county is also home to several institutions of higher education, including Fresno State, Fresno Pacific University, and community colleges of the State Center Community College District, offering a variety of academic and vocational programs. With a focus on innovation, equity and student success, Fresno County's education system endeavors to prepare students for a successful future and contribute to the growth and development of the community.

Academic achievement in Fresno County is a priority for educators and other educational partners in the region. While there are pockets of excellence, the county faces challenges in achieving consistent academic performance across all schools. Student achievement is measured through various metrics, including standardized test scores, graduation rates and college readiness indicators. Efforts are being made to address achievement gaps and improve educational outcomes for all students, particularly those from disadvantaged backgrounds. Collaborative initiatives, such as targeted interventions, professional development for educators and community partnerships, are being implemented to support student success. Despite the existing challenges, FCSS remains committed to enhancing academic achievement and preparing students for post-secondary education and future career opportunities.

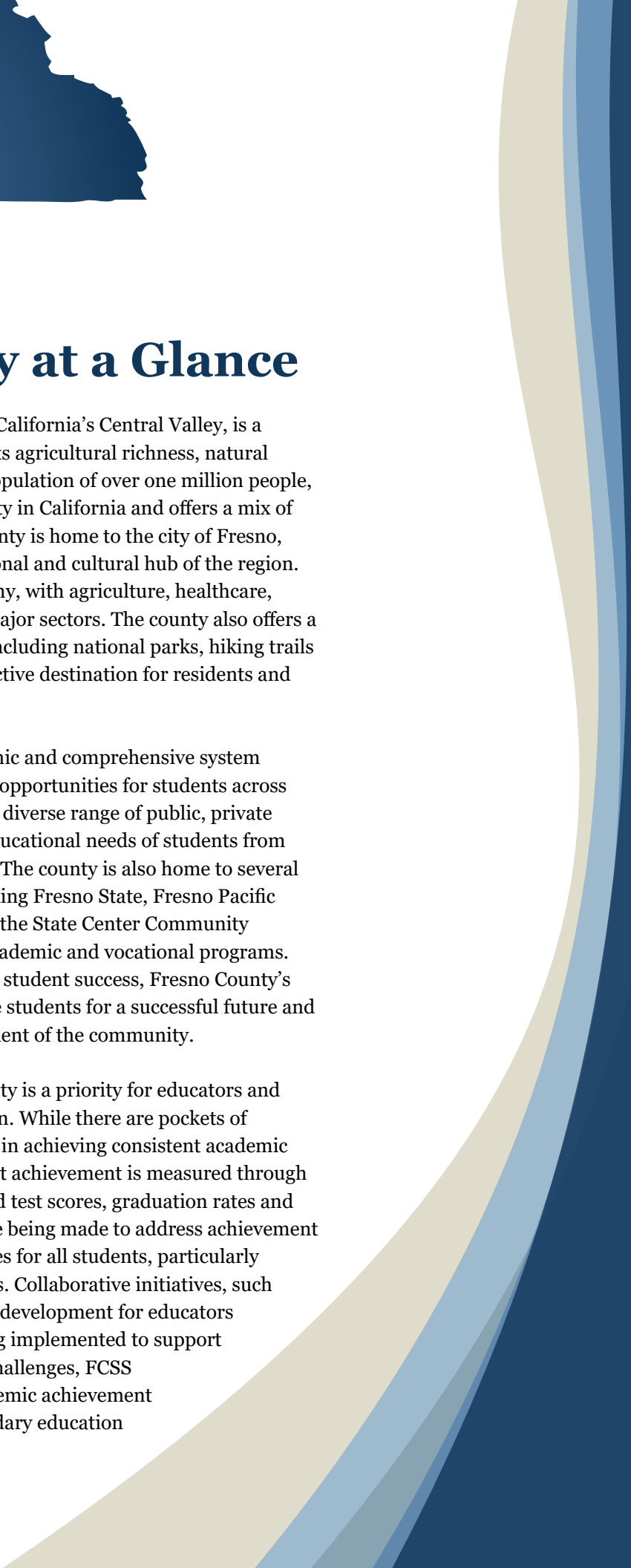




Photo by Montalvo Photography



State Required Roles of a County Office

County offices of education play a crucial role in California's education system. These offices serve as an intermediary between the state Department of Education and local school districts, providing essential support and resources to ensure the success of students and schools. First and foremost, county offices of education offer a wide range of services to school districts, such as professional development for teachers, curriculum development and support and fiscal oversight. They are vital in ensuring that schools have access to the necessary tools and knowledge to deliver high-quality education to students.

County offices of education also ensure compliance from districts with some state and federal regulations. They provide guidance and support to local districts in matters of legal compliance, special education services and student assessment. County offices also oversee the implementation of statewide initiatives and policies within their respective regions, working closely with district administrators to ensure alignment and accountability.

State Required Roles of a County Superintendent

The role of a California County Superintendent of Schools is multifaceted and carries significant responsibilities. As the top education administrator in the county, the superintendent is responsible for overseeing the operations of the county office of education and providing leadership to local school districts. This includes implementing state education policies, ensuring compliance with legal and regulatory requirements and promoting educational excellence. Additionally, the county superintendent plays a crucial role in fostering collaboration and partnerships among various educational partners, including school administrators, teachers, parents, and community organizations. The superintendent has direct oversight responsibilities for approving and assuring school district budgets, calling school district elections, and assisting with school district emergencies by providing necessary services. The superintendent is also tasked with developing a three-year Local Control and Accountability Plan (LCAP) for the schools operated by the county office and reviewing and approving the LCAPs for all school districts in Fresno County.





January

Launch Strategic Planning Process with Cabinet

February/March

Gather and Analyze Data Through Surveys, Interviews, Focus Groups and the CA Dashboard
Involves: District Leadership, FCSS Staff, Community Partners, and Students

Development Process

The development of this Strategic Plan was an intentional five-month process that included the collection of both qualitative and quantitative data. The process began with the FCSS Cabinet in January of 2023 taking an assets-based look at the qualities that already exist within the organization. The FCSS Cabinet also took a deep dive into Fresno County student data to identify where the highest points of need exist. Both the FCSS Cabinet and FCSS Leadership Teams participated in activities over the course of three months that helped guide the data collection and analysis process. These activities focused on gaining clarity around these four questions:

- Who is our customer?
- What problems should FCSS focus on solving?
- What does it mean to pursue equity?
- How do we measure our success?

The activities included structured discussions and deep data dives, along with the use of improvement protocols, such as a Force Field Analysis and Affinity Protocol.

Understanding the importance of a 360-degree approach to this work, the strategic planning team spent the months of February and March collecting data from over 600 employees, 190 students, 12 districts and over 40 board and community members.

The data sources included:

- Listening sessions with Fresno County superintendents
- Key informant interviews with board of education members and community partners
- Staff and student surveys
- Listening sessions with the Superintendent's Community Advisory Council
- Multiple input sessions with FCSS Cabinet and FCSS Leadership Teams

A consultant was also hired to conduct and synthesize all the interviews and focus groups to promote honesty in responses and an unbiased approach to analyzing the data.



April

Draft Strategic Plan Recommendations including Vision, Values, Beliefs, Mission, Goals, and Objectives

Final components determined based on data analysis by FCSS leadership

May/June

Draft Strategic Plan and Gather Draft Feedback

Final Draft Complete

These diverse educational partners shared their perspectives about who we are and what we do. They gave positive feedback on areas where we shine and they gave constructive criticism around areas for improvement. Key themes included:

FCSS' Strengths to Build on:

- A service-centered organization with a clear priority to serve students.
- Knowledgeable and professional and is trusted to help support districts and the community when there is a need.
- Collaborative and supportive. FCSS is seen as an indispensable support, especially for the smaller districts that are served within Fresno County.
- Resourceful. When problems arise, districts confidently turn to FCSS for help solving them using innovative and collaborative means.

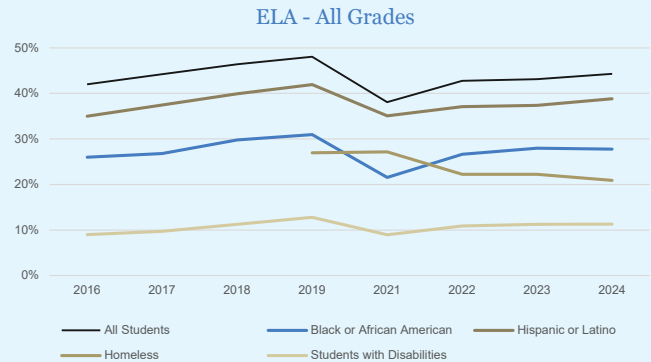
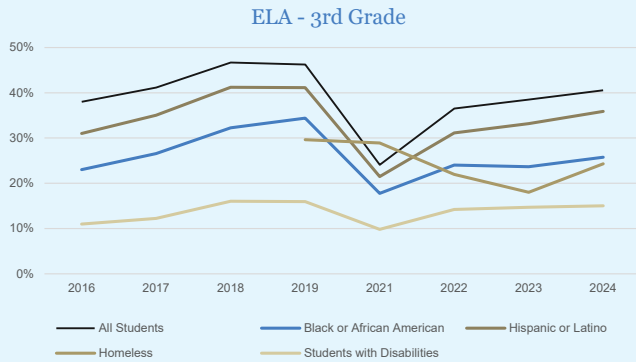
- Great people who are a part of the organization. Overwhelmingly, employees of FCSS love the teams they work with and continually refer to their teams as family and friends.

FCSS' Areas of Improvement:

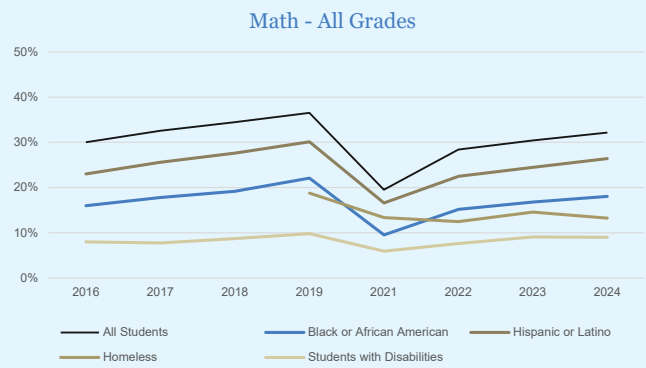
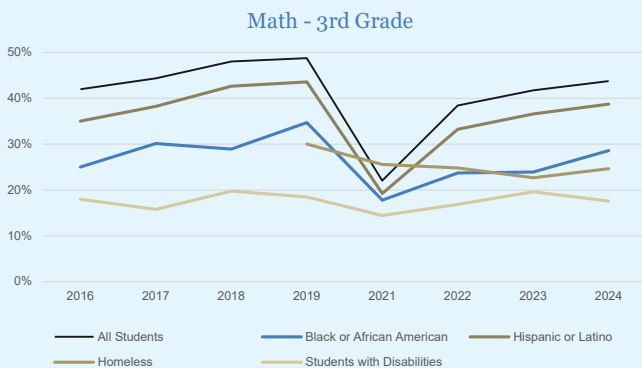
- Lean into the pursuit of equity at all levels across all departments.
- See themselves as a leader in leveraging resources across sectors (e.g. healthcare, business, government, higher education, housing) to provide streamlined services for every student in every district.
- Create more opportunities for feedback from all educational partners (students, families and internal staff).

Academic Excellence

The charts show steady ELA proficiency growth from 2016 to 2019 across all groups, with a dip in 2020-2021 likely due to the pandemic. However, performance is rebounding, and all groups have improved since the low point. Trends for 3rd grade and all grades align, indicating consistent progress. While gaps remain, the upward trajectory reflects resilience and ongoing support for academic success.

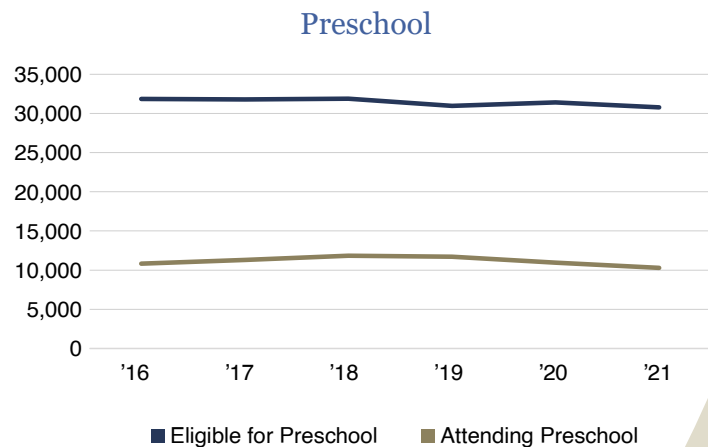


Math proficiency has steadily improved, despite a 2021 dip due to the pandemic. “All Students” and “Hispanic or Latino” groups led the recovery, with “Black or African American,” “Homeless,” and “Students with Disabilities” also making gains. The trend suggests efforts to support learning are working, with continued focus needed to further close gaps.



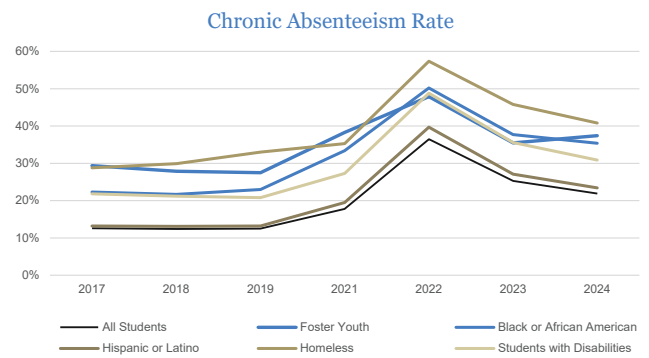
Preschool

Approximately one-third of Fresno County students eligible attend some type of preschool program. This number was climbing prior to the pandemic, but has dropped sharply over the last two years. Fresno County is working to provide increased services to families to encourage participation in these programs that develop vital skills in children.



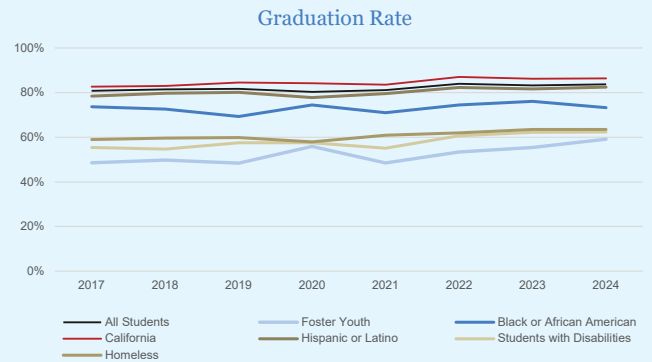
Chronic Absenteeism

After peaking in 2022, chronic absenteeism has steadily declined, indicating effective interventions. High-risk groups, including foster youth, homeless students, and students with disabilities, have shown improvements. This downward trend highlights the success of attendance initiatives, community engagement, and school support systems in boosting student outcomes.



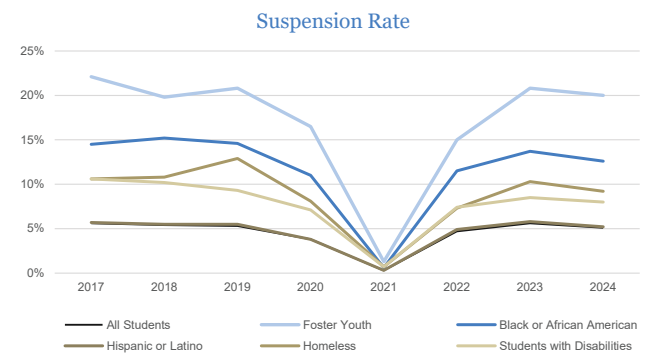
Graduation Rate

Graduation rates show stability and improvement, with “All Students” and “California” maintaining rates above 80%. Foster Youth, Homeless students, and Students with Disabilities show upward trends, reflecting targeted interventions. Despite fluctuations, educational equity efforts are driving progress, particularly among Hispanic or Latino and Black or African American students.



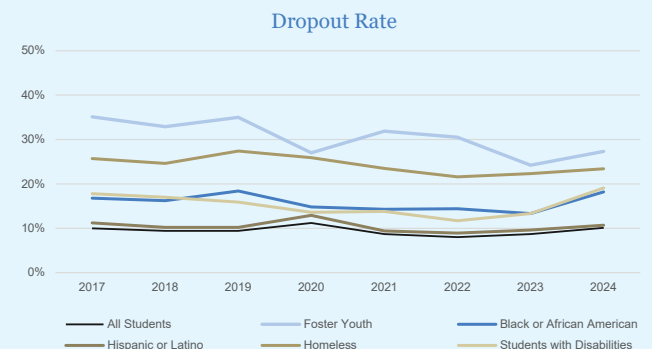
Suspensions

Due to distance learning beginning at the end of 2020 and lasting through much of 2021 because of the COVID-19 pandemic, suspension rates dropped significantly. Coming out of the pandemic, rates temporarily increased, but settled below 2019’s pre-pandemic levels last year, suggesting a lasting impact of interventions. Continued support is crucial, particularly for high-risk groups, to build on successful strategies and promote equitable behavioral policies.



Dropout Rate

Dropout rates have remained stable, with slight decreases for foster youth and homeless students, indicating support efforts are helping. Students with disabilities consistently show lower dropout rates, possibly due to improved special education support. Overall, targeted interventions appear to be making a positive impact on retention.





Student Safety, Engagement & Social-Emotional Wellness

There was a theme throughout the data collected that the role of FCSS is to focus on the needs of the “whole child.” High student achievement is often a result of a support system that is purposeful in meeting all the needs of every student. Whether that is helping students to feel safe on campus or providing them with the social and emotional support they need to thrive, it is clear that the role of FCSS is to learn what needs are most prevalent and find ways to meet those needs.

Only 70% of students surveyed felt completely safe on their campus. FCSS is committed to amplifying the voice of our youth and providing the support they need so that 100% feel safe.

Internally, there was an overall sense that FCSS has a variety of services to meet the needs of every child, but those services need to be improved. Internal staff called for more individualized services and suggested working to promote excellence in the services we already provide rather than adding more.

Community partners see FCSS as a hub that has the potential to lead the way in leveraging resources across the community to meet the needs of every child. Whether that is creating a platform to share data across sectors or leveraging their voice as advocates at the state level, FCSS is primed to create partnerships that promote service to the whole child. “FCSS is a big institution. I want them to be vocal, to amplify our message.” – Community Member

We are committed to this by:

- Promoting equity in action by highlighting best-practices in our county schools that promote the mental, physical, and emotional safety of every child.
- Providing more opportunities for student focus groups to problem-solve together and create action plans to support a greater sense of safety across campuses.
- Continuing to pursue relationships across sectors to fill the gaps that the educational sector cannot fill on its own.
- Continue to offer outstanding mental health services to students through All 4 Youth.

We will demonstrate impact through:

- Tracking official FCSS partnerships across sectors.
- Measuring the number of opportunities students across all student groups have to participate in meaningful decision-making around programs to meet their needs.
- Measuring students’ sense of safety and connectedness on a regular basis.
- Tracking the number of referrals for mental health services by district.



Student Achievement

It is not surprising that almost everyone who provided feedback believes that it is the top priority of FCSS to ensure all students have access to a high-quality education in order to improve student achievement. Community members and superintendents agree that our top priority should be to provide academic programs and guide curriculum development across the county. Our data show that currently, our students are not performing as well as we want them to and there are inequitable outcomes across our 32 districts. When asked, “What problems should FCSS be focused on solving?” The majority response was problems

around disproportionate student outcomes. Many specific student groups were called out, including students living with a disability, students from rural communities and black and brown students. Our data also reflected a significant need to focus on the support of students in the foster system and students experiencing homelessness. We understand that a high-quality education does not start in kindergarten, rather it begins at birth, and we are committed to finding ways to measure the success of the entire system – birth through career.

We are committed to this by:

- Developing, piloting, and adopting innovative approaches to instruction and instructional support.
- Creating the infrastructure for data sharing across sectors to better track the success of all children in Fresno County from birth through college.
- Deepening partnerships with community colleges, universities, and industry.
- Regularly disaggregating data to identify students with the greatest gaps in outcomes.
- Continuing to provide programs and resources that are responsive to current needs.

We will demonstrate impact through:

- California Dashboard and assessment data annually reported through an FCSS-developed dashboard.
- Fully executed data sharing agreements with districts and community partners.
- Tracking the number of programs and resources provided annually.



Youth, Family & Community Voice

Through the feedback from multiple partner groups, it was evident that there are not enough opportunities for students and families to have a voice in the educational system. Suggestions from both staff and students made it clear that one way to pursue equity as an organization is to listen to the voices of those who we don't often hear from. One staff member said that it is our responsibility

to “provide an opportunity for those without a platform” to be heard. The data was clear that this is especially important for our students from traditionally underserved communities. “The opportunity to feel seen, heard and thought of would benefit me and others greatly” (CTEC student). FCSS is committed to prioritizing the voices of our youth, their families, and the communities in which they live.

We are committed to this by:

- Increasing the number of student leadership councils.
- Creating regular routines for gathering student, family and community feedback on issues that are most important to them and assuring that they know how to get involved with those opportunities.
- Leveraging community organizations who already have systems in place for listening to community voice.

We will demonstrate impact through:

- Measuring the number of opportunities students from all background have to participate in meaningful decision-making around programs to meet their needs.
- Surveys collected from departments that directly interface with parents and the community. For example, Safe & Healthy Kids, Curriculum & Instruction and Cradle to Career (C2C).



Responsive Community Leadership

Based on many responses from staff, district leaders and community members, it is a priority of FCSS to emulate responsive community leadership, which is characterized by leaders who actively engage with and listen to the needs, concerns and aspirations of the community they serve. We as leaders prioritize open communication and collaboration, fostering an environment where community members feel empowered to contribute their ideas and perspectives.

We must understand the importance of being accessible, approachable and accountable to the community, seeking input and feedback to inform decision-making processes. Our work with Community Schools throughout the region will be a guiding light for our efforts in the community. By forging strong connections and partnerships across the County of Fresno, we can facilitate positive change, promote sustainable development and cultivate a sense of unity and resilience within our community.

We are committed to this by:

- Hosting the Superintendent's Community Advisory Council as a learning space for identifying the cross-sector needs that exist in Fresno County.
- Elevating our work around the establishment of Community Schools across the region, assuring the voices of the community are leading the way in the development of systems put in place to support the Community Schools rollout.

We will demonstrate impact through:

- Annual Community School reporting.
- Surveys collected from departments that directly interface with parents and the community. For example, Safe & Healthy Kids, Curriculum & Instruction and Cradle to Career (C2C).
- Regularly collecting feedback from the Superintendent's Community Advisory Council.



Internal Support & Development

The staff of FCSS are eager to learn and grow. They made it clear that, as an organization, we value personal development and opportunities for furthering our own education so that we can successfully meet the needs of the communities we serve. Staff mentioned a desire for further cross-department support and development around areas such as: teamwork, equity, leadership, management responsibilities (budgeting,

evaluations, etc.), technology and student safety, as well as a need for more job-specific training. FCSS values continuous improvement so we are committed to providing opportunities for our staff to fulfill their own capacities by providing space for learning. Not only will this help to provide a more fulfilling work experience, it will translate to better service for the students and districts in Fresno County.

We are committed to this by:

- Creating opportunities for internal leadership development.
- Supporting the ongoing training of staff through the Educator Effectiveness program.
- Developing opportunities for staff to grow through internal expertise and training.

We will demonstrate impact through:

- The number of staff who participate in Educator Effectiveness training, leadership training and offered internal professional learning opportunities.
- A needs assessment that identifies areas of interest from current staff.
- A calendar of ongoing training opportunities.



Progress Monitoring

Over the next three years we will work to monitor our progress towards the objectives outlined in this Strategic Plan. We will focus on the collection, analysis and interpretation of relevant data and performance metrics to gauge the effectiveness and efficiency of our efforts. By monitoring our progress, we will gain

valuable insights into our overall performance, identify areas for improvement and make informed decisions to optimize productivity and outcomes in our work. This practice enables our teams to ensure alignment with the strategic objectives, fostering a culture of accountability and continuous improvement within FCSS.

	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Department Leads and Teams Review department goals and submit annual report on progress	✓	✓	✓									
FCSS Leadership Team Review progress towards department goals and FCSS strategic priorities	✓				✓			✓			✓	
Cabinet Review of progress on priorities				✓				✓	✓			
Superintendent's Office Annual report on progress of strategic plan										✓	✓	

To ensure we are working towards our plan we will do the following:

- An FCSS dashboard will be developed to monitor progress on the county indicators reported at the beginning of this plan.
- Each department will develop annual goals that are aligned to the priorities of this strategic plan. These department goals will be analyzed and reported on annually. A template will be developed to report the goals and their outcomes.
- Cabinet and FCSS leadership will also review this plan on a regular basis and track progress on each priority.
- An annual report will be published internally to report progress on each priority.



Strategic Plan

2023-2026

Annual Strategic Plan Update

The Office of the Fresno County Superintendent of Schools is committed to measuring progress towards the commitments made in the 2023-2026 Strategic Plan. This Annual Update is a high level look at progress made during Year One of the Plan. It is not intended to highlight all of the programs and services of the FCSS; rather the focus of this report is to provide updates on the specific commitments made within each of the five Priority Areas of the Plan, which are:

- Student Safety, Engagement and Social-Emotional Wellness
- Academic Achievement
- Youth, Family and Community Voice
- Responsive Community Leadership
- Internal Support and Development

For each priority area, this annual report will provide highlights, department goal data, and opportunities for improvement during the second year of implementation.

Priority 1

Student Safety, Engagement and Social-Emotional Wellness

Student Safety, Engagement and Social-Emotional Wellness Results

FCSS Official Partners	130
Number of Student Advisory Groups.....	7
Percentage of Students Who Feel Connected on Campus.....	68.4%
Percentage of Students Who Feel Safe on Campus	74.5%
Number of Students Served for Mental Health-related Needs	4,053

Highlights

In the 2023-2024 school year, the FCSS demonstrated a strong commitment to improving the safety, engagement, and social-emotional wellness of all students in Fresno County. This was demonstrated in a variety of ways.

- We have active working partnerships with 130 organizations in support of student success, including partners from higher education, county departments, healthcare, and community-based organizations.
- We are actively serving over 4000 students in support of improved mental health.
- We hosted seven unique student advisory groups that met regularly in order to hear their perspectives on how we could better support students across Fresno County.

Department Goal Data

FCSS teams set nine department goals that were directly related to this priority area. 67% of those goals were met.

Opportunities for Improvement

1. Though we have seven unique student advisory groups, there is an opportunity to expand these groups to ensure representation from a larger variety of demographics.
 - a. Commitment Made: The FCSS will do a demographic audit of student representation and create a plan to include a wider variety of student voices.
2. Current LCAP data states that approximately ¼ of our students do not feel safe on campus. When we asked one of our Student Advisory Groups why they felt this was, the majority of their responses landed in these three categories: (1) gun violence and school shootings, (2) bullying (physical and cyber), and (3) lack of security measures/lack of trust in staff. According to this same data, only 68.4% of students in Fresno County feel connected on campus. When we asked that same group of students why, they said (1) a lack of meaningful social interaction and sense of belonging, (2) insufficient engaging activities/limited opportunities for involvement, and (3) insufficient effort from schools to foster a sense of community.
 - a. Commitment Made: FCSS will continue to develop a process to better understand these data and what we can do to support districts in cultivating a stronger feeling of safety and connection for all students.

Priority 2

Academic Achievement

Academic Achievement Results

FCSS Dashboard of Student Outcomes is Updated Annually	Y
Number of District Data Sharing Agreements for Student Data Support	19
Number of programs directly supporting student achievement	10

Highlights

Though harder to tie directly to impact, the FCSS is making progress in supporting the academic achievement of Fresno County students. Through data sharing, contracted instructional support, programming towards student success, and targeted improvement efforts aligned to state accountability, the FCSS is growing in the scope of services offered and the number of LEAs engaging with those services. Departments, including Curriculum and Instruction, Early Childhood Education, Teacher Development, Career Technical Education, Data Strategy and Improvement, Community Schools, Safe and Healthy Kids, Special Education, Foster and Homeless Youth, Migrant Education, and more, provide direct support to districts, schools, and Fresno County children in support of improved academic achievement.

These services are vast and include:

- 47 content coaches providing 2800 days of direct support to 31 districts, charters, and private schools (687 days for ELA and 562 days for math),
- 33 targeted improvement projects to improve student outcomes as defined by CA's accountability system, and
- 24 FCSS-hosted student events last year.

Department Goal Data

FCSS teams set 26 department goals that directly relate to this priority area. 77% of those goals were met.

Opportunities for Improvement

1. The FCSS does not have a data-sharing agreement with each district for student achievement data analysis.
 - a. Commitment Made: Increase the number of data-sharing agreements between our office and school districts.
2. This is the first year that the FCSS has collected this data across the organization.
 - a. Commitment Made: Measure growth in each of these data points over time.
3. Not all departments that provide direct support to students are included in this data.
 - a. Commitment Made: Expand the contracted service data to include support beyond the Curriculum and Instruction department.

Priority 3

Youth, Family and Community Voice

Youth Family and Community Voice Results

Number of Student Advisory Groups.....	7
Surveys to Students, Families and the Community.....	3,500

Highlights

As mentioned above, there are seven student advisory groups that provide the valuable voice of students to our organization on a regular basis. We also have many departments that send out surveys to engage the voice of youth, families, and the community. Some departments sent them once annually but others sent them out as often as every other month. The majority of the surveys sent were requesting feedback on the specific needs of the community or on service satisfaction. The departments in FCSS also engage the voice of youth, family, and the community in a variety of other ways, including focus groups, interagency meetings, panel discussions, community advisory meetings, Networked Improvement Communities, empathy interviews, parent engagement opportunities, and more.

Department Goal Data

FCSS teams set four department goals that were directly related to this priority area. 75% of those goals were met.

Opportunities for Improvement

1. The FCSS needs to evaluate this metric on a wider scope.
 - a. Commitment Made: The FCSS will define and track multiple measures to get a broader sense of how we are effectively or ineffectively listening to youth, family, and community voice.
2. The FCSS also needs to consider a coordinated strategy to use the feedback individual departments are learning to inform our practices.
 - a. Commitment Made: The FCSS will create a plan to coordinate the use of feedback to inform our practices.
3. Though we have seven unique student advisory groups, there is an opportunity to expand these groups to assure representation from a larger variety of demographics.
 - a. Commitment Made: We will do a demographic audit of student representation and create a plan for inclusion of a wider variety of student voices.

Priority 4

Responsive Community Leadership

Responsive Community Leadership Results

Total # of community schools in Fresno County.....	117
Total # of LEAs in Fresno with at least one community school.....	27
Surveys to Students, Families, and the Community.....	3,500
Number of Superintendent Community Advisory Council Meetings.....	3

Highlights

Responsive Community Leadership is a strong commitment of the FCSS that is growing in scope each year.

- The Office of the Superintendent has released a Pro Child Policy paper, outlining the significant initiatives to which we are dedicated.
- The Community Schools Department in Fresno County has been hard at work supporting both the local and regional spread of community schools. Two years ago, Community Schools was a new concept for our County and now, we have 117 Community Schools in 27 LEAs countywide.
- Our office hosts regular advisory committees like the Superintendent Community Advisory Council, the Cradle 2 Career Advisory Council, ROP private sector bi-annual meetings, and the Community Advisory Committee for Special Education to help inform policy and priorities.
- The FCSS is committed to spreading awareness around important community initiatives like CalKIDS, which is a state initiative designed to give California children free money for college or career training.

Department Goal Data

FCSS teams set eight department goals that were directly related to this priority area. 63% of those goals were met.

Opportunities for Improvement

1. The FCSS has an opportunity to evaluate the impact of the launch of 117 community schools countywide.
 - a. Commitment Made: Report on the impact of community schools after one year of implementation.
2. The FCSS has partnered with the County of Fresno to develop a Fresno County Community Information Exchange (FCCIE).
 - a. Commitment Made: Report on the progress of the FCCIE development.

Priority 5

Internal Support and Development

Internal Support and Development Results

Number of staff that participated in professional learning opportunities.....	849
Annual Needs assessment for professional learning interest.....	Y
The calendar of internal training opportunities is updated regularly.....	N

Highlights

Many departments have specific ways that they offer support to their staff. Whether it is through clearly defined onboarding programs or professional development opportunities, the first line of support comes from each individual department. As an organization, there are two specific ways that FCSS provides support and development collectively. The first is through the Educator Effectiveness Grant and the second is through our Human Resources department. Between those two avenues of support, over 800 staff have participated in training opportunities this year that have been specifically tailored to meet their needs.

- The FCSS Peer Assistance and Coaching (PAC) program had 20 participants last year.
- 159 employees attended Discover FCSS.
- The Human Resources Department launched the Human Resources Training Academy to support positions in the Clerical job family. With positive feedback from the first few sessions, we are excited to expand that offering next year.
- The Educator Effectiveness Grant provided professional development to 670 employees across seven departments.
- The FCSS collectively developed six organizational-wide Norms last year to guide how we interact and engage as professionals.

Department Goal Data

FCSS teams set 35 department goals that were directly related to this priority area. 86% of those goals were met.

Opportunities for Growth

1. There is not a systemic way for staff to request specific support except for those departments directly involved in the Educator Effectiveness Grant work.
 - a. Commitment Made: The FCSS will work to design a professional learning menu of internal options available.
2. The Educator Effectiveness Grant funding is coming to an end.
 - a. Commitment Made: The FCSS will explore options to keep this level of professional learning available to FCSS employees.
3. The FCSS has expanded its Wellness support to all staff.
 - a. Commitment Made: The FCSS will evaluate and report out on the support provided through the Wellness Committee.





SUPERINTENDENT

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