LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.



Valuing our Diversity

The Governing Board recognizes its duty to align the work of the district with the Community Values of the Fresno Region which includes inclusiveness and diversity. One of the primary responsibilities of the Governing Board is to act in the best interest of every student in the district to promote their best work consistently and continually, in grades Preschool, and Adult Education to develop growth in competencies leading to success in the workplace to meet the District's four goals.

To achieve these goals, the Board adopted the Board Policy on Core Beliefs and Commitments, identifying commitments to student learning, high quality instruction, leadership, safety, and culture. Specifically, the Governing Board holds a core belief that Fresno Unified is a place where:

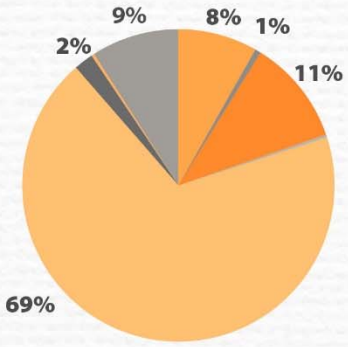
- Diversity is valued and a priority
- Educational excellence and equity and access are expected
- Individual responsibility and participation by all is required
- Collaborative adult relationships are essential, and
- Parents, students, and the community as a whole are vital partners

Facilities Information

- 66 elementary schools
- 15 middle schools
- 9 high schools
- 4 alternative schools
- 3 special education schools
- 1 adult school
- 7 charter schools

73,561 Students Total

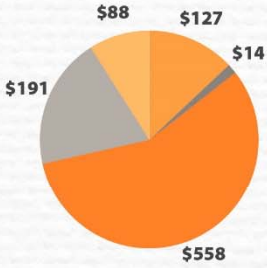
(Preschool – Grade 12)



Student Diversity

African American	8.2%
American Indian	0.6%
Asian	10.9%
Filipino	0.3%
Hispanic	68.6%
Two or More Races	2.0%
Pacific Islander	0.3%
White (not Hispanic)	9.1%

2018/19 Adopted Revenue Sources



($11,205 LCFF revenue per student)

District Staff 10,000+

2017/18 Enrollment by Program

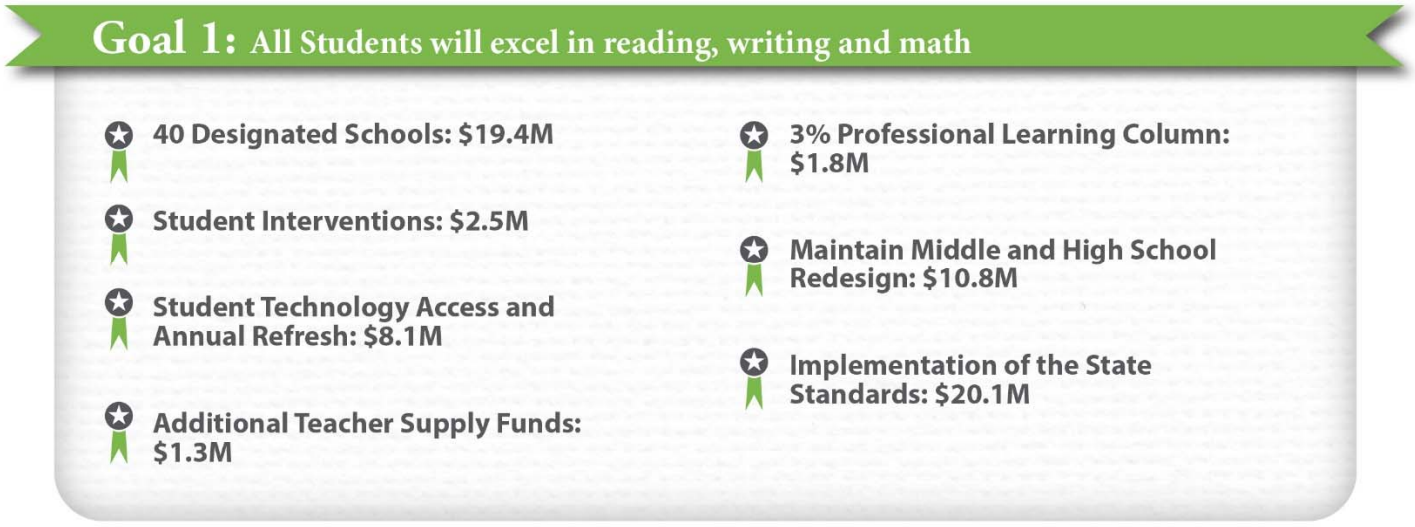
English Learner	14,908	20%
Socioeconomically Disadvantaged	62,996	85%
Students with Disabilities	7,336	10%
Foster Youth	633	1%

Timeline:
The Local Control and Accountability Plan has provided a framework for Fresno Unified School District to share its story of how, what, and why programs and services are selected and provided to support positive student outcomes. The document is intended to capture the level and type of information that comprises a good strategic plan. The timeline below shows the timeline used to develop the district's Local Control and Accountability Plan



LCAP Highlights

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



Goal 1: All Students will excel in reading, writing and math (continued)

- Eliminate Elementary Combination Classes: $2.9M
- National Board Certification: $0.01M
- Instructional Supports: $1.5M
- Additional Teachers Above Base Staffing: $9.1M
- Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts: $1.4M
- Further Develop Early Childhood Education: $6.7M
- Additional Supports for Libraries: $2.6M
- GATE / Advanced Placement / International Baccalaureate, SAT/PSAT Fees: $2.3M
- Equity and Access: $2.0M
- Expand Alternative Education: $0.8M
- Maintain Additional Services for Phoenix Community Day School: $2.1M
- After School Tutoring: $7.0M
- Extended Summer Learning: $8.9M
- Support for students in Foster Care: $2.1M
- All Teachers are Teachers of English Learner (EL) Students: $13.3M
- Expansion of Dual Immersion Programs: $1.5M
- Base Instruction: $372.9M
- Recruitment, Selection and Retention of Human Capital: $4.4M
- Special Education: $135.5M
- Professional Learning: $18.2M
- Technology Access and Support: $13.2M
- Early Learning: $0.8M
- Equity and Access: $2.5M
- African American Academic Acceleration: $2.4M

Goal 2: All Students will engage in arts, activities and athletics

- Increase School Allocations for Athletics: $8.3M
- District-Funded Enrichment Trips: $4.7M
- District Arts Collaborative Project: $0.1M
- Increased Funding for Music: $1.2M
- Campus Culture Position at Birney Elementary School: $0.1M

Goal 3: All Students will demonstrate the character and competencies for workplace success

- Linked Learning, ROP and CTE Pathway Development: $25.5M
- Kids Invent!: $1.4M
- Patiño Entrepreneurial High School: $3.0M
- Design Science Early College High School: $6.0M

Goal 4: All Students will stay in school, on track to graduate

- Student Peer Mentor Program: $0.5M
- Men's and Women's Alliance: $1.3M
- Social Emotional Supports: $2.8M
- School Climate and Culture Expansion: $6.5M
- Restorative Practices Relationship Centered Schools: $3.6M
- Parent Engagement Investments: $3.5M
- Expanded Student, Parent and Community Communication: $0.2M
- High Quality School Site Health Services: $6.1M
- Mental Health Support: $1.2M
- Expanded Transportation Services: $2.4M
- Upgrading Access to Technology: $0.7M
- Department of Prevention and Intervention: $5.1M

Goal 5: All Four Fresno Unified Goals Combined

- School Site Allocations to be Prioritized by School Site Council: $25.1M
- Supplemental Student Supports: $28.1M
- Central Office Administration: $4.8M
- Administrative Services: $9.9M
- Operational Services: $151.0M
- Other Expense: $33.1M

Review of Performance

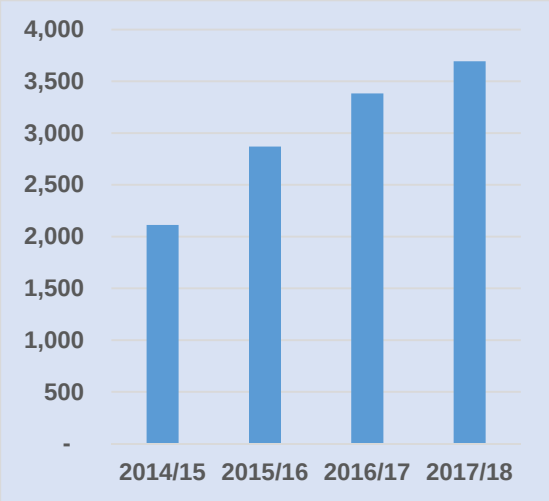
Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain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

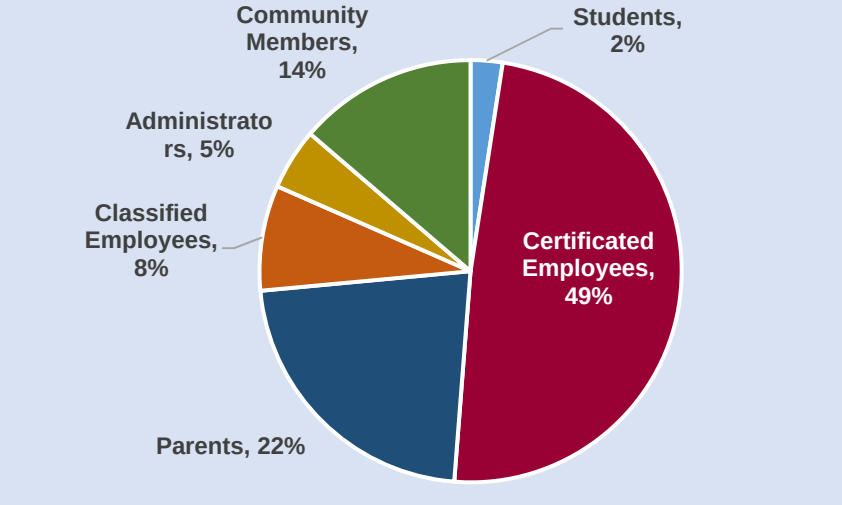
Greatest Progress

Stakeholder Input

Fresno Unified School District continues to value and invest in meaningful engagement with a variety of stakeholders. In order to get input for the 2018/19 Local Control and Accountability Plan (LCAP) 236 workshops were conducted where over 2,500 participants attended.

In addition to the series of district workshops and community meetings, the LCAP survey continues to be a popular method of offering feedback and input. Survey participation increased again this year to nearly 3,700 participants with over 5,000 write-in responses. Shown in the table and pie chart below is data showing survey participation and survey participant relationship to the district.





Progress Indicators

Fresno Unified School District continues to demonstrate progress in key indicators as outlined below:

3rd through 8th grade SBAC scores on ELA – Increased 2.9 points

3rd through 8th grade SBAC scores on Math – Increased 3.8 points

11th grade SBAC on ELA – Increased 4.3 points

Graduation rate – Increased 3.5%

Percentage of 4-year cohort who completed A-G requirements – improved 7.39 percentage points

Percentage of students enrolled in a CTE pathway – improved 3.9 percentage points

Early Assessment for College Readiness (ELA) – improved 2.83 percentage points

Percentage of students enrolled in a Goal 2 activity – increased by 10.2 percentage points

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension Rate (Overall Performance: Orange**)**

LCAP Actions supporting performance for this indicator:

Student Interventions (#2), 3% Professional Learning Column (#5), Maintain Middle and High School Redesign (#6), Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts (#12), Equity and Access Partnership with UC Merced (#16), Expand Alternative Education (#18), Foster Youth Social Workers (#22), Increase School Allocations for Athletics (#32), District Funded Field Trips (#33), African American Student Supports (#37), Student Peer Mentor Program (#42), Men’s and Women’s Alliance (#43), Social Emotional Supports (#44), School Climate and Culture Expansion (#45), Restorative Practices/Student Voice/Relationship Centered Schools Campaign (#46), Parent Engagement Investments (#47), Psychologist support (#50), School Site Allocations to be Prioritized by each School’s Site Council (#54), Supplemental Student Supports (#55)

English Language Arts (Overall Performance: Orange**)**

LCAP Actions supporting performance for this indicator:

Student Interventions (#2), Student Technology Annual Refresh (#3), 3% Professional Learning Column (#5), Maintain Middle and High School Redesign (#6), Professional Learning Related to Implementation of the State Standards (#7), Elimination of Combination Classes (#8), National Board Certification (#9), Instructional Supports (#10), Additional Teachers Above Base Staffing (#11), Further Develop Early Childhood Education (#14), Additional Supports for Libraries (#15), Equity and Access Partnership with UC Merced (#16), After School Tutoring (#20), Extended Summer Learning (#21), Foster Youth Social Workers (#22), Increased Funding for Music (#35) African American Student Supports (#37), Student Peer Mentor Program (#42), Men’s and Women’s Alliance (#43), Social Emotional Supports (#44), School Climate and Culture Expansion (#45), Restorative Practices/Student Voice/Relationship Centered Schools Campaign (#46), Parent Engagement Investments (#47), Expand Access to High Quality Health Services for Students and Families at School Sites (#49), Upgrading Access to Technology (#52) School Site Allocations to be Prioritized by each School’s Site Council (#54), Supplemental Student Supports (#55)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Identification of performance gaps are supported by the work of Equity & Access. This work includes the availability of data tools that help illuminate gaps for all student ethnicity and subgroup areas. Additionally, this team supports with analysis and improvement science methods designed to improve student outcomes.

The district is in the process of a comprehensive overhaul of districtwide discipline guidelines. These guidelines are designed to pair consequence with a culturally responsive intervention. By approaching discipline through an equity lens, the district is focused on the reduction of exclusionary discipline practices which disproportionality impact the marginalized student groups identified for differentiated assistance.

The African American student subgroup is one of the lowest performing student subgroups in the district. In response to the low performance and disproportional achievement, the Office of African American Academic Acceleration was created to identify and address the fundamental causes and discrepancies of performance gaps for African American students. The work is focused on improving academic performance, creating data informed programs and strategies, identifying supports for educators, and engaging parents and students.

The district recently requested a comprehensive review of Special Education programs and services by a Strategic Support Team from Council of the Great City Schools (CGCS) in order to improve teaching and learning for students with disabilities. The recommendations provided by CGCS will be implemented systematically with a specific focus on:

- Implementation of Multi-Tiered System of Supports (MTSS)
- Great first teaching in the least restrictive environment
- Supporting inclusive practices through Universal Design for Learning (UDL)
- Differentiated professional learning
- Parent support and engagement

<u>Two or more performance areas below “all student” performance:</u>
Graduation Rate – Students with Disabilities (red), white (orange)
LCAP Actions supporting performance for this indicator:

Student Interventions (#2), Student Technology Annual Refresh (#3) Professional Learning Column (#5), Maintain Middle and High School Redesign (#6), Professional Learning Related to the Implementation of the State Standards (#7), National Board Certification (#9), Additional Teachers Above Base Staffing (#11), Additional Supports for Libraries (#15), Equity and Access Partnership with UC Merced (#16), Expand Alternative Education (#18), Maintain Additional Services for Phoenix Community Day School (#19), After School Tutoring (#20), Extended Summer Learning (#21), Foster Youth Social Workers (#22), Increase School Allocations for Athletics (#32), African American Student Supports (#37), Linked Learning, ROP and CTE Pathway Development (#38), Student Peer Mentor Program (#42), Men’s and Women’s Alliance (#43), Social Emotional Supports (#44), School Climate and Culture Expansion (#45), Restorative Practices/Student Voice/Relationship Centered Schools Campaign (#46), Parent Engagement Investments (#47), Expand Access to High Quality Health Services for Students and Families at School Sites (#49), Upgrading Access to Technology (#52), School Site Allocations to be Prioritized by each School’s Site Council (#54), Supplemental Student Supports (#55)

Student subgroups identified for Differentiated Assistance (red in at least two areas OR red in one area and red/orange in ELA/Math)

African American Student subgroup (Suspension Rate: red, English Language Arts: red, Math: orange)

Students with Disabilities (Suspension Rate: red, Graduation Rate: red, English Language Arts: red, Math: orange)

Foster Youth (Suspension Rate: red, English Language Arts: red, Math: orange)

LCAP Actions supporting performance for this indicator:

Student Interventions (#2), Student Technology Annual Refresh (#3) Professional Learning Column (#5), Maintain Middle and High School Redesign (#6), Professional Learning Related to the Implementation of the State Standards (#7), Eliminate Combination Classes (#8) National Board Certification (#9), Instructional Supports (#10), Additional Teachers Above Base Staffing (#11), Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts (#12),Further Develop Early Childhood Education (#14), Additional Supports for Libraries (#15), Equity and Access Partnership with UC Merced (#16), Expand Alternative Education (#18), Maintain Additional Services for Phoenix Community Day School (#19),After School Tutoring (#20), Extended Summer Learning (#21), Foster Youth Social Workers (#22), Increase School Allocations for Athletics (#32), District Funded Field Trips (#33),Increased Funding for Music (#35), African American Student Supports (#37), Linked Learning, ROP and CTE Pathway Development (#38), Student Peer Mentor Program (#42), Men's and Women's Alliance (#43), Social Emotional Supports (#44), School Climate and Culture Expansion (#45), Restorative Practices/Student Voice/Relationship Centered Schools Campaign (#46), Parent Engagement Investments (#47), Expand Access to High Quality Health Services for Students and Families at School Sites (#49), Upgrading Access to Technology (#52), School Site Allocations to be Prioritized by each School's Site Council (#54), Supplemental Student Supports (#55)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Services focused on improving student outcomes continue to be guided by data driven decision making, research based strategies and stakeholder feedback. Summarized below are a few significant areas of expansion in the 2018/19 fiscal year:

Increasing Student access to Technology

Action #3 Student Technology Access & Annual Refresh

This investment priority provides more student access to computers and a schedule to refresh aging devices on a routine cycle. Additionally, professional learning is provided for teachers to support the implementation of classroom technology. Building upon investments from the prior year, 2018/19 will be the first year where the "Student Companion Device Initiative" will be implemented. This program will allow for all PreK – Kindergarten and 9th-11th grades students to have a companion

device beyond the classroom, where many students do not have access to technology. Device use will focus on early literacy and college preparation content.

Increasing Social-Emotional and Mental Health Supports

Action #44 Social Emotional Supports, Action #45 School Climate and Culture Expansion, Action #46 Restorative Practices and Relationship Centered Schools, Action #50 Mental Health Support

Increased investments continue to build the Multi-Tiered System of Support (MTSS). The MTSS framework is comprehensive and responsive to individual student needs and is designed help students overcome academic and social emotional barriers. Additional supports will also help improve school climate and student-teacher relationships. Lastly, school psychologist support is being increased to assist with social emotional needs.

Increasing Access to Dual Immersion Programs

Action #24 Expansion of Dual Immersion Programs

Results continue to affirm improved student outcomes when enrolled in a dual immersion program. Additionally, data supports improvement for English Learners. The 2018/19 school year will increase dual immersion program offerings within the district to 7 more school sites.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,013,953,034
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,013,953,034

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Fresno Unified School District accounts for all General Fund resources in the LCAP, which includes all State, Local and Federal revenue sources. Amounts included are in alignment with reporting guidance provided by the California Department of Education.

Total Projected LCFF Revenues for LCAP Year	$749,053,857

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All Students will excel in reading, writing, and math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)*** Baseline: 2016/17 **93.5% of teachers fully credentialed in the area taught** TARGET: **96.0%**	93.3% (2017/18)
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)*** Baseline: 2016/17 **Teachers Mis-assigned: .4%** TARGET: **.4%**	.4% (2017/18)
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)***	

Baseline: 2016/17 **Teacher Vacancies: .8%** TARGET: **.4%**	.4% (2017/18)
Student access to instructional materials ***(Annual Williams Data Set)*** Baseline: 2016/17 **100% of students have access to instructional materials** TARGET: **100%**	100% (2017/18)
Facilities are properly maintained ***(FIT Report)*** Baseline: 2015/16 Status: 96.68% **All identified issues from the FIT (Facilities Inspection Tool) report will be addressed in a timely manner** TARGET: **96.7%**	97.6% (2016/17)
3rd -8th grade SBAC Math Points below level 3 proficiency ***(California School Dashboard)*** Baseline: 2015/16 Status Status: **73.4 points below level 3 (Low)**	

Change: **+7.1 points (Increased)** **LI: 80.2 points below** **EL: 84.6 points below** TARGET: **69.9 points below** **LI: 76.8 points below** **EL: 81.3 points below**	69.6 points below LI: 76.1 points below EL: 79.8 points below (2016/17)
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency ***(California School Dashboard)*** Baseline: 2015/16 Status Status: **51.1 points below level 3 (Low)** Change: **+6.2 points (Maintained)** **LI: 58.6 points below** **EL: 67.5 points below** TARGET: **48.0 points below** **LI: 55.8 points below** **EL: 81.3 points below**	48.2 points below LI: 54.8 points below EL: 62.0 points below (2016/17)
11th grade SBAC Math Points below level 3 proficiency ***(California School Dashboard)***	

Baseline: 2015/16 Status Status: **93.5 points below level 3** Change: **+10.3 points** TARGET: **88.4 points below level 3**	103.8 points below level 3 (2016/17)
11th grade SBAC English Language Arts Points below level 3 proficiency ***(California School Dashboard)*** Baseline: 2015/16 Status Status: **15.9 points below level 3** Change: **+4 points (Maintained)** TARGET: **13.9 points below level 3**	11.6 points below level 3 (2016/17)
A-G Completion 4-year cohort ***(Dataquest - CDE)*** Baseline: 2014/15 Status Status: **36% of students** **LI: 35%** **EL: 21%** **FY: 3%** TARGET: **36.5%** **LI: 35.7%**	43.39% LI: 41.46% EL: 10.65%

EL: 21.7% **FY: 4.4%**	FY: 18.92% (2015/16)
Percentage of Students who pass AP Exams ***(Dataquest - CDE)*** Baseline: 2014/15 Status Status: **34%** Change: **+1%** _____ **LI: 31%** **EL: 42%** TARGET: **34.5%** **LI: 33%** **EL: 42%**	30.14% LI: 27.91% EL: 42.54% (2015/16)
CTE Pathways and Linked Learning Enrollment ***(Atlas)*** Baseline: 2015/16 Status CTE: **36.4%** **LI: 36.6%, EL: 29.9%; FY: 23.7%** Linked Learning: **48.4%** **LI: 50.0%, EL: 43.7%; FY: 26.5%** TARGET: CTE: **37.3%** **LI: 37.3%, EL: 30.6%; FY: 15.3%** Linked Learning: **48.36%**	**CTE:** 40.30% LI: 37.00%, EL: 33.45%; FY: 20.00% **Linked Learning:** 25.76% LI: 23.15%, EL: 23.23%; FY: 12.22%

LI: 50.01%, EL: 43.66%; FY: 26.47%	(2016/17)
Percent of 4-year cohort that completed at least 1 CTE Pathway ***(Atlas)*** Baseline: 2014/15 Status Status: **25%** _____ **LI: 25%** **EL: 23%** **FY: 22%** TARGET: **27.5%** **LI: 27.5%** **EL: 25.3%** **FY: 24.2%**	29.28% LI: 28.79% EL: 13.43% FY: 16.67% (2017/18)
English Learner Progress ***(California School Dashboard)*** Baseline: 2014/15 Status: **64.3% (low)** Change: **+3.3% (Increased)** TARGET: **66%**	70% (2016/17)
English Learner Redesignation ***(Dataquest - CDE)***	

Baseline: 2015/16 Status: **18.1%** TARGET: **11.4%**	14.9% (2016/17)
Broad Course of Study ***(Atlas)*** Baseline: 2016/17 **AP sections offered: 285** **IB sections offered: 78** **English Language Development Sections Offered: 39** **Sections offered for Students with Disabilities: 659** TARGET: **AP sections offered: 288** **IB sections offered: 78** **English Language Development Sections Offered: 39** **Sections offered for Students with Disabilities: 659**	AP sections offered: 254 IB sections offered: 81 English Language Development Sections Offered: 52 Sections offered for Students with Disabilities: 677 (2017/18)
Early Assessment Program for College Readiness - English Language Arts ***(CAASSP)*** Baseline: 2014/15 Status: **10%** **LI: 10.6%, EL: 0.8%, FY: 7.0%** TARGET: **12.2%**	12.83%

LI: 9.2% **EL: 1.2%** **FY: 7.2%**	LI: 10.54% EL: 0.00% FY: 3.03% (2015/16)
Early Assessment Program for College Readiness - Math ***(CAASSP)*** Baseline: 2014/15 Status: **2%** **LI: 3.0%, EL: 0%, FY: 0%** TARGET: **3.2%** **LI: 3.2%** **EL: 1.2%** **FY: 0.2%**	3.67% LI: 2.57% EL: 0.00% FY: 0.00% (2015/16)
Days of Professional learning provided related to the implementation of state standards Baseline: 2016/17 All professional learning aligned with the state and ELD standards **1. K-12 teachers 2.5 days** **2. 7-11 math, science, and social studies 2 days** **3. New teachers 8 additional days** **4. Instructional coaches support implementation**	

TARGET: **1. K-12 teachers 2 days** **2. New teachers 8 additional days** **3. Instructional coaches support implementation**	1. Met 2. Met 3. Met (2017/18)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>40 Designated School Investment</u> (increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17) Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments • Data has shown that more time with an effective teacher has a positive	**<u>40 Designated School Investment</u>** No Designated school has less than an 86% poverty rate. Each of the 40 designated schools received: • Increased instructional time of 30 minutes each day • Up to ten additional professional development days for teachers to increase opportunities for professional growth and collaboration	**Total $18.0 Million (LCFF)** $14.2 M Certificated Salaries $3.4 M Employee Benefits $0.3 M Materials and Supplies $0.1 M Services and operating expenses	**$18.6 Million (LCFF)** $14.8 M Certificated Salaries $3.4 M Employee Benefits $0.3 M Materials and Supplies $0.1 M Services and operating expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
influence on the achievement of unduplicated students • Designated schools receive: o An additional 30 minutes of direct instruction per day o Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students o One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students o No Designated School has less than 86% poverty rate These combined actions will increase access to effective first teaching for low income and English learner students which will translate to improve scores on state assessments	• One additional certificated staff member per school prioritized by the school site **Original 10 Designated Schools two-year growth** • SBAC Math (2 Year Growth) o Designated Schools = 9.3% Growth o Non Designated Schools = 4.7% Growth (All District w/o Designated) • SBAC English Language Arts (2 Year Growth) o Designated Schools = 7.8% Growth o Non Designated Schools = 5.3% Growth (All District w/o Designated) **30 Designated Schools added in 2015/16 one-year growth** • SBAC Math (1 Year Growth) o Designated Schools outpaced non-designated schools by 6.7% Growth • SBAC English Language Arts (1 Year Growth) o Designated Schools outpaced non-designated schools by 20.2% Growth **Professional Learning**		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Staff has the option of reducing the additional 10 days (80 hours) of professional learning down to 9, 8 or 7 days (56 hours). • In 2015-16, 26 of 30 (86.6%) schools chose the full 10 days of PL • In 2016-17, 36 of 40 (90%) schools chose the full 10 days of PL • In 2017-18, 33 of 40 (83%) schools chose the full 10 days of PL **Teachers choosing to teach at Designated Schools** • Teachers have the choice to transfer to a non-designated each year.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Interventions Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments	**Student Interventions** • Resource Specialist Program (RSP) teachers provided academic supports to students not identified as special education to assist struggling students through a	**Total $2.3 Million (LCFF)** $1.6 M Certificated Salaries $0.6 M Employee Benefits $0.1 M Services and operating expenses	**$2.5 Million (LCFF)** $1.8 M Certificated Salaries $0.7 M Employee Benefits $0.1 M Services and operating expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI) to students living in poverty, English learners, and foster youth not identified as students with disabilities • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time o RTI is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a year. (Hattie, 2010) • Additional preschool programs added to support low income, foster youth or English learner students with disabilities	school site's implementation of RTI. • There have been increases in both Math and ELA as measured by the SBAC this past year: o The number of students that met or exceeded standards in ELA increased by 1.34% to 5.73% as indicated by the CAASPP website. o The number of students who met or exceeded standards increased by 1.3% to 5.52% as indicated by the CAASPP website. Unduplicated Students and Early Learning • There have also been increases in over 30 schools to add programs to support early childhood education.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
These actions will increase student performance on local and statewide assessments for the unduplicated student population			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Technology Annual Refresh Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms • Creating district-level responsibility for a minimum level of student computers in schools • Provides full sets (by 2019) of student computers to support ELA and Math curriculum adoptions • Resolves logistics issues related to technology for assessments and instruction • Keeps student computers current at all school sites with a regular refresh cycle • Investment includes: o Student Devices o Personnel to support classroom technology	**Student Technology Annual Refresh** 11,529 computers were purchased and allocated to instructional sites for use by students. 201 storage/charging carts were deployed to school sites as well. These computers are used by students in support of assessments as well as instruction. The Student Technology Annual refresh supports initiatives like the District's Personalized Learning Initiative (PLI) where over 385 teachers increased consistent use of computers by students within high-quality learning experiences. The PLI program, through innovative professional learning and professional learning communities, prepares teachers to effectively use technology to enhance, enrich, and extend high-quality instruction. The PLI program, now in its 2nd year,	**Total $5.3 Million (LCFF)** $0.2 M Classified Salaries $0.1 M Employee Benefits $5.0 M Materials and Supplies	**$5.2 Million (LCFF)** $0.1 M Classified Salaries $0.1 M Employee Benefits $5.0 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The actions above will put technology in the hands of low income students daily and will increase access to the core curriculum through technology	showed that students consistently experienced greater use of computers for high-quality instruction, performed better on the SBAC, and were much more likely to learn using digital resources from the District's Math and ELA curriculum adoptions. The effectiveness of the Student Technology Annual Refresh can be measured by comparing student use of computers and the average age of computers used by students. Student logons to computers is used as a proxy for student use. • From July 1, 2016 to December 31, 2016 there were 59,694 logons to computers in the district • From July 1, 2017 to December 31, 2017 there were 78,571 logons to computers in the district This represents an annual increase of 24% The average age of a District-owned student computer went down by 1 year as a result of the Student Technology Annual Refresh as well as purchases of student computers by instructional sites. Four new positions were filled to support the implementation of the Student		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Technology Annual Refresh. These positions support the communication, purchasing, imaging, and deployment of the student computers. The ability to prepare new computers for use, known as computer imaging, has experienced a significant improvement. This process has improved the quality of students' experience using the computers and the time to image each computer. The process being done internally by district staff has resulted in 40% less cost per computer as compared to utilizing external vendors for this service.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Teacher Supply Funds In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning. • As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional $315 for supplies and	**Additional Teacher Supply Funds** Every teacher member was provided $315 to support supply and material purchases to be used in support of student learning. This investment is in addition to funds allocated by the district for instructional and library supplies.	**Total $1.3 Million (LCFF)** $1.3 M Materials and Supplies	**$1.3 Million (LCFF)** $1.3 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
materials to be utilized for services and instruction to students Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3% Professional Learning Column Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments • This action provides an additional column on the basic salary schedule (Schedule A) to support continual learning for veteran teachers • Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners • Course options for teachers fall into the following categories:	**3% Professional Learning Column** Three cycles of courses are offered annually and are created to focus on student groups which are identified in the LCAP process. This is evident in the course categories and the topics made available to teachers including: • Supporting English Learners o Pedagogical Strategies for English Learners • Social Emotional supports for students o Providing Social Emotional Support Through Positive Discipline • Multi-tiered system of supports	**Total $2.0 Million (LCFF)** $ 1.5 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.3 M Services and other operating expenses	**$1.8 Million (LCFF)** $ 1.4 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Services and other operating expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Supporting English Learners o Social Emotional supports for students o Multi-tiered system of supports o Implementing the State standards o Utilizing technology in the classroom This action will increase access to effective first teaching for low income and English learner students and the additional professional development will increase the implementation of State standards. These actions will increase student performance on local and statewide assessments for low income and English learner students.	o Best Practices for Teaching African American Boys • Implementing the State standards o Deeper Dive into ELD Standards • Utilizing technology in the classroom o Real World Mathematics Of the 1,895 eligible unit members (nearly 50%) who are invited to voluntarily participate in acquiring the additional salary column by taking PL Column courses, the following participated: • Cycle 1 of the 2017-18 school year, 186 eligible unit members registered to participate; 147 successfully earned PL Column units (79%). • Cycle 2 of the 2017-18 school year, 184 eligible unit members registered to participate; this cycle is currently still in session and has yet concluded • Cycle 3 of the 2017-18 school year, will occur from April 3 through June 8. Participating unit members are allowed to drop courses penalty-free should the need arise.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Middle and High School Redesign Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes o Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class o This disproportionately affected English learners by not allowing access to a broad course of study o This former schedule was not yielding academic improvement o With the redesign, English learners have access to electives and still receive the interventions needed • Allow middle and high school teachers, teaching the same	**Maintain Middle and High School Redesign** This year, the focus of the teachers has been shifted to emphasize specific in-class support to students in mathematics. PLUS (Professional Learning Updraft System) teachers work side-by-side with regular classroom teachers to target students in areas of math where there are gaps and as evidenced by bi-monthly common assessments. The redesign model has continued to allow students access to electives that who previously were not enrolled in these types of courses. Redesign teachers, grouped by subject area, continued to use a common prep period for collaborative professional learning time. This time also has allowed for the teachers to collectively analyze student data, identify gaps and plans to address them. Some additional current year highlights include: • All middle school students have access to elective courses o Prior to redesign approximately 3,100	**Total $9.6 Million (LCFF)** $ 6.8 M Certificated Salaries $ 2.7 M Employee Benefits $ 0.1 M Services and operating Expenses	**$9.6 Million (LCFF)** $ 6.8 M Certificated Salaries $ 2.7 M Employee Benefits $ 0.1 M Services and operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
subjects, to have a common preparation time o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students	students did not have access to electives. • Goals and targets for student growth in math and ELA have been articulated to the school sites and teachers are engaged in a cycle of review using Interim Assessment data		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Teachers may analyze data for all students during these meetings, but the primary focus of these meetings will be data for unduplicated pupils • PLUS teams (Professional Learning Updraft System) added to ensure direct instruction to students when teachers attend professional learning or collaboration days and to assist with Response to Intervention (RTI) o PLUS teachers provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives o Unduplicated students will receive more enrichment opportunities o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps,			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and reach a point where they can independently sustain growth in relation to their peers." The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a single year. (Hattie, 2010) o This action was implemented specifically for unduplicated students. o As part of the school's staff, PLUS teachers provide effective instruction and allow for seamless curriculum progression rather than a halted progression provided by a substitute o Use of PLUS teams will reduce loss of instructional time and assist in maintaining unduplicated students' academic progress o Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth o Teachers should have access to "job-embedded Professional Learning that			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Learning Related to the Implementation of State Standards Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective	**Professional Learning Related to the Implementation of State Standards** The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) Framework and	**Total $18.9 Million** $ 2.6 Million (LCFF) $ 16.3 Million (Title I) $10.5 M Certificated Salaries $0.4 M Classified Salaries $3.4 M Employee Benefits	**$16.8 Million** $ 2.2 Million (LCFF) $ 14.6 Million (Title I) $8.8 M Certificated Salaries $0.5 M Classified Salaries $2.8 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
in meeting the needs of English learners and low-income students. • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive two (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive a coach / mentor assigned for two years, site leaders are mentored to observe and provide feedback to teachers on the implementation of ELD and state standards to improve performance on state and local assessments for low income and English Learner students State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students	targets the implementation of integrated and designated ELD instruction. Each elementary and ELA teacher was trained on: • New adoption materials • All teachers were trained in planning with our Instructional Practice Guide • Intense professional learning was provided to eight elementary schools, three middle schools, and one high school, selected based on high numbers and percentages of English Learner students All schools received three buyback days where regions and schools designed content to meet the needs of students. All new teachers have received a minimum of 50 hours of transitional professional learning including orientation and professional learning, exceeding the original plan of 3 days. 1. Orientation- half day 2. New Teacher Conferences- 3 Days 3. Saturday Pipeline Trainings- 7 half days 4. New Teacher Support Coach- 1 hour per week 5. Full release days to observe & plan- 4 days	$0.7 M Materials & Supplies $3.4 M Services & Other Operating Expenses $0.6 M Other Outgo	$1.3 M Materials & Supplies $3.3 M Services & Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	All new leaders receive support from an experienced, job-alike, administrative coach to increase student achievement and support student populations. Coaching support focuses developing leadership competencies around skillful supervision and evaluation, using evidence to improve instruction, decision making and managing change, appropriate allocation of resources, and effective communication. In addition to the two years of coaching support, new leaders in their first administrative position and clearing their administrative credential also have 1. New Leader On-Ramp – 2 days 2. New Leader Networking – 9 hours 3. Skillful Leader Monthly Trainings – 20 hours 4. New Leader Coaching – 4 hours per month TSAs and math coaches provide support for Accountable Communities/Professional Learning Communities in deepening their understanding on the State standards through direct professional learning, side-by side coaching, co-teaching, and data analysis of student work and results.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Eliminate 5th-6th Grade Combination Classes Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • The State Standards were written to group standards into "strands" • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level • Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math	**Eliminate 5th-6th Grade Combination Classes** Teaching positions were added this year to ensure no combination classes were created with fifth and sixth grade students.	**Total $900,000 (LCFF)** $ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits	**$600,000 (LCFF)** $ 0.4 M Certificated Salaries $ 0.2 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students This action will increase access to effective first teaching of mathematics and increase state assessment performance			

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
National Board Certification Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide	**National Board Certification** • Cohort 1 – 17 candidates had a 54% pass rate on first time submission. The national average is 30%-40%. • Cohort 2 – 20 candidates are mid-program and working on completing their 3rd and 4th components • Cohort 3 – 14 candidates started their first two components and will submit by May 2018.	**Total $80,000 (LCFF)** $ 0.02 M Certificated Salaries $ 0.05 M Employee Benefits $ 0.03 M Books and Supplies $ 0.01 M Services and Operating Expenses	**$80,000 (LCFF)** $ 0.02 M Certificated Salaries $ 0.01 M Employee Benefits $ 0.04 M Books and Supplies $ 0.01 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs • Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation This rigorous certification process trains teachers and requires proof of implementation on research-based teaching strategies proven to be effective in meeting the needs of unduplicated students.	Fresno Unified continues to have ongoing, collaborative meetings with the National Board Resource Center at Stanford University This support to teachers is specific to the four components that teachers will be assessed on: • Content examination • Differentiated instruction by analyzing student work • Teaching practice and environment through video and portfolio work • Data literacy as an effective and reflective practitioner • Differentiated instruction specifically addresses the needs of students living in poverty, English learners, and foster youth by ensuring that instruction specifically is aligned to meet the unique needs of these groups		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Supports Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 3) • Implement 1st -12th interim assessments • Implement K-11th English Language Arts adoption (year 2) • Implement high school Algebra, Geometry and Algebra II adoption (year 2) • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to	**Instructional Supports** • Building the collective capacity to improve instruction through hiring of subject-expert staff leaders, teacher supports, and professional development has been ongoing • Instructional Coaches have been repurposed based on student need to provide additional support to teachers • Implementation of K-8 math curriculum adoption (year 3) is ongoing • Continued support in the form of professional learning, as well as instructional and leadership support has been made available to sites • Implementation of 1st -12th grade interim assessments (quarterly tests) through the use of Illuminate which allows for alignment of the state standards with the assessment o Student data is available immediately after the assessments have been administered, providing information to site leaders and teachers for identification of any needed academic interventions	**Total $1.2 Million** $ 0.9 Million (LCFF) $ 0.3 Million (Title I) $ 0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials & Supplies $ 0.2 M Services & Other Operating Expenses	**$1.7 Million** $ 1.0 Million (LCFF) $ 0.7 Million (Title I) $ 0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.2 M Materials & Supplies $ 0.5 M Services & Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom Newly adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.	• Implementation of K-11th English Language Arts curriculum adoption (year 2) is ongoing o Teachers and leaders have been provided a minimum of 12 hours of professional learning from the Curriculum, Instruction and Professional Learning department throughout the year o Instructional Coaches, Teachers on Special Assignment, and district leaders are all providing support to sites to ensure that 100% of our students are using the adopted materials daily • Implementation of high school Algebra, Geometry and Algebra II adoption (year 2) is ongoing o Teachers and leaders have been provided professional learning from the Curriculum, Instruction and Professional Learning department throughout the year o Instructional Coaches, Teachers on Special Assignment, and district leaders are all providing support to sites to ensure that 100% of our students		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	are using the adopted materials daily • Support the implementation of state standards in every classroom ensuring students living in poverty, English learners, and foster youth have access to the core curriculum • The core curriculum has specific instructional tools for teachers to access for specific student groups, including, but not limited to English learners		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Teachers Above Base Staffing The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. • Reduce large core classes in high schools (not a class enrollment cap) o Refer to the “annual update” for data on reduced class sizes o While research has found that smaller class size may not significantly affect the academic	**Additional Teachers Above Base Staffing** Over 50 additional teaching positions were allocated and filled as a result of this investment. These positions supported lowering class sizes at elementary and secondary school sites. Additionally, the investment area has allowed for the early hire and training of highly qualified teachers mid-year. Knowing that having a highly qualified teacher is one of the greatest influences for a student living in disadvantaged circumstances, this action allows for the	**Total $6.0 Million (LCFF)** $ 4.1 M Certificated Salaries $ 1.9 M Employee Benefits	**$4.7 Million (LCFF)** $ 3.2 M Certificated Salaries $ 1.4 M Employee Benefits $ 0.1 M Services & Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to ensure Fresno Unified School District has early access to high quality teachers This action is principally directed to low income, English learner, and foster youth students and will improve state assessments and A-G completion for high school students	district to hire and retain the top talent before teachers accept positions with other districts.		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts Since introducing additional vice principals, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions for unduplicated students. The additional vice principals are principally directed	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts** The following school sites have hired additional Vice Principals above the baseline staffing level: • Fort Miller Middle School • Gaston B Rutherford Middle School	**Total $1.2 Million (LCFF)** $ 0.9 M Certificated Salaries $ 0.3 M Employee Benefits	**$1.2 Million (LCFF)** $ 0.9 M Certificated Salaries $ 0.3 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
toward unduplicated students and provide support to teachers and students the recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts. <u>Middle Schools:</u> Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District • Gaston unduplicated percent is 96.3% • Fort Miller unduplicated percent is 96.9% • Additional middle school Vice Principals for Gaston and Fort Miller <u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal: • Birney 98.2% unduplicated • Olmos 97.9% unduplicated • Vang Pao 99.2% unduplicated • Ewing 92.7% unduplicated • Addams 99% unduplicated This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at	• Birney Elementary School • Olmos Elementary School • Vang Pao Elementary School • Ewing Elementary School • Addams Elementary School These positions provide additional support for students living in disadvantaged circumstances. The schools chosen have some of the largest student populations and high unduplicated pupil counts. By having an additional Vice Principal, improved quality attention can be directed to support high needs students and support teachers more effectively.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the middle schools and expand it at the elementary schools.			

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 24:1 TK-third Grade Average Class Size In 2013, the California Department of Education enacted the Local Control Funding Formula legislation which included, based on research, a lowering of class sizes in TK-third grade. The unduplicated student population are some of the lowest performing student groups on state and local assessments**.** • This action is principally directed towards and effective in meeting the needs of unduplicated students as research states: o The impact of class-size reduction is greater for low-income and minority children; o While lower class size has a demonstrable cost, it may prove the most cost-effective policy overall in closing the widening gap between the lowest and highest achievers (Schanzenbach 2014)	**Maintain 24:1 TK-third Grade Average Class Size** All district elementary schools maintained a transitional kindergarten through third grade class size average less than a 24 to 1 student ratio.	**Total $1.0 Million (LCFF)** $ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits	**$1.0 Million (LCFF)** $ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Required in Local Control Funding Formula legislation by the year 2020/21, but implemented by Fresno Unified School District starting in 2014/15 • Reducing TK-third grade class size well in advance of the state requirement allows for increased focus on redesignation and reading by third grade for unduplicated students This action will lead to increased student performance on state and local assessments for unduplicated students.			

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Further Develop Early Childhood Education</u> Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. **Early Learning** • Prekindergarten teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum	**<u>Further Develop Early Childhood Education</u>** In the Pre-Kindergarten Program, both teachers and paraprofessionals received professional development and coaching support on the Teaching Pyramid, which is based on the work of the Center for Social Emotional Foundations of Learning. The Pre-Kindergarten teachers also received training in Social Emotional Literacy and Strategies for Supporting Dual Language Learners.	**Total $6.5 Million (LCFF)** $ 3.3 M Certificated Salaries $ 0.5 M Classified Salaries $ 2.1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.1 M Services and Operating Expenses	**$6.9 Million (LCFF)** $ 3.5 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.9 M Employee Benefits $ 1.1 M Materials and Supplies $ 0.1 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Teachers receive five days of professional learning to continue previous year work of Teaching Pyramid, Adult-Child Interactions, and engaging environments **Transitional Kindergarten** • Transitional Kindergarten now represents 79 classes at 62 schools • Teachers receive five days of Teaching Pyramid (based on Center for Social Emotional Foundations in Early Learning work) as part of early learning continuum building and Foundations work • Selected schools received extra Professional Learning before school began on guided instruction for math • Piloting curriculum from McGraw-Hill "World of Wonders"; curriculum trainings will occur in May 2017 **Kindergarten** • Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears • Focus on guided reading and writing as well as collaborative conversations in one day of PL (teacher's choice)	In the Transitional Kindergarten Program all classes are now implementing the World of Wonders curriculum and the coaches worked closely with the teachers to create Common Formative Assessments around kindergarten math. In the Kindergarten Program, all classes implemented the World of Wonders curriculum and teachers received professional development and coaching support on the use of guided reading and writing and strategies for supporting collaborative conversations in the Kindergarten classroom. Currently, we have 73 TK classes at 62 different school sites. This year 2,995 preschool children are being served in our programs. There has been no program expansion to date.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners			

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Supports for Libraries Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the "School Library Impact Study" (Gretes,2013) evidence from multiple library impact studies concluded: • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal	**Additional Supports for Libraries** • All libraries were expanded to be staffed and open five days a week until at least 4:00pm. Elementary Library technician's duty day was extended from a 6 hour to 8-hour work day. All students and parents had access to their library after school to utilize resources for learning. • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology	**Total $2.5 Million (LCFF)** $ 0.7 M Classified Salaries $ 0.6 M Employee Benefits $ 1.2 M Materials and Supplies	**$2.4 Million (LCFF)** $ 0.7 M Classified Salaries $ 0.6 M Employee Benefits $ 1.0 M Materials and Supplies $ 0.1 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • For 2017/18, Library Technicians at elementary schools will move to an 8-hour work day • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.	• Access to diverse titles for students including titles in multiple languages • Access to technology through the library for students who may not have access to technology at home; including longer hours for more students • E-book and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home		

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equity and Access Partnership with UC Merced Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions. • The Equity and Access partnership has created over 2,000 indicators to monitor academic, social-emotional, and attendance data. • Building and sustaining a monthly tool to review Single Plan for Student Achievement (SPSA) performance versus prior year (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion • Developing School Quality Improvement Index (SQII) Performance and Targeted Action Index o District analytical framework is tied to the	**Equity and Access Partnership with UC Merced** Indicators continued to be updated with latest data, and new indicators were created specifically to measure the impact of direct and indirect services provided at school sites. The Single Plan for Student Achievement (SPSA) tool was completed and monitored monthly. Ad-hoc analysis support and indicator system was utilized throughout the year. Also support for the newly hired Executive Director of African American student achievement was provided. The partnership has continued to track and measure performance of academic, social-emotional, and attendance key metrics. These metrics are tracked and measured with the intent to increase student performance on local and statewide assessments for the unduplicated student population. The most critical assessment of success is the use of the Equity and Access beta tools that bring awareness of inequities that exists in the system to	**Total $1.8 Million (LCFF)** $ 0.3 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.3 M Employee Benefits $ 0.8 M Services and Operating Expenses	**$1.4 Million (LCFF)** $ 0.1 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.2 M Employee Benefits $ 0.7 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equity and Access Theory of Change o SQUII has continued to evolve and be further refined o An ongoing resource for district analysis • Revising and updating the SQII based on data availability and district priorities • Provide thought leadership and analytical support to Guidance and Counseling, DPI, Alternative Education, and English Learner departments – this work remains ongoing • Additional Analyst to support accountability with vendors contracted for counseling and tutoring services – this work has continued • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Applying principles of improvement science to datasets advancing Equity and Access in Guidance and Counseling, and Department of Prevention and Intervention (DPI) • Provide yearlong professional learning to leadership cohort on Equity and Access Principle application and the Equity and Access Theory of Change	reduce/eliminate them. The tools are used by district leadership, principals, vice principals, and by staff both in the College and Career Readiness Department and Department of Prevention and Intervention on an ongoing basis. Both the indicator system and the SQII Performance and Targeted Action Index were designed for year over year comparisons of performance in academics, social-emotional and attendance metrics. Every indicator that Equity and Access tracks and monitors has a DISP tab in which subgroup information is available (if applicable) to see if any disproportionality exists between subgroups including but not limited to: socio-economically disadvantaged, English Learner, and foster/homeless youth. Also, certain sub elements in the SQII Performance and Targeted Action Index were designed to specifically call out certain disadvantaged circumstances for the system to focus on.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
These actions will increase student performance on local and statewide assessments for the unduplicated student population			

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
GATE / Advanced Placement (AP)/ International Baccalaureate (IB) Expansion Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. **Elementary Schools** • Expanding Yokomi GATE Program • All Yokomi and Manchester GATE teachers will be GATE certified by the end of 2017/18 • Professional learning focused on strategies for accelerated learners • Summer professional learning **Middle Schools** • IB Training for Cooper Academy • GATE teachers attended the California Association for the	**GATE / Advanced Placement (AP)/ International Baccalaureate (IB) Expansion** Elementary • 26 teachers participated in GATE Cohort Certification training • Proctors assessed first grade students district wide • NNAT-Universal GATE Screener was given to all second-grade students to assess for GATE potential • Manchester GATE teachers are on track to becoming GATE certified by the end of 2017-18 year • Yokomi teachers are on track to becoming GATE certified by the end of 2018-19 year • Malloch teachers received professional learning on Acceleration	**Total $2.1 Million (LCFF)** $ 0.7 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.1 M Services and Operating Expenses	**$2.1 Million (LCFF)** $ 0.6 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes **High Schools** • Funds to cover AP / IB exams for students o Advanced Placement exams allow students to receive college credit for high school courses o Exam fees can be prohibitive for families as each exam can cost $90 o Students can be eligible to take multiple exams • Summer professional institute for AP • Summer professional learning for IB • AP Insight – College Board technology tool for providing planning and teaching support for AP teachers in US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students • Original credit summer school classes offered to allow	• Young Scholars, an accelerated summer school program, was provided to GATE potential 2nd graders in every region Middle School • IB training is provided to teachers at Cooper Academy. • All GATE teachers at the Middle School level will be invited to attend the 2018 CAG Conference (California Association for the Gifted) • "Pre-AP" World Geography summer offering to prepare students for 9th grade AP Human Geography High School • District covered AP/IB exam costs for all students • Both face-to-face and Khan Academy AP tutoring was made available on every campus • PSAT practice was available on Khan Academy • AP tutoring o Tutorial hours given to each High School to support AP retention • Summer classes for students • Original credit summer school classes offered to allow opportunities for students to take AP courses during the year		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities for students to take AP courses during the year **SAT / PSAT Fees** • Unduplicated students have more barriers to attending a four-year college or university after high school • Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment • PSAT and SAT will be administered during the school day • For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades • For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade As a result of this action, more low income, English learners and foster youth will attend a four-year college or university As a result of the services listed above more unduplicated students will be successfully involved in these accelerated programs.	• Summer professional learning opportunities for both AP and IB teachers will be made available for 2018		

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand Alternative Education Some of our low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). • Add a principal to support JE Young and the Online Academy • Add a full time social worker to each alternative education site to provide social-emotional supports for students including: o Substance abuse o Domestic violence trauma o Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade o Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: o Trauma informed practices o Non-Violent Crisis Intervention (NCI) o Instructional strategies for at-risk students	**Expand Alternative Education** An Administrator was hired to oversee the academic programs at JE Young, eLearn Online Academy, and the credit recovery programs at all comprehensive high schools. Social workers were hired to support the alternative education campuses. Phoenix Secondary hired a Spanish Language Instructor and CTE construction teacher to help build a construction pathway DeWolf hired a CTE teacher to help build a pathway in Business and Urban Innovations. eLearn Online Academy opened Fall 2017 serving 7th through 12th grade students. Additionally, a business process for enrollment in online acceleration at comprehensive sites, 9-12 online independent study, and 7-8 online independent study was developed.	**$ 700,000 (LCFF)** $ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits	**600,000 (LCFF)** $ 0.4 M Certificated Salaries $ 0.2 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.			

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Additional Services for Phoenix Community Day School Expelled students and students at risk of being expelled need significant supports. • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support	**Maintain Additional Services for Phoenix Community Day School** • Expanded to five sections of Spanish • Launched the Men's Alliance program this year providing leadership, responsibility, career readiness, and overall student development activities • Maintained inter-scholastic sports program and outdoor education trips	**Total $2.0 Million (LCFF)** $ 1.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Services and Operating Expenses	**$2.0 Million (LCFF)** $ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• The unduplicated student count at Phoenix secondary school is 97.7% and the following services are principally directed to and effective in meeting the goals for the low income pupils at this school. o Maintain inter-scholastic sports program and outdoor education trips ▪ Includes strict behavior and academic criteria for participation o Cross disciplinary professionals work together to address chronic absenteeism o Maintain individual counseling program to reduce peer conflict and emotional outbursts ▪ Anger management ▪ Grief counseling o Close monitoring of grades and academic interventions o Linked students with post-secondary opportunities such as: ▪ College campus visits ▪ College application submission ▪ Financial aid ▪ Course advising	o Includes strict behavior and academic criteria for participation • Cross disciplinary professionals work together to address chronic absenteeism • Implementation of individual counseling program to reduce peer conflict and emotional outbursts o Anger management o Grief counseling • Close monitoring of grades and academic interventions such as study halls • Linked students with post-secondary opportunities such as: o College campus visits o College application submission o Financial aid o Course advising o Work experiences o Opening bank accounts o Obtaining California ID's • Improving the process of transitioning back to comprehensive high schools by establishing: o Communication protocols o Behavior plans o Orientation meetings with students and parents		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
▪ Work experiences ▪ Opening bank accounts ▪ Obtaining California ID's o Improving the process of transitioning back to comprehensive high schools by establishing: ▪ Communication protocols ▪ Behavior plans o Orientation meetings with students and parents As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate			

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>After School Tutoring</u> Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in	**<u>After School Tutoring</u>** New Programs: All schools were equipped to offer extended tutoring and personalized learning three days a week from a certificated staff member. 80% of schools were able to deploy certificated staff, while nine schools utilized classified staff and 12 contracted with California Teaching Fellows.	**Total $6.8 Million** $2.0 Million (LCFF) $1.0 Million (21st Century) $3.8 (ASES) $ 1.9 M Certificated Salaries $ 1.5 M Classified Salaries	**$6.7 Million** $1.3 Million (LCFF) $1.2 Million (21st Century) $4.1 (ASES) $ 1.0 M Certificated Salaries $ 1.5 M Classified Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
elementary, middle, and high schools to increase academic achievement o After school tutoring programs impact student achievement, especially for at-risk students o In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.	Tutoring activities were focused on the online program available through the literacy and math curriculum as well as Khan Academy. Additionally, six schools that do not receive ASES or 21st Century grant funding for after school programs, received resources to provide after school programs for English learners, foster youth and/or socio-economically disadvantaged students. Those sites are: Baird, Tenaya, Bullard, Duncan, Edison, Hoover All library staff received training on English and math adoption digital resources and Khan Academy in order to provide personalized learning for students. Existing Programs Elementary All elementary sites offer an after school program through one of our District's three options: Grant funded ASES or 21st Century, the Green Shack District funded program, or Extended Day, a fee-based after school program. High School – Programs are funded through the 21st Century Community	$ 1.1 M Employee Benefits $ 0.8 M Materials and Supplies $1.4 M Services and Operating Expenses $ 0.1 M Other Expenses	$ 1.1 M Employee Benefits $ 1.5 M Materials and Supplies $1.6 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Learning Centers, High School Safety and Enrichment for Teens (ASSETs) Extended Day Enrichment Program - School-age fee-based program for at nine sites. Green Shack Program - District funded recreation style program to support families needing short term supervision after school at five sites.		

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended Summer Learning Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning. • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • **Elementary school** o Kindergarten & 1st Grade Foundational Skills	**Extended Summer Learning** The Extended Learning Summer Program was held from July 1 to July 13, 2017 and June 12 – June 29, 2018. Participating teachers receive their hourly rate of pay and the program was extended to include second graders. **Elementary school** • Kindergarten & 1st Grade Foundational Skills • EL Redesignation Support • CTE Experiences • Young Scholars for 2nd Grade • Hmong Dual Immersion (New) • Special Education • Anticipating 3,900 students	**Total $8.8 Million** $ 4.0 Million (LCFF) $ 4.8 Million (Title I) $ 5.8 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Operating Expenses $ 0.2 M Other Outgo	**$8.3 Million** $ 4.0 Million (LCFF) $ 4.3 Million (Title I) $ 5.5 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o EL Redesignation support o Services for students with disabilities • **Middle school** o Math Intervention o Transition to middle school o Special Education • **High School** o Math Intervention o Transition to high school o Special Education These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments	**Middle school** • Math Intervention • Transition to middle school • CTE Experiences • Special Education • Newcomers • Academic Language Supports • Anticipating 1,400 students **High School** • Credit Recovery • Transition to high school • Original Credit • Special Education • Anticipating 8,500 students		

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Foster Youth Social Workers</u> Foster youth face greater challenges to high school graduation than their peers. • Maintain 9 Social Workers added to support foster students in grades 6-12	Added Foster Youth Social Workers: • Nine social workers with caseloads of 50 to 60 students to support the work the department. • Social workers provided individual and group support to foster and high need homeless students.	**Total $1.9 Million** $1.3 Million (LCFF) $0.6 Million Title I	**$1.9 Million** $1.3 Million (LCFF) $0.6 Million Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible **Foster Youth Roundtable** • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables • Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Increase the number of high school foster youth mentor matches to 25 students **2017/18 Expand Social Emotional and Academic Support** • Remove barriers for foster youth to allow for greater access to District and community resources • Add a social worker and an academic counselor to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.	• One social worker was specifically assigned to support students and families residing in shelters. • Hired and trained an academic counselor to support the unique needs of foster youth. Foster Youth Roundtable • Facilitated work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Continued to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Collaborated with Mentoring Department to facilitate 2 mentor trainings specific to homeless/foster youth. Total of 11 mentors have been assigned.	$ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Other Services & Operating Expenses	$ 1.0 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Other Services & Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>All teachers are teachers of English Learner (EL) students</u> English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. • Maintain four Teachers on Special Assignment (TSAs) o Providing job-embedded professional learning to teachers at schools with high numbers of EL students o Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction • At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools	**<u>All teachers are teachers of English Learner (EL) students</u>** Four Teacher's on Special Assignment (TSA) provided professional learning to teachers and administrators at a selected number of schools (Laboratory Schools): eight elementary, three middle and one high school. These schools received intense professional learning included face-to-face sessions and instructional coaching support which integrates lesson planning, delivery, assessment, and reflection. The content of the professional learning is integrated and designated ELD instruction enacted in the California ELA/ELD Framework. The intent of Lab Schools is to allow the district to determine best pedagogical practices in effectively implementing integrated and designated ELD instruction. At the designated schools, ten school-based TSA's received professional learning four hours per month in integrated and designated ELD instruction. This enabled them to be prepared to provide professional learning	**Total $11.5 Million** $ 7.7 Million (LCFF) $ 1.8 Million (Title I) $0.4 Million (Migrant) $1.6 Million (Title III) $ 4.3 M Certificated Salaries $ 1.9 M Classified Salaries $ 2.2 M Employee Benefits $ 1.6 M Materials and Supplies $ 1.4 M Services and Operating Expenses $ 0.1 M Other Outgo	**$12.2 Million** $ 7.9 Million (LCFF) $ 1.8 Million (Title I) $0.4 Million (Migrant) $2.1 Million (Title III) $ 4.8 M Certificated Salaries $ 2.0 M Classified Salaries $ 2.5 M Employee Benefits $ 1.5 M Materials and Supplies $ 1.4 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long Term English Learner students • All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses • Expanded After School Program for additional EL students • Targeted literacy intervention is provided at 20 elementary schools with high number of identified EL students for K-1 intervention using a technology based literacy program These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.	to teachers at their site. These TSAs are supported by English Learner Services staff in as needed/requested basis. Professional learning in the implementation of integrated and designated ELD was provided to all district schools driven by site-based needs and/or request. Each comprehensive high school continues to provide Hmong Language and Heritage courses. A great majority of the students who took the course in 2016/17 are now enrolled in course II of the series. The afterschool program was expanded to support fourth, fifth, and sixth grade students at 20 schools. The support includes completing homework and/or tutoring services The McMillan McGraw Hill, ELD program was implemented at 20 elementary schools serving students in kindergarten and first grade. The program focuses on development of foundational reading skills. The course of Academic Literacy and Language at Sequoia Middle School was discontinued due to attendance concerns.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	This course was offered during the regular instructional day but pushed Physical Education class for these students to a seventh period. A high number of students failed to attend the PE class.		

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expansion of Dual Immersion Programs English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well-established English learner program • The program increases English literacy while maintaining the primary language • Gradually, the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet	**Expansion of Dual Immersion Programs** The newly revised Master Plan for English Learner Success serves as a guide to the implementation of research-based practices in service of English learner students. One of the actions in the Master Plan is the expansion of the Dual Language Immersion (DI) Program. Wawona and Rowell opened the new DI program this school year with two Pre-Kindergarten classes and two Kindergarten classes at each school. In addition, a second class was added to the middle school DI program at Yosemite and one class to the high school DI program at McLane. Professional learning provided to teachers and leaders of the DI programs included research-based practices effective in meeting the instructional needs of English	**Total $1.0 Million (LCFF)** $ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.5 M Services and Operating Expenses	**$1.0 Million (LCFF)** $ 0.2 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.6 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the criteria to earn a Seal of Biliteracy upon graduation from high school • Rowell Elementary School: o Adding two new Kindergarten and two new pre-K classes • Wawona Middle School: o Adding two new Kindergarten and two new pre-K classes o Required facility modifications • Add TSA to develop Hmong curriculum and to teach after school program at assigned schools These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.	Learner (EL) students. Teachers were advised on how to focus attention on EL student production of language whether it is orally or in writing. A TSA was hired to develop Hmong language and heritage materials and is currently teaching a three-hour class in an after-school program setting in addition to developing the Hmong curriculum. To increase the likelihood of implementing the Hmong DI program during the day, a second afterschool class is being implemented at Greenberg Elementary School.		

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instruction • All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and	• All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the	**Total $354.5 Million** $ 335.5 Million (LCFF) $ 3 Million (Lottery) $ 16 Million (Other Revenue)	**$367.8 Million** $ 338.1 Million (LCFF) $ 3.7 Million (Lottery) $ 16 Million (Other Revenue)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	type of school (elementary, middle or high school) enrollment, and the size of the campus All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	$ 227.2 M Certificated Salaries $ 14.2 M Classified Salaries $ 98.6 M Employee Benefits $ 7.7 M Materials and Supplies $ 4.8 M Services and other operating Expenses $ 2.0 M Other Expenses	$ 240.9 M Certificated Salaries $ 13.1 M Classified Salaries $ 100.1 M Employee Benefits $ 7.8 M Materials and Supplies $ 4.8 M Services and other operating Expenses $ 1.0 M Other Expenses

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Human Resources • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association	**Human Resources** Mission: Prepare career ready graduates by recruiting and retaining exceptional people Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association	**Total $4.0 Million** $3.8 Million (LCFF) $0.2 Million (Title I) $ 0.1 M Certificated Salaries $ 2.4 M Classified Salaries $ 1.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and operating expenses	**$4.7 Million** $4.5 Million (LCFF) $0.2 Million (Title I) $ 0.4 M Certificated Salaries $ 2.5 M Classified Salaries $ 1.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.5 M Services and operating expenses

Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Education • Mental Health Services (AB114)	**Special Education**	**Total $123.1 Million**	**$130.7 Million**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Autism Services • Secondary Course Alignment Special Education Department Regional Alignment	Serving student with disabilities • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment	$ 63.0 Million (LCFF) $ 60.1 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) **LCFF and Restricted:** $ 54.5 M Certificated Salaries $ 19.8 M Classified Salaries $ 37.0 M Employee Benefits $ 0.8 M Materials and Supplies $ 6.5 M Services and other operating Expenses $ 4.5 M Other Expenses	$ 69.1 Million (LCFF) $ 61.6 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) **LCFF and Restricted:** $ 58.0 M Certificated Salaries $ 21.5 M Classified Salaries $ 39.0 M Employee Benefits $ 1.0 M Materials and Supplies $ 9.3 M Services and other operating Expenses $ 1.9 M Other Expenses

Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Learning Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	**Professional Learning** Coordinated with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities were provided for teachers, administrators and classified employees	**Total $16.5 Million** $ 7.5 Million (LCFF) $ 5.0 Million (Title II) $ 4.0 Million (Grants) $ 6.5 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 6.2 M Materials and Supplies	**$16.7 Million** $ 7.8 Million (LCFF) $ 4.6 Million (Title II) $ 4.3 Million (Grants) $ 6.0 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 6.7 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$ 1.6 M Services and other operating Expenses $ 0.2 M Other Expenses	$ 2.0 M Services and other operating Expenses

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications Facilities Applications	**Technology** • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	**Total $13.9 Million** $ 12.8 Million (LCFF) $ 1.1 Million (E-Rate) $ 0.2 M Certificated Salaries $ 5.2 M Classified Salaries $ 2.6 M Employee Benefits $ 1.2 M Materials and Supplies $ 4.7 M Services and other operating Expenses	**$18.9 Million** $ 15.4 Million (LCFF) $ 3.5 Million (E-Rate) $ 0.2 M Certificated Salaries $ 5.2 M Classified Salaries $ 2.4 M Employee Benefits $ 6.0 M Materials and Supplies $ 5.1 M Services and other operating Expenses

Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Early Learning • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten	**Early Learning** • Infants and toddlers • Preschool • Prekindergarten • Transitional kindergarten	**Total $800,000** $ 0.3 Million (LCFF) $ 0.5 Million (Local Funding) $ 0.2 M Certificated Salaries	**$700,000** $ 0.3 Million (LCFF) $ 0.5 Million (Local Funding) $ 0.1 M Certificated Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Services and operating expenses	$ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and operating expenses

Action 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equity and Access/REA • Research • Evaluation • Assessments Eliminating disproportionality	**Equity and Access/REA** • Research • Evaluation • Assessments • Eliminating disproportionality	**Total $2.3 Million** $ 1.3 Million (LCFF) $ 0.7 Million (Title I) $ 0.3 Million (Private Foundation Grant) $ 0.2 M Certificated Salaries $ 1.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Services and operating expenses $ 0.1 M Other Outgo	**$2.2 Million** $ 1.3 Million (LCFF) $ 0.6 Million (Title I) $ 0.3 Million (Private Foundation Grant) $ 0.2 M Certificated Salaries $ 1.0 M Classified Salaries $ 0.5 M Employee Benefits $ 0.3 M Services and operating expenses $ 0.2 M Other Outgo

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fresno Unified School District's Goal 1 states "All students will excel in reading, writing and math" and the actions described in the annual update continue to be focused on improving student outcomes in alignment with this goal. Overall, implementation of the actions and services in this section have been successful, being implemented largely as planned.

Some notable examples of implementation success include the following:

Designated schools continue to allow for extended learning time for students and professional development opportunities for teachers. Additionally, every school was provided an additional certificated position to support site-determined needs.

Nearly 12,000 student computers were purchased and deployed to support high-quality learning experiences.

State Standards based professional learning is being delivered to increase performance for English Language Learners. Additionally, new teachers and leaders are provided additional support to assist with their onboarding.

Increased library supports have allowed for all school site libraries to be open 5 days a week until 4 PM. This increased time has allowed for student and parent access to technology and tutoring opportunities.

Dual Immersion programs were expanded as planned at Rowell, Wawona, Yosemite and McLane. A teacher on special assignment was hired to develop Hmong dual immersion curriculum and start an after school program at Greenberg Elementary.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the district continues to see growth in Math and English Language Arts performance as measure by the Smarter Balanced Assessment (SBAC). Performance in these areas has been supported by investments such as Designated Schools, where students have access to increased learning time and teachers have more time for collaborative professional learning. Continued investment emphasis in Early Learning has certainly contributed to performance as well. High quality teaching is another contributor to student performance and district results relating to this indicator have been positive as well.

Student access to technology has also improved this year. Over the same measurement timeframe, student logon to devices provided has increased by 24% over 2016/17.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summarized below are areas of material differences form the budget amounts:

Additional Teachers Above Base Staffing – While mid-year teachers hires were made to recruit and hire the most qualified teaching candidates, the total hired was less than budgeted resulting in savings for this action.

Instruction, Special Education – Estimated actuals are higher than budgeted due to the final collective bargaining agreement resulting in salary raises.

Human Resources – Amounts over the original budget were due to additional expenses in preparation for a work stoppage.

Technology – During a mid-year budget revision amounts were added for one-time costs for district wide router and switches replacement, resulting in higher estimated actuals from the adopted budget amount.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- **Student Technology Access and Annual Refresh** – Increasing this investment action in 2018/19 in order to implement the "Student Companion Device Initiative" providing student technology access beyond the classroom.
- **Additional Teachers Above Base Staffing & Eliminate 5th/6th grade combination classes** – Increasing supports to lower class sizes in all grades and expand the elimination of combination classes to all elementary grade levels.
- **African American Academic Acceleration** – Moved this action from the Goal 2 area to Goal 1 since the focus of the work is to improve student academic performance for this persistently and disproportionately performing student subgroup. The investment is also increased in 2018/19 to expand the supports to students.
- **Dual Immersion Expansion** – Program offering will expand to an additional 7 schools in 2018/19 providing more student access.

Goal 2

All Students will engage in arts, activities, and athletics

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School attendance rate ***(Atlas)*** Baseline: 2015/16 Status: **94.73%** TARGET: **94.8%**	94.32% (2016/17)
Chronic absenteeism ***(California School Dashboard)*** Baseline: 2015/16 Status: **16.38% of students** **LI: 16.08%** **EL: 14.40%** **FY: 28.52%** TARGET: **14.87%** **LI: 14.88%**	17.90% LI: 19.00%

Expected	Actual
EL: 13.93% **FY: 27.95%**	EL: 13.30% FY: 32.40% (2016/17)
Middle School dropout rate ***(Dataquest - CDE)*** Baseline: 2014/15 Status: **0.7% of students** **LI: 0.0%** **EL: 0.5%** **FY: 0.0%** TARGET: **.63%** **LI: .63%** **EL: .45%** **FY: .63%**	All Students: 0.55% LI: Data not available on Data Quest EL: 0.39% FY: Data not available on Data Quest (2015/16)
High School dropout rate ***(Dataquest - CDE)*** Baseline: 2014/15 Status**: 12%** **LI: 12%** **EL: 17%** TARGET: **11.3%**	10.70% LI: 11.00% EL: 15.90%

Expected	Actual
LI: 11.3% **EL: 15.3%**	(2015/16)
High School graduation rate **Note: Graduation Rate shown for the district without factoring in continuation schools and other important programs** ***(California School Dashboard)*** Baseline: 2014/15 Status: **91.4% (high)** Change: **5.7% (increased significantly)** _____ **LI: 90.8% (high)** **EL: 87% (medium)** TARGET: **91.5%** **LI: 91.5%** **EL: 87.4%**	91.8% LI: 91.5% EL: 84.9% (2015/16)
Number and percentage of unique students enrolled in any Goal 2 activity ***(Atlas)*** Baseline: 2015/16 Status: **61.97% of students** **LI: 62.46%** **EL: 49.61%** **FY: 51.25%**	

Expected	Actual
TARGET: **65.18%** **LI: 64.88%** **EL: 54.43%** **FY: 56.38%**	72.17% LI: 71.87% EL: 64.34% FY: 66.36% (2016/17)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 32

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Increase School Allocations for Athletics:</u> Low income students report a lack of participation in extracurricular activities due to the cost • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals	**<u>Increase School Allocations for Athletics:</u>** All seven high schools and seventeen middle schools are now on a uniform rotation schedule to ensure equity and adequacy across sports and schools. This year an inventory system was implemented in partnership with the technology department for protective gear and safety equipment. All high schools have a full-time certified athletic trainer and each stadium is staffed	**Total $7.9 Million (LCFF)** $ 3.2 M Certificated Salaries $ 2.0 M Classified Salaries $ 1.4 M Employee Benefits $ 1.2 M Materials and Supplies $ 0.1 M Services and other operating Expenses	**$6.5 Million (LCFF)** $ 2.0 M Certificated Salaries $ 2.2 M Classified Salaries $ 1.0 M Employee Benefits $ 1.3 M Materials and Supplies $ 0.1 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: o Uniform rotation schedule o Protective Gear o Safety Equipment o Equipment o Officials o Support for student participation in regional athletic events o Support costs for student body to attend playoff events o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation o Increased for 2017/18 - Stipends for after-school activities o New for 2017/18 – One time funds for the	with a medical spotter to help identify on field injuries. Homeless/Foster youth students were provided athletic supplies to encourage participation. This year was the first season of competitive cheer teams and each high school received a new cheer mat to support activities. Also new this year was the creation of Unified Sports. Unified Sports is an opportunity where Special Education athletes are partnered with General Education athletes to participate in sports competition. This year basketball and soccer seasons were implemented. This year a team grade point average recognition award program was created. The team with the highest team GPA for each high school and middle school athletic team receives a GPA Banner to be posted in the gym. Extra pay contract stipends were increased at the high school and middle schools, giving students access to more extracurricular programs. Regional football nights have been a great way to encourage participation in		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
purchase of new cheer mats for high schools o Implement Sports Competition (Basketball, Soccer, and Track) o Implement Competitive Sport Cheer The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance	extracurricular activities and connect students and families between elementary, middle and high schools in each region. The Goal 2 department continues to work with Campus Culture and Athletic Directors, and site administration to ensure that all students receive opportunities to engage in extracurricular school activities.		

Action 33

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District-Funded Educational Enrichment Trips Previously, field trips were more frequent at schools able to raise funds. Low income students and foster youth were disproportionately affected. • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • The educational benefits of enrichment trips are two to three	**District-Funded Educational Enrichment Trips** Prior to the Board investment, approximately 10% of the schools were taking grade level field trips (specifically outdoor education) because of the costs and the challenges of school wide fundraising. Since the action was implemented 100% of students in Transitional Kindergarten through sixth grade can attend an enrichment trip and current student participation rates are at 95.5%.	**Total $4.7 Million (LCFF)** $ 1.1 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.8 M Services and other operating Expenses	**$4.2 Million (LCFF)** $ 1.0 M Certificated Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.6 M Materials and Supplies $ 2.5 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd o TK: Pumpkin Patch, Fresno Art Museum, Storyland o Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland o First Grade: Chaffee Zoo, CSUF Planetarium, Fresno Discovery Center o Second Grade: Fossil Discovery Center, Chaffee Zoo, Fish Hatchery • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms o Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake o Fourth Grade: Monterey Bay Aquarium, San Juan Bautista o Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips	This year we continued to expand the amount of students that were able to participate in the different enrichment trip opportunities. The trip options this year were: • Transitional Kindergarten - Storyland, Hillcrest Farms, Simonian Farms • Kindergarten - Storyland, CSUF Farms, Chaffee Zoo • First Grade - Discovery Center, CSU Planetarium, Chaffee Zoo • Second Grade - Fossil Discovery Center, Chaffee Zoo, Discovery Center • Third Grade - CSU Planetarium, Lost Lake, Scout Island, River Center • Fourth Grade - Monterey Bay Aquarium, Mission San Juan Bautista, Mariposa Mining Museum • Fifth Grade - The Tech Museum, Exploratorium, California Academy of Sciences • Sixth Grade - Calvin Crest, Green Meadows, Sierra Outdoor School, Camp Keep (Central Coast) Goal 2 continues to work with Human Resources to streamline the fingerprint process. The process has been organized to allow parents complete all fingerprint requirements at the Parent University office. Parents do not have to pay for any		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o All non-employee adults must be fingerprinted in order to serve as a chaperone In combination the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low income students.	enrichment trip required fingerprints. This financial support for parent fingerprinting ensures that an inability to pay for fingerprinting services is not a barrier to participation in school events and classrooms activities.		

Action 34

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District Arts Collaborative Project Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved engagement, motivation, and sense of community (Smithrim and Upitis, 2005). • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to	**District Arts Collaborative Project** 28 teachers, across four regions, teaching elementary through high school grade levels, participated in professional development and collaboration sessions. This was a new experience for our teachers to work together in this way across the district. Additionally, eight ArtHop exhibits were curated and shown at a leased local art gallery in M Street Arts Complex. Student engagement in literacy through art increases as students are given a voice through relevant social-emotional topics, such a displacement from home or the environment.	**Total $100,000 (LCFF)** $ 0.1 M Materials and Supplies	**$100,000 (LCFF)** $ 0.1 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population			

Action 35

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased Funding for Music Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction. **Instrument Maintenance and Repair** Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). • Funding will ensure that the increased inventory of music	**Increased Funding for Music** Six new music teachers were hired this year. With the additional positions and through strategic scheduling, this enabled the district to offer elementary music in third grade classrooms. Additionally, 32 elementary schools that have an unduplicated pupil count higher than 94.9% are now receiving music instruction in most of the primary grades. Students receive standards based music instruction and have instruments in good playing condition.	**Total $0.8 Million (LCFF)** $ 0.4 Certificated Salaries $ 0.2 Employee Benefits $ 0.2 M Materials and Supplies	**$0.6 Million (LCFF)** $ 0.4 Certificated Salaries $ 0.2 Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students **<u>Music Teachers for TK-Third Grade</u>** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction. • Six music teachers providing classroom music and building the continuum of music at 18 schools with a high unduplicated student count • Classroom music benefits students in language acquisition, social emotional growth, and academic development The combined actions above will lead to improved student performance on state and local assessments for low income students.	This year an online music inventory system was created. The system allows for better monitoring of music instruments, to ensure instruments can be shared amongst school sites when appropriate. Music Repairs • Over $360,000 has been encumbered or spent on instrument repairs so far this year. Also, 583 instruments were purchased as well as 15 classroom music kits for elementary classroom music teachers.		

Action 36

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Campus Culture Position at Birney Elementary School At Birney Elementary School, 97% of students live in poverty. A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). • Lunchtime intermural sports league • Fire Up Your Feet program • Academic Bear Readers and Birney Book Club The actions listed above are principally directed to low income students to increase connectedness to school and	**Campus Culture Position at Birney Elementary School** The Birney Walk/Run Club had over 800 students participating from Pre-Kindergarten to sixth grade. With a grant from the Nike Marathon Kids Program the Walk/Run Club expanded to the after school program this year. The students participated in a school wide jog-a-thon and raised funds to donate to Terry's House. The students used their activity to make a difference in the community. The Birney Reading Club had over 700 students this year. Participating in The Reading Club is a popular and exciting activity that continues to grow each year. The love of literacy continued to deepen year. Birney Lunch League also continued allowing students access to sports and activities. Students now have more opportunities both academically and athletically to grow, learn, and have fun. Being Active, Being Readers, and Being Super is not just a slogan for our students, but now a reality. Attendance, teamwork, love of reading will continue to rise because of the program.	**Total $100,000 (LCFF)** $ 0.1 M Certificated Salaries	**$100,000 (LCFF)** $ 0.1 M Certificated Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
improve student performance on state and local assessments.			

Action 37

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>African American Student Supports</u> The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest performance levels on the following indicators: • Suspension rate • English Language Arts • Math **<u>Leadership Enrichment Position</u>** • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school	**<u>African American Student Supports</u>** An Executive Director, School Leadership focused on African-American Academic Acceleration was hired. Additionally, resource counseling assistant's positions were hired to support the work. Black Student Union (BSU) clubs were established or strengthened at both middle school and high school campuses this year. BSU sponsors received professional learning on club, cultural, and accountable community supports. BSU club sponsors also received the following resources: • Culturally responsive books for high school and middle school BSU clubs (Honoring Our Ancestral Obligations and A Treasure Within respectively) • BSU advisor handbook • Academic Success Playbook for college planning	**Total $ 900,000 (LCFF)** $ 0.2 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and other operating Expenses	**$ 1.0 Million (LCFF)** $ 0.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools. (Gottfredson, 2001) • This position supports: o Fresno Unified's role in the African American Student Conference o Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses o African American Student Voices o African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno o African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced o Implement leadership mentoring cohort for selected African American MS students **<u>Academic Acceleration</u>**	• Access to fifty mobile museum displays which highlighted African Americans who have made significant contributions on social, military, and political history. Below are some highlighted events that students participated in this year: • CSU Fresno's African American Student Success Conference where Fresno Unified School District schools brought 229 students representing seven comprehensive and five specialty high schools • Summer leadership camp at CSU Fresno with content and staff provided by Fresno Unified and Fresno County Office of Education • Monthly mentoring meetings and enrichment trips • The Willie Brown Summer Leadership Camp at UC Merced • California Association of Directors of Activities (CADA) Area C Student Leadership Conference • UC Davis campus visit • California Capital tour with the California Legislative Black Caucus • UC Santa Cruz campus visit		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Implement culturally responsive teaching strategies • Add an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies • Add 8 resource counseling assistants to support students and teachers with alternative discipline strategies o Columbia o Kirk o Wilson o Slater o Balderas o Ayer o Wolters o Turner • Provide personalized academic support and monitoring for middle and high school students The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.	• Serve Saturday at the Community Food Bank • African American Heritage Museum of Fresno. Hosted the District's first Black College Expo with more than 25 historically black colleges and universities. More than 400 students attended, with colleges making over 200 offers of admissions and awarding more than $900,000 in scholarship monies. Seven RCAs (resource counseling assistants) added to support African American Students with academic and socio-emotional strategies at the following elementary schools: Columbia, Kirk, Wilson, Slater, Balderas, Wolters, Turner Supported improvement science initiative at Ayer Elementary focused on math improvement for African American students Launched Academic Advisory program at 16 middle schools and seven high schools **Middle Schools** Ahwahnee, Baird, Bullard Talent, Computech, Cooper, Ft. Miller, Gaston,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Kings Canyon, Scandinavian, Sequoia, Tehipite, Tenaya, Terronez, Tioga, Wawona Yosemite **High Schools** Bullard, Edison, Fresno, Hoover, McLane, Roosevelt, Sunnyside Academic Advisors provide personalized academic support and monitoring for middle and high school students.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fresno Unified School District's Goal 2 states "All students will engage in arts, activities, and athletics" and actions were implemented largely as planned.

Some highlighted updates from the year include the following:

Homeless and Foster Youth were provided with supplies where needed to encourage participation in Goal 2 activities.

With the inauguration of "Unified Sports", district students with disabilities now have access to and are participating in sports leagues. The year kicked off with a soccer league, followed by basketball in the spring.

Investment commitments continue to provide opportunities for Kindergarten through sixth grade students to attend enrichment trips.

With the expansion and hiring of additional music teaching positions, district third grade classrooms now have access to music instruction.

Lastly, in support of the district's African American students, an Executive Director and staff were hired to support closing the achievement gap for this subgroup. Additionally, Black Student Unions were expanded, and students were able to attend summer conferences, leadership gatherings and visit college/university campuses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Opportunities have increased for students via expansion in areas such as competitive cheer and "Unified Sports" which targets student athletes with disabilities. This has again resulted in an increase in the percentage of students participating in an activity.

Investments in music has resulted in over 600 new instruments and music kits for elementary schools. This brings the four-year total to nearly 2,500 to support the implementation of increased instruction. Teachers have reported that students are demonstrating a better understanding of beat, rhythm and pitch due to the increased investment. Research shows that music instruction can accelerate brain development, which can potentially jump-start a child's abilities in areas beyond music, such as in language and reading.

Targeted participation for the African American student subgroup has also shown increases with the expansion of Black Student Unions, leadership conference and mentoring opportunities. Also, the District's first Black College Expo resulted in 200 offers of student scholarships amounting to $900,000, making college access an increasing reality for many students that otherwise don't have the resources to attend.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase School Allocations for Athletics – Savings in this investment action are due to lower than anticipated costs for elementary sports. The district Goal 2 department continues to work with elementary school sites to increase opportunities for participation in athletics for elementary students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increased Funding for Music – Based on stakeholder feedback, the expansion district music programs will allow for all 2nd grade classes across the district to receive music instruction.
African American Student Supports - Moved this action from the Goal 2 area to Goal 1 since the focus of the work is to improve student academic performance for this persistently and disproportionately performing student subgroup. The investment is also increasing in 2018/19 to expand the supports to students.

Goal 3

All Students will demonstrate the character and competencies for workplace success

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd -8th grade SBAC Math Points below level 3 proficiency	**See Goal 1**
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency	**See Goal 1**
11th grade SBAC Math Points below level 3 proficiency	**See Goal 1**
11th grade SBAC English Language Arts Points below level 3 proficiency	**See Goal 1**
A-G Completion 4 year cohort	**See Goal 1**
Percentage of Students who pass AP Exams	**See Goal 1**
CTE Pathways and Linked Learning Enrollment	**See Goal 1**
English Learner Progress	**See Goal 1**

Expected	Actual
English Learner Redesignation	**See Goal 1**
Broad Course of Study	**See Goal 1**
Early Assessment Program for College Readiness - English Language Arts	**See Goal 1**
Early Assessment Program for College Readiness - Math	**See Goal 1**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 38

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Linked Learning, ROP and CTE Pathway Development:</u> Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of	**<u>Linked Learning, ROP and CTE Pathway Development:</u>** This year Linked Learning Pathways were expanded with additional grade levels at the following sites: • Bullard High School – Biomedicine, Business, Marketing, and Technology, Law and Social Justice • Duncan – Rehabilitation Therapy, Nursing Services, Automotive, Construction, Manufacturing, Welding • Edison - Biomedical Sciences, Engineering Design and Development	**Total $21.1 Million** $14.1 Million (LCFF) $6.2 Million (State and Federal CTE Grants) $ 0.8 Apprenticeship $ 6.3 M Certificated Salaries $ 1.9 M Classified Salaries $ 3.1 M Employee Benefits $ 3.9 M Materials and Supplies $ 3 M Services and other operating Expenses $2.7 M Capital Outlay $ 0.2 Other Expenses	**$19.3 Million** $11.9 Million (LCFF) $6.2 Million (State and Federal CTE Grants) $ 1.2 Million Apprenticeship $ 5.3 M Certificated Salaries $ 1.9 M Classified Salaries $ 2.6 M Employee Benefits $ 4.8 M Materials and Supplies $ 4.7 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the high-risk non-academy students. • Linked Learning pathways offered o Grades 9-12 o Demanding technical and academic courses o Personalized student supports o Work-based learning components o Expand pathways ▪ Biomedical- Bullard High School ▪ Ecological Technology- Hoover High School ▪ Heating, Ventilation, and Air Conditioning (HVAC)-Roosevelt and McLane High Schools, and Alternative Education (including HVAC equipment) ▪ Construction- Fresno High School (including facility modifications) • CTE Courses offered throughout the District o Grades 7-12	• Hoover - Public Service, Eco-Technology, Media Design & Production • McLane - Educational Careers, Banking and Financial Careers, Business, Medical Education and Research • Patiño – Entrepreneurship • Roosevelt – Education, Health • Sunnyside – Agriscience and Technology, Multimedia and Marketing, and Health and Human Services Thirteen new CTE courses were added including: Agricultural Engineering, UCCI Sustainable Agriculture, Nutritional Health Sciences, Advanced Online Marketing, Advanced Web Development, Business Startup Incubator, AP Seminar-Business, Urban Innovation and Certifications, Leadership in Public Service, Interactive Design and Application Development, Introduction to Interior Design, Contemporary Law, and Digital Photography and Marketing Fresno High's International Baccalaureate Career Program launched this year and includes: Business Marketing, Digital Media and Production, Engineering, Construction and HVAC and JROTC.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Taught by a CTE credentialed teacher o One class period in length o Career-themed or skill-specific curriculum • ROP Courses o Classes for 11th and 12th grade students o Two consecutive periods in length o Taught by a teacher with industry-relevant experience o Career-themed and skill-specific curriculum • California Partnership Academies o Grades 10-12 o Career-themed academy, limited in size o Academic and career technical courses o Business Partnerships These combined actions will increase access to Linked Learning, ROP and CTE Pathways for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.	ROP courses continue to allow for extended work-based learning opportunities. Courses were aligned and renamed to meet CalPads reporting requirements for the College & Career Indicator.		

Action 39

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Kids Invent! Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) • Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship • STEM tailored- learning for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers • Identified "Career Connections" added in each 5th grade lesson • Expanded Inventor's Log for student reflection and increased literacy focus These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments	**Kids Invent!** Over the summer, the Fresno Unified College and Career Readiness and Curriculum and Instruction Departments and CSU Fresno, Lyles Center staff worked to develop a new fifth grade curriculum aligned to the Next Generation Science Standards being released by the California Department of Education. Additionally, based on teacher focus group input, the sixth grade Kids Invent! curriculum was also updated. Implemented recommendations included: • Additional teacher training including implementing conceptual shifts to the new science standards • Redesign of instructional lessons to align to new science standards (NGSS) • Monthly CSU Fresno, Lyles Center reports to Fresno Unified • Quarterly billing cycle to ensure funding is spent according to the contract 100% of elementary schools have a 5th grade STEM 5 liaison and 6th grade Kids Invent! liaison. All fifth and sixth grade students have access to science lessons related to STEM concepts that are NGSS aligned. Professional learning	**Total $1.4 Million (LCFF)** $ 0.3 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.0 M Services and other operating Expenses	**$1.2 Million (LCFF)** $ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.0 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	opportunities on the conceptual shifts to the new NGSS science standards is open to all 5th and 6th grade teachers. Prior to implementing Kids Invent! students in the fifth and sixth grades had limited access to STEM and robotics lessons. Student exposure was limited to teacher expertise or knowledge. With the implementation of Kids Invent! all elementary teachers in these grades received supplies and materials to implement STEM based lessons supported by CSU Fresno, Lyles Center staff, a teacher portal, video lesson introductions, and a teacher handbook. Each site has a liaison who ensures teachers have adequate supplies, materials, and access to support. Lessons are developed with student success in mind.		

Action 40

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Patiño Entrepreneurial High School:</u> Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less	**<u>Patiño Entrepreneurial High School:</u>** This year teachers were added to support implementation of 12th grade, the first graduating class of the program. Training was provided for teachers during their Professional Learning Community time to help with integrating skill and project based learning.	**Total $2.4 Million (LCFF)** $ 1.3 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.6 M Employee Benefits $ 0.4 M Services and other operating Expenses	**$2.6 Million (LCFF)** $ 1.5 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.6 M Employee Benefits $ 0.4 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 is the first year the school will have 10th, 11th and 12th grades • Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions	The school continues to focus on integration of entrepreneurial skills and application ensure students are able to meet content standards. There is also a focus on project based learning to ensure students have opportunities to apply their learning to real world situations. Twelfth grade students are running their businesses and eleventh grade students are developing their ideas into businesses they will pitch. Tenth grade students are beginning their internships in which they will build websites and develop online marketing campaigns for small businesses within the community. Technology consultants team-teach with FUSD teachers and students visit Bitwise to launch their internships as well as to meet with technology experts in order to get feedback on their websites and online marketing campaigns.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application These combined actions will increase access to Linked Learning and CTE Pathways for low income students which will increase student performance on state and local assessments			

Action 41

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design Science Early College High School Fresno Unified School District's low income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support.	**Design Science Early College High School** District staff are continuing collaborative efforts with State Center Community College District (SCCCD) staff in an effort to find the best short- and long- term solutions to accommodate Design Science on the Fresno City College (FCC) campus. Discussions include how Design Science classrooms can be incorporated into a FCC master plan currently in	**Total $6.0 Million (LCFF)** $ 6.0 Other Expenses	**$0.0 Million (LCFF)** $ 0.0 Other Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Design Science Early College High School is a program in which students in the 11th and 12th grade earn college credits while completing graduation requirements • Students are able to earn an associate's degree or transfer as a college junior • Fresno Unified School District's low income students often report unreliable transportation • Providing a facility on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 80.8% unduplicated students and averages over a 90% four year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012)	development. The intention remains that students in the Design Science Early College High School program would attend class in facilities on the FCC campus, for increased alignment and program delivery, for students to take college courses while simultaneously completing graduation requirements. The planning remains fluid, however is long term in nature. Therefore, it is not expected that all earmarked funds will be expended in 2017/18.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011) The new facility on the college campus will mitigate transportation barriers, and increase program access therefore, increasing college readiness for low income students.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fresno Unified School District's goal 3 states "All students will demonstrate the character and competencies for workplace success" and actions were implemented largely as planned.

As planned, Linked Learning pathways were expanded at various high schools and new CTE courses were added.

ROP courses continued and allowed for work-based learning experiences for students.

Kids Invent continued to allow all district fifth and sixth grade students access to STEM based learning opportunities.

As planned, Patiño Entrepreneurial High School expanded another grade level, to twelfth. This year the school will have its first graduating class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

District Linked Learning pathways and Career Technical Education courses were expanded giving students broader access to work-based learning opportunities. The expansion of opportunities resulted in increased student enrollment as intended.

Patiño Entrepreneurial High School expanded to offering twelfth grade courses and content, which will result in the first graduating class at the school. There have been challenges in recruitment efforts since the program begins in the tenth grade, therefore 2018/19 will be the first year that students are able to attend in the 9th grade.

Access to work-based learning continues to provide opportunities for our unduplicated students to help and provide them with more post-secondary choices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Linked Learning, ROP and CTE Pathway Development – Projected savings in this action are primarily due to one-time project costs that will be carried over to the 2018/19 year.

Design Science Early College High School – Though there was no expense for this action. District staff are continuing collaborative efforts with the State Center Community College District for a long term solution to accommodate Design Science students on the Fresno City College campus. This investment action will continue in the 2018/19 year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Patiño Entrepreneurial High School – In 2018/19 the school will expand to the 9th grade. This expansion will result in reduced student transitions and help to foster better school culture and connectedness.

Goal 4

All Students will stay in school, on track to graduate

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Efforts to seek parent input in decision making **District will promote parent participation in programs for the unduplicated pupils** **District will promote parent participation in programs for individuals with exceptional needs** **Baseline:** Parent Survey 2015/16: **1. I feel welcome to participate at this school.** ***92.6% favorable (Agree or Strongly Agree)*** **2. School staff treats me with respect.** ***94.2% favorable (Agree or Strongly Agree)*** **3. School staff takes my concerns seriously.** ***89.9% favorable (Agree or Strongly Agree)*** **4. School staff welcomes my suggestions.** ***89.9% favorable (Agree or Strongly Agree)*** **TARGET:**	

Expected	Actual
1. I feel welcome to participate at this school. ***93% favorable (Agree or Strongly Agree)*** **2. School staff treats me with respect.** ***93% favorable (Agree or Strongly Agree)*** **3. School staff takes my concerns seriously.** ***90% favorable (Agree or Strongly Agree)*** **4. School staff welcomes my suggestions.** ***90% favorable (Agree or Strongly Agree)***	1. 92.7% 2. 93.9% 3. 90.0% 4. 90.0% (2016/17)
Student safety and connectedness as measured by the student survey **Baseline:** Student Survey 2015/16: **1. There is a teacher or some other adult who really cares about me.** ***65% favorable*** **2. I feel like I am part of this school.** ***63% favorable*** **TARGET:** **1. There is a teacher or some other adult who really cares about me.** ***68% favorable*** **2. I feel like I am part of this school.** ***65% favorable***	65.07% 61.87 (2016/17)

Expected	Actual
Student Suspension Rate ***(California School Dashboard)*** **Baseline: 2015/16** Status: **6.4% (high)** Change: **-0.9% (Declined)** **_____** **LI: 6.9% (high)** **EL: 4.5% (medium)** **TARGET:** **6.1%** **LI: 6.5%** **EL: 4.5%**	6.9% LI: 7.3% EL: 4.5% (2016/17)
Student Expulsion Rate ***(Dataquest - CDE)*** Baseline: 2014/15 Status: **0.2%** TARGET: **0.2%**	0.2% (2016/17)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 42

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Peer Mentor Program Some low income and foster youth students exhibit irregular attendance which affects academic performance. • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Planned expansion to additional 60 students • Mentors selected based on: o Submitting application o Interview o References o Counselor and/or teacher recommendations • Mentees selected based on: o GPA o Attendance rate	**Student Peer Mentor Program** Mentoring program was expanded to include an additional 140 students, bringing the total to 400 students participating. The program continues to focus on students needing additional social emotional and academic support including an emphasis on English Learner students. Students were selected based on their application, references, staff recommendation, and the following criteria: • Marginal GPA • Attendance rate • Minimal engagement in extracurricular activities Below is a summary of schools participating and their emphasized areas: • Bullard/Tenaya (Athletics, Arts, Activities, English Learners) • Edison/Gaston (Athletics & English Learners) • Roosevelt/Tehipite (Steve Scholars, English Learners) • McLane/Roosevelt/Sequoia (Southeast Asian)	**Total $400,000 (LCFF)** $ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Services and Other Operating Expenses	**$400,000 (LCFF)** $ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors.	• Fresno/Fort Miller (English Learners) • Sunnyside/Kings Canyon (English Learners) • Hoover/Ahwahnee (English Learners) Peer Mentors are compensated for facilitating weekly peer mentoring sessions, monthly training, relationship building retreats, and service learning projects.		

Action 43

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Men's and Women's Alliance The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. • Self-management development correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010)	**Men's and Women's Alliance** During the 2017/18 school year, the Men's and Women's Alliance Program was expanded to all comprehensive high schools including Cambridge, and all comprehensive middle schools including Phoenix Secondary. Students learn skills to develop personal responsibility, self-control, social skills, and how to improve academically. The targeted population are students with behavioral, academic, and attendance issues. School site team members	**Total $1.3 Million (LCFF)** $ 0.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies $ 0.4 Services and other Operating Expenditures	**$1.2 Million (LCFF)** $ 0.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies $ 0.4 Services and other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher • Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum • School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program o AVID trains educators to use proven practices in order to prepare students for success, especially	consist of Principals, facilitators, teachers, and counselors. The Alliance Program consists of: • Daily class (Curriculum) • Student work opportunities • Collaborative tutoring • Educational field trips • Service learning • Mentoring • Weekly binder checks, grade tracker, missing assignment logs Improvements to the Men's and Women's Alliance includes: • Increasing College Preparation Support through the implementation of Advancement Via Individual Determination like strategies • Enhanced curriculum with an increased focus on reading, writing, and collaboration strategies • Increased tutors in all Alliance middle schools • Enhanced Tutoring strategies • Increased PL for Alliance elective teachers		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students traditionally underrepresented in higher education Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students.			

Action 44

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Social Emotional Supports Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. **School based Social Emotional Support Specialists** • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)	**Social Emotional Supports** Elementary School Supports: School Social Workers are implementing multi-tiered interventions to address the student, family, community, and school site needs at Hidalgo, Mayfair, and Wilson schools. • Tier 1: School-wide Social/Emotional Wellness Education, School Climate and Culture, Parent Engagement, and Community Partnerships • Tier 2: Group Counseling, Teacher Consultation/Support, Parent Education/Support • Tier 3: Individual Counseling, Referrals to Outside Resources, Involvement in Multi-Disciplinary Team Meetings	**Total $1.6 Million (LCFF)** $ 0.1 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.6 M Employee Benefits	**$1.6 Million (LCFF)** $ 0.1 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.6 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Focus on providing social emotional interventions and classroom support at all comprehensive middle schools **Resource Counseling Assistants** • Increase social emotional support to high need / priority middle schools o Provide conflict resolution, social skills and individual supports to students **Elementary School Supports** • Add three social workers to provide additional social emotional supports and interventions • Three schools chosen based on high unduplicated student count, high crime rate, high counts of registered sexual predators o Hidalgo, 98.9% unduplicated o Mayfair, 98.9% unduplicated o Wilson, 96.9% unduplicated **Child Welfare & Attendance Specialist positions** • According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom	Child Welfare & Attendance Specialists are being utilized to decrease chronic absenteeism of low income students by providing services both districtwide and direct intervention at 35 high-need elementary schools. Child Welfare & Attendance Specialists also utilize home visits, attendance chats, parent groups/conferences, quarterly school wide attendance awareness campaigns, and mentoring groups to improve school connectedness and reduce truancy and chronic absence. Middle School Supports: Social Emotional Supports and Interventions are at all comprehensive middle schools. Services include: • Individual/group counseling • Case management • Crisis and suicide intervention • School-wide mental health awareness education and campaigns • Professional Learning of Mental Health and Emotional Wellness • Supervision of Resource Counseling Assistants and Child Welfare Specialists • Coordinate and facilitate Coordination of Services Team meetings		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color • The following actions are implemented in order to decrease chronic absenteeism of low income students • Provide services districtwide and direct intervention at 29 high-need elementary schools • Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence The actions listed above will increase state and local assessment performance for low income students by increasing attendance and social emotional support.	Maximizing access to school based and community-based resources such as linkages to school-based resources and student engagement, community partnerships, and linkages to resources such as (social services, mental health, child protective services, and community based organizations). Resource Counseling Assistants provide additional social emotional support to six comprehensive middle schools and intensive case management services to identified at-risk students through check and connect, social emotional goal setting, conflict resolution, and social emotional competency skill building groups. High School Supports: School Social Workers have been placed at all comprehensive and alternative education sites who provide the following services: • Individual/group counseling • Case management • Crisis and suicide prevention & intervention • School-wide mental health awareness education and campaigns • Linkage to community resources		

Action 45

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Climate and Culture Expansion Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11	**School Climate and Culture Expansion** • Implementation expanded to include increased focus on Social Emotional Learning (SEL): o Continued building capacity of staff around SEL through Climate and Culture teams (CC) • SEL modules on social awareness and self-awareness were taught and provided to CC teams to utilize with school sites o Currently in progress of providing Emotional Intelligence (EQ) training to CC Teams o Piloted Social Emotional Learning curriculum in high school Men's and Women's Alliance classes o Statewide initiative, to align SEL practices with after school programs o Held Social Emotional Learning Institute for cohort I and cohort II. • Each cohort consisted of 15-20 K-6 teachers • Teachers gained deeper understanding of how to embed SEL in their teaching practices across content areas	**Total $2.8 Million (LCFF)** $ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.5 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Other Operating Expenses	**$2.9 Million (LCFF)** $ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.6 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • Provide direction and support to staff to strengthen school climate, including integration of social emotional learning • Supports include: o Tier I –social emotional and behavior supports needed by all students o Tier II -student re-teaching o Tier III -intensive interventions • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide and job imbedded professional learning opportunities for all staff, including teachers, noon time assistants, bus drivers, paraprofessionals, and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students The actions above are provided to increase social-emotional learning and student performance on state and local assessments	• Reengagement Center staff as they continue to work Ongoing Supports include: o Tier I – social emotional and behavior supports for all students o Tier II - targeted and small group supports and interventions o Tier III - intensive and individualized supports and interventions • Work will continue through the bi-monthly Accountable Communities • Provided professional learning to classified staff including noontime assistants, bus drivers, office managers and resource counseling assistants to increase their efficacy in providing a safe school climate • Facilitated monthly accountable communities for high school to work collaboratively to analyze student outcomes, learn and share effective strategies and plan for next steps • Provided professional learning through the Teacher Pipeline to support new teachers in setting conditions for learning Actions listed above will lead to improved school climate, increased student sense of belonging, and improved student-		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teacher relationships. These supports are directed to low income students, including African American students, foster youth and students with disabilities. Research shows that improved student classroom experience leads to reduction of behaviors leading to suspension and expulsion and allows students additional time in front of high quality instructors, which should lead to increased performance on state and local assessments.		

Action 46

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restorative Practices Investment Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including for African American students. • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to	**Restorative Practices Investment** Conducted five week Parent Learning Modules that taught parents positive approaches to discipline and relationships to use with their children. 283 parents participated. Coordination of the Mediator Mentors partnership with Fresno State's Peace & Conflict Studies and facilitates Peer Mediation student training sessions at elementary and middle schools. Currently 12 school sites have established Peer Mediator programs:	**Total $3.4 Million** $800,000 (LCFF) $2.6 Million (Title I) $ 2.3 M Certificated Salaries $ 0.8 M Employee Benefits $ 0.2 M Services and Other Operating Expenses $ 0.1 M Other Outgo	**$3.3 Million** $600,000 (LCFF) $2.7 Million (Title I) $ 2.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.8 M Employee Benefits $ 0.3 M Services and Other Operating Expenses $ 0.1 M Other Outgo

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University o The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator • Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009)	Hidalgo, Wishon, Ewing, Ayer, Olmos, Burroughs, Norseman, Rowell, Birney, Greenberg, Heaton, Aynesworth Beginning in March 2018, students will be tracked in the Engagement Tool and an indicator has been created in the SQII which will provide student impact data. 2017/18, the first Restorative Justice 'g' unit course is being offered at four of our high schools (McLane, Edison, Sunnyside, and Fresno). This course also provided the four high school campuses an opportunity to also establish peer meditators. Currently 83 students are participating. Next year's projection is 100-125 students. The Community Justice Conferencing (CJC) program, operated through Fresno Pacific University's Center for Peacemaking, is partnering with five Fresno Unified schools (McLane, Edison, Sunnyside, Fresno and Fort Miller) and the Fresno Police Department in a pilot to provide Victim Offender Reconciliation Mediation (VORP) and family group conferencing services for students who commit first time misdemeanor crimes on campus. This pilot program complements		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Continued partnership with Fresno Police Department in the professional learning and development of the Student Resource Officer role McLane, Sunnyside, Edison & Fresno High • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided **Student Voice / Relationship Centered Schools Campaign** • Partnership with Community Based Organizations to promote relationship-centered schools • Promoting student voice • Provide training to students and staff The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students.	our existing Youth Court and Restorative Practices programs. Restorative Practices Counselors are providing on-going supports at the 32 sites implementing restorative practices which include: • Tier I- Conflict mediation, school connectedness, classroom-based community-building such as Morning Meetings • Tier II- Informal restorative conferences through problem-solving circles and conflict mediation • Tier III- Formal Restorative conferences facilitated to restore harmed relationships through circles and re-entry conferences As of January 2018, 38% of schools have improved at least one level on the Tier 1 Rubric in Responding to Misbehavior, and 28% have improved in Community Building. During this timeframe, Restorative Practices School Counselors have provided over 6,000 services to staff members which focus on Circles, Restorative Discipline, Conflict Resolution, Self-Regulation and Meaningful Contribution to the school community.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Additionally, they have facilitated over 1,100 informal and formal restorative conferences/repair circles, conflict mediations and post-suspension re-entry conferences. Indicators for this school year are in the process of being finalized to measure student impact. Student Voice/Relationship Centered Schools Campaign • Partnership with Community Based Organizations to promote relationship-centered schools • Promoting student voice Provide training to students and staff		

Action 47

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement Investments Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement • Parental involvement has been positively linked to indicators of student achievement, including	**Parent Engagement Investments** **Participation** in Parent University has included the following: • Over 40,000 parents have participated in parent learning opportunities and functions from 2010 to 2018 in their native languages of English, Spanish, and Hmong. • 4,400 parents participated in 703 parent learning sessions since the	**Total $2.7 Million** $1.5 Million (LCFF) $ 1.2 Million (Title I) $ 0.2 M Certificated Salaries $ 1.1 M Classified Salaries $ 0.5 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.7 M Services and Other Operating Expenses	**$2.9 Million** $1.7 Million (LCFF) $ 1.2 Million (Title I) $ 0.2 M Certificated Salaries $ 1.0 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.1 M Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) **Parent University**: Empower, engage, and connect families to support student achievement • Over 30,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to provide academic counseling support and training to parents • Provide learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP standalone workshops, special education, English learners, nutrition, behavior and discipline	start of the 2017/18 school year. The fall cohort offered Baseline Learning, which included: Early Learning Summer Pilot, Traditional Early Learning Module, Elementary School Module, Traditional Middle School, and High School Modules. • Additional fall parent learning opportunities included Targeted Engagement Parent Learning opportunities in the areas of: English Learning Summer Learning, Local Control Accountability Plan, English Learner Workshop, Residence Police Academy, Neighborhood Revitalization, and the District Advisory Committee Meeting. • 1210 parents and community members have participated through 68 workshops at the Parent Resource Center that focus on Community Outreach, Housing and Parent Leadership. • 4,842 pre-kindergarten applications were processed through the Parent Resource Center, Early Learning Enrollment efforts. • 144 parents attended the 12th grade Pilot session that included Federal Student Aid (FSA) ID, Free Application for Federal		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Parent workshops in Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Maintaining the District Parent Resource Center that includes a parent engagement training facility, call center, community resource center, and childcare enrichment training center • Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system • Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions • Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops • Add an academic counselor to inform low income and English learner parents of educational opportunities	Student Aid (FAFSA), and the Dream Act workshop. • 32 One-on-one parent academic counseling sessions Efforts and corresponding data documentation will continue throughout the 2017/18 school year with the remaining two cohorts and targeted activities and events. **Engagement** through personalized phone calls: • To date, 83,000 personalized phone calls have been made, inviting parents to participate in parent learning and other engagement opportunities in their primary languages, demonstrating our commitment to actively engage families in the education of their children. Two phone call attempts are made to capture the selected audience through early commitment and address any questions regarding the programmed workshop. **Connecting** parents and community members through Parent University's strong partnerships. These partnerships include school sites, neighborhoods, and district resources, and community partners such as the Fresno Center for New Americans, Public Broadcasting		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low income students.	System (PBS), Parent Institute for Quality Education (PIQE), Youth Centers for America (YCA), the Neighborhood Revitalization Team (NRT) with the City of Fresno, and the Hispanic Residents' Academy (HRA), a partnership with Fresno Police Department. • 87 parents attended the Parent Leadership Academy • 20 parents participated in Neighborhood Revitalization Program • 289 parents attended the Public Broadcasting System (PBS) 26 sessions at 14 schools • 53 participants attended the District Advisory Committee (DAC) • 68 parents attended the Hispanic Resident's Academy **Outcomes** are measured through • Pre-test - given before the start of the class to measure what is known on the subject • Post- test – given after the class to measure the learning that has taken place The number of participants and the number of sessions compared to prior school years. During the 2015/16 school year, 5,800 parents participated as compared to 7,014 during the 2016/17		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	school year. During the 2015/16 school year, 621 sessions were offered as compared to 975 during the 2016/17 school year. The number of sessions by languages also increased as follows: English from 12 to 320, Spanish from 310 to 527, Hmong from 92 to 134		

Action 48

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanded Student, Parent and Community Communication: Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in	**Expanded Student, Parent and Community Communication:** I Am Ready campaign expanded, focusing on parent and community engagement and important student issues. FUSD continues to voice these messages in English, Spanish and Hmong on television. Messaging is centered on attendance, safety, teacher recruiting, choice programs for students, Deferred Action for Childhood Arrivals (DACA) enrollment, Safe Place programs, supervised weekend green space programs, summer meals for students, dual immersion opportunities, swim lessons, open swimming pools, college signing days, college scholarships and CTE learning. Messaging also focused on student programming and investments as developed through community engagement and our LCAP process.	**Total $85,000 (LCFF)** $ 0.1 M Services and Operating Expenses	**$170,000 (LCFF)** $ 0.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
advanced courses (Barnard, 2004) • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Maintain Building Futures district publication to monthly • Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Update District Website to visually impaired Actions listed above will lead to increased low income student performance on state and local assessments by informing and involving community, parents, and students.	FUSD's continues to grow its Scholarship Awards Dinner held each May with many community members, including City leaders. Our website also offers a translation key that transforms a webpage into the language of their choice and there is a multi-year plan in place to make the entire site accessible for the visually impaired.		

Action 49

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Expand Access to High Quality Health Services for Students and Families at School Sites:</u> Fresno Unified School District's low income students have limited access to health care and are some of the lowest	**<u>Expand Access to High Quality Health Services for Students and Families at School Sites:</u>** • Five new RN positions have been filled	**Total $4.6 Million (LCFF)** $ 1.4 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.3 M Employee Benefits $ 1.1 M Other Expenses	**$4.8 Million (LCFF)** $ 1.9 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.6 M Employee Benefits $ 0.1 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
performing student groups on state and local assessments. • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers • Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.	• All 21 newly authorized Licensed Vocational Nurse positions have been filled. • Training of new health services personnel has been conducted during the first quarter of the school year in order to implement a model that provides access to health care professionals at every site every day. Utilizing data such as, number of students accessing the health services, attendance data, return to class rates for students seen in a health office, decreased medication errors (missed medications, incorrect medication given) and academic achievement data to determine effectiveness. By having health services' staff who are trained to detect and follow-up on students' health conditions at school sites daily, the ability to improve students' health status will be improved. Credentialed School Nurses (RNs) are trained to assist high need families to obtain needed services such as medical, vision, dental, food, housing, mental health, advocate with child welfare agencies, etc. An expansion of the See 2 Succeed Vision Screening Program, which targets		$ 0.2 M Other Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students living in disadvantaged circumstances, will double the number of students screened for vision and provided with glasses if necessary from 360-450 students to 720-900 students this school year. Based on trend data, we anticipate that 90% of students screened will need and receive glasses which is 650-800 students.		

Action 50

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add Five Additional Psychologists Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students	**Add Five Additional Psychologists** FUSD successfully hired five additional psychologists that have been distributed into the district to provide more behavior and mental health supports for middle and high school students. These additional psychologists have been assigned additional support time to build capacity in multi-tiered systems of support. Services provided to students are logged in a database, which will be used to indicate the number of mental health and behavioral supports provided to students. With the increase in the number of social emotional and behavioral supports, we should expect a decrease in the number of suspensions. As school psychologists	**Total $700,000 (LCFF)** $ 0.6 M Certificated Salaries $ 0.1 M Employee Benefits	**$600,000 (LCFF)** $ 0.5 M Certificated Salaries $ 0.1 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students.	build capacity to implement Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), we should see a decrease in the number of referrals for special education services. Students living in disadvantaged circumstances need behavior, social emotional and academic supports. Our additional resources allow us to provide immediate social emotional supports to students and will enable us to build systems of academic and behavioral supports.		

Action 51

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Expanded Transportation Services</u> Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three	**<u>Expanded Transportation Services</u>** Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three	**Total $2.8 Million** $ 100,000 (LCFF) $ 2.2 Million (Title I) $ 500,000 (Other Transportation Revenue) $0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 2.3 M Services & Other Operating Expenses $ 0.1 M Capital Outlay $ 0.1 M Other outgo	**$2.1 Million** $ 100,000 (LCFF) $ 1.9 Million (Title I) $ 100,000 (Other Transportation Revenue) $ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.0 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.	times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.		

Action 52

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Upgrading Access to Technology Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms. • Support district technology through: o Integration of technology, instruction, and learning o Field technology support at school sites o Professional learning to develop leader and teacher capacity	**Upgrading Access to Technology** During the 2017/18 school year, the teacher computer refresh moved from a five year cycle to a three year cycle. All full-time classroom teachers will receive a new computer after their currently assigned computer has had at least 3 years of use. Also, all new hires receive a new computer from the refresh program. The refresh occurs in two phases to accommodate the District's capacity to deliver these computers to teachers. • Phase I occurs in late early December, and • Phase II in March	**Total $650,000 (LCFF)** $ 0.7 M Materials and Supplies	**$600,000 (LCFF)** $ 0.6 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Computers for students and teachers o Technology infrastructure • Created a Personalized Learning Initiative to enable entire classrooms to have access to computers at a 1:1 ratio and provided professional learning to teachers to ensure the meaningful integration of technology in high quality instruction o 220 teachers participated in 2016/17 The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.	The teacher refresh deployment in the 2017/18 school year included: • 337 computers for new hires • 573 computers deployed in phase 1 • 509 computers deployed in phase 2+ Computer imaging has experienced a significant improvement as the engineering of the image improved the quality of teachers' experience using the computers and the time to image each computer meant that the process done by District employees cost less than 40% per computer than external vendors. Meaningful use of technology within instruction requires working infrastructure (power, network, wireless network, etc.), working classroom presentation technology, responsive support services, current working computers, and teachers prepared to effectively integrate technology into instruction.		

Action 53

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Department of Prevention and Intervention</u> • Student Attendance/SARB • Student Discipline • Mentoring Support	**<u>Department of Prevention and Intervention</u>** • Student Attendance/SARB • Student Discipline • Mentoring Support	**Total $4.2 Million** $2.2 Million (LCFF) $ 2.1 Million (Title I)	**$5.0 Million** $2.9 Million (LCFF) $ 2.1 Million (Title I)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Social work case management • Project Access • School Climate Behavioral Interventions	• Social work case management • Project Access • School Climate • Behavioral Interventions	$ 1.8 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.1 M Employee Benefits $ 0.4 M Services & Other Operating Expenses	$ 2.2 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.6 M Services & Other Operating Expenses

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fresno Unified School District's goal 4 states "All students will stay in school on target to graduate" and actions were implemented largely as planned.

Student peer mentoring was expanded to accommodate 140 more students and Men's & Women's alliance provided additional supports as well.

Social Emotional supports continued to offer students with an array of services. Teachers received professional learning targeted towards a deeper understanding of how to embed social emotional learning into their practices.

Partnership's with community-based organizations have developed and were focused on promoting Student Voice.

Parent University continues to support parent learning and mid-way through the year had participation of over 4,400 parents.

As planned, to support high quality health services, five new registered nurses and 21 licensed vocational nurse positions were filled. To support mental health services, five new school psychologist positions were filled.

Lastly, the computer refresh cycle has been implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Chronic absenteeism and suspension remain a concern and an area of focus for district investments. However, again, the overall district graduation rate showed increases from the prior year. These performance areas are influenced by the efforts and investments in social emotional supports, providing intervention and assistance based on student need. On high school campuses, reengagement centers remain committed to repairing student connectedness to their school. Additionally, Restorative Practices have resulted in improvement of school response to misbehavior and community building.

Parent Engagement investments have continued to foster school connectedness as well. This is evidenced by positive survey response results in the areas of feeling respected by school staff, feeling as though staff welcomes suggestions and that concerns are taken seriously.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Department of Prevention and Intervention - Estimated actuals are higher than budgeted due to the final collective bargaining agreement resulting in salary raises.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Social Emotional Supports - Expansion of investments in 2018/19 for the district's Multi-tier System of Support (MTSS). Additional positions to be added for supports to school site behavioral analysis and interventions.

School Climate and Culture Expansion – Expansion of this investment action to support classroom teacher capacity building and emotional skill building into academic instruction.

High Quality School Site Health Services - An additional ten registered nurse positions will be added in the 2018/19 school year.

Mental Health Support – An additional five school psychologist positions will be added in the 2018/19 school year.

Goal 5

Contributes to all Fresno Unified School District Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
5A Each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on school site data (AR 0420)	
5B The purpose of all Fresno Unified goals is to improve outcomes for students. In keeping with the Theory of Action, profound and dramatic improvements are required at all levels of the District	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 54

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Site Allocations to be Prioritized by each School's Site Council ($2 Million increase over prior year): The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics.	**School Site Allocations to be Prioritized by each School's Site Council** ($2 Million increase over prior year): The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics.	**Total $22.6 Million** $17.2 Million (LCFF) $ 5.4 Million (Title I) $ 5.2 M Certificated Salaries $ 2.9 M Classified Salaries $ 2.8 M Employee Benefits $ 6.6 M Materials and Supplies	**$23.0 Million** $17.3 Million (LCFF) $ 5.7 Million (Title I) $ 5.0 M Certificated Salaries $ 2.9 M Classified Salaries $ 2.6 M Employee Benefits $ 7.9 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports	• Each school site received an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school evaluated LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services	$ 4.9 M Services and Operating Expenses $ 0.2 M Other Outgo	$ 4.6 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has	o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans were evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.	outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.		

Action 55

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental Student Supports Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and	**Supplemental Student Supports** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches - Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities – Lead Teachers are members on the site Instructional Leadership Team and participate in regional professional learning to ensure coherence and ongoing achievement for all students, including subgroups, across the site and region.	**Total $26.0 Million** $ 13.5 Million (LCFF) $ 12.5 Million (Title I) $ 9.8 M Certificated Salaries $ 5 M Classified Salaries $ 9 M Employee Benefits $ 1 M Materials and Supplies $ 0.7 M Services and Operating Expenses $ 0.5 M Other Outgo	**$27.9 Million** $ 14.1 Million (LCFF) $ 13.8 Million (Title I) $ 11.7 M Certificated Salaries $ 5.5 M Classified Salaries $ 9.7 M Employee Benefits $ 0.7 M Materials and Supplies $ 0.3 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o Teachers meet in subject-specific or grade specific accountable communities and analyze data; for low income, English learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers	• Intervention Teachers – **RTI** is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers". The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in one academic year (Hattie, 2010) • Health Personnel – Experience has shown Fresno Unified School District's low income students have limited access to health care, therefore school health personnel are utilized at a higher rate • Early Childhood Classroom Aides – Supporting early learning classrooms to improve low income students' performance in reading by third grade • Counselors – Experience has shown Fresno Unified School District's low income students have limited access to college and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers” o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in one academic year (Hattie, 2010) • Health Personnel o Experience has shown Fresno Unified School District’s low income students have limited access to health care, therefore school health personnel is utilized at a higher rate • Early Childhood Classroom Aides o Supporting early learning classrooms to improve low income students’ performance in reading by third grade	career information, therefore school counselors are utilized at a higher rate. Added 5 additional counselors for 2017/18 to support middle schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District’s unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Counselors o Experience has shown Fresno Unified School District's low income students have limited access to college and career information, therefore school counselors are utilized at a higher rate o Added 5 additional counselors for 2017/18 to support middle schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District's unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.			

Action 56

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central Office Administration • Board of Education • Superintendent • Communications	**Central Office Administration** • Board of Education • Superintendent • Communications	**Total $4.7 Million** $ 1.2 Million (LCFF) $ 3.5 (other revenue) LCFF, Other Revenue – Interest, Credit Card	**$4.8 Million** $ 3.4 Million (LCFF) $ 1.4 (other revenue) LCFF, Other Revenue – Interest, Credit Card

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics revenue, HR fingerprinting revenue $ 0.8 M Certificated Salaries $ 1.8 M Classified Salaries $ 1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.6 M Services and Operating Expenses	Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics revenue, HR fingerprinting revenue $ 0.7 M Certificated Salaries $ 1.7 M Classified Salaries $ 0.9 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.9 M Services and Operating Expenses

Action 57

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrative Services • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grants Office	**Administrative Services** • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grants Office	**Total $9.2 Million** $ 8.4 Million (LCFF) $ 0.8 Million (Title I) $ 0.3 M Certificated Salaries $ 3.7 M Classified Salaries $ 2 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.1 M Services and other Operating Expenses	**$9.6 Million** $ 8.5 Million (LCFF) $ 1.1 Million (Title I) $ 0.5 M Certificated Salaries $ 3.9 M Classified Salaries $ 2.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.9 M Services and other Operating Expenses

Action 58

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Operational Services • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	**Operational Services** • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	**Total $145.9 Million** $ 126.8 Million (LCFF) $ 19 Million (Other Revenue) LCFF, Other Revenue - Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community Redevelopment and Transportation Grants $ 43.4 M Employee Benefits $ 26 M Materials and Supplies $ 9.4 Materials and Supplies $ 44.3 M Services and other Operating Expenses $ 18.1 Capital Outlay $ 4.7 M Other Expenses	**$137.1 Million** $ 116.7 Million (LCFF) $ 20.4 Million (Other Revenue) LCFF, Other Revenue - Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community Redevelopment and Transportation Grants $ 46.5 M Classified Salaries $ 26.3 M Employee Benefits $ 9.7 M Materials and Supplies $ 37.0 M Services and other Operating Expenses $ 14.2 Capital Outlay $ 3.4 M Other Expenses

Action 59

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Other Expenses • Health contribution • Retirement	**Other Expenses** • Health contribution • Retirement	**Total $22.4 Million** $ 1.5 Million (LCFF) $ 20.9 Million (STRS) LCFF, STRS Pension Contribution $ 22.4 M Other Expenses	**$26.2 Million** $ 1.5 Million (LCFF) $ 24.7 Million (STRS) LCFF, STRS Pension Contribution $ 24.7 M Employee Benefits $ 1.5 M Other Expenses

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Through school site planning, individual site allocations were used according to plans developed. Services were aligned to the district goals and guided by the use of school level data to target certain performance gaps. English Language Learner supports were developed and provided to schools to address performance for this student subgroup. Lastly, all supplemental supports were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Each school site works with its constituents to form a school site council. The school site council reviews published data as measured by the California School Dashboard, and local school level data/metrics. Taking the student and school site data into account, site plans are developed that meet the needs of the students within the school. Each school site plan consists of action items that ultimately provide additional support to students; such as, increased technology, academic interventions and supports, and counseling and psychological services. In addition, school sites

collaborate with their instructional superintendents to review data and to determine the effectiveness of the site plan and to modify plans accordingly. School sites are allocated funds based on their school's enrollment of low income, English learner, and foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Supplemental Student Supports - Estimated actuals are higher than budgeted due to the final collective bargaining agreement resulting in salary raises.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

School Site Allocations to be Prioritized by School Site Council – An additional $2.5 million will be provided for this action to support individual school site needs.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Fresno Unified School District continues to value the feedback provided through a robust stakeholder engagement plan. The District has engaged with all mandatory groups and, again, went beyond statute requirements to allow as many voices as possible to be involved in the development of an effective plan. Each meeting included information on LCFF and LCAP, a review of goals, and small group data discussions. Participants also shared information and insights based on personal experiences.

Engagement efforts were rooted in existing communication structures and strategies, ensuring LCAP communication would be integrated, frequent and familiar to our stakeholders.

In partnership with the Office of Community and Family Services - Parent University, parents received training on LCFF and LCAP through a series of educational modules, culminating with a module soliciting feedback. Outreach via parent coffee hours, school site councils and English Learners Advisory Committees (ELAC) are additional examples of work to engage parents. This year outreach efforts were expanded to include the district Migrant Education Parent Advisory Committee as well.

Again, a Community Idea Exchange Meeting was conducted in each high school region of the district intended to integrate a variety of stakeholders into a discussion of the LCAP. Each household received a postcard mailer and School Messenger phone call inviting them to the workshops. Public Service Announcements were sent through television and radio to invite the community. District staff members received targeted invitations to attend and join the meetings. Attendance at these workshops increased again from the prior year. Through several meetings, the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) have received in-depth information.

A student meeting was conducted at each high school where invitations, specifically focused on Foster Youth and English Learners, were made to over 300 students to participate in the District Student LCAP advisory committee. The committee was formed from interested student responses and meetings were conducted providing a deeper understanding of the LCAP and to obtain feedback.

Again, the district LCAP survey has proven to be an increasingly popular method for stakeholders to provide their input and feedback. This year the responses increased to nearly 3,700 participants, including 5,000 write-in responses.

Listed in the next section are the various engagement workshops conducted throughout the year. The LCAP survey was available beginning November 15th and responses collected through February. A draft of the 2018/19 LCAP was available beginning April 20th with opportunities for feedback, public hearing on May 23rd with adoption on May 30th.

Group	Targeted Audience	Date
District Advisory Committee (DAC)	Parents	9/14/17
LCAP Train the Trainer	Staff	9/26/17
Ewing Parents	Parents	10/3/17
Homan Parents	Parents	10/3/17
Powers – Ginsburg Parents	Parents	10/3/17
Slater Parents	Parents	10/3/17
Wishon Parents	Parents	10/3/17
Burroughs Parents	Parents	10/3/17
Cooper Parents	Parents	10/3/17
Scandinavian Parents	Parents	10/3/17
Gaston Parents	Parents	10/3/17
Ayer Parents	Parents	10/4/17
Pyle Parents	Parents	10/4/17
Robinson Parents	Parents	10/4/17
Rowell Parents	Parents	10/4/17
Storey Parents	Parents	10/4/17
Webster Parents	Parents	10/4/17
Williams Parents	Parents	10/4/17
Figarden Parents	Parents	10/4/17
Viking Parents	Parents	10/4/17
Fort Miller Parents	Parents	10/4/17
Sequoia Parents	Parents	10/4/17
Tehipite Parents	Parents	10/4/17
Ahwahnee Parents	Parents	10/4/17
Tenaya Parents	Parents	10/4/17

Terronez Parents	Parents	10/4/17
Kings Canyon Parents	Parents	10/5/17
Aynesworth Parents	Parents	10/5/17
Calwa Parents	Parents	10/5/17
Balderas Parents	Parents	10/5/17
Hidalgo Parents	Parents	10/5/17
Kirk Parents	Parents	10/5/17
Robinson Parents	Parents	10/5/17
Vang Pao Parents	Parents	10/5/17
Centennial Parents	Parents	10/5/17
Vinland Parents	Parents	10/5/17
Addams Parents	Parents	10/6/17
Jefferson Parents	Parents	10/6/17
King Parents	Parents	10/6/17
Lowell Parents	Parents	10/6/17
Mayfair Parents	Parents	10/6/17
Wilson Parents	Parents	10/6/17
Wawona Parents	Parents	10/6/17
Yosemite Parents	Parents	10/6/17
District English Learners Advisory Committee (DELAC)	Parents	10/19/17
Fresno High Student Meting	Students	10/26/17
Design Science Student Meeting	Students	10/27/17
Foster Youth Roundtable	Community Partners, Staff, Students	11/1/17
Edison High Student Meeting	Students	11/1/17
Duncan Student Meeting	Students	11/2/17
Hoover High Student Meeting	Students	11/7/17
Roosevelt High Student Meeting	Students	11/9/17
Sunnyside High Student Meeting	Students	11/13/17
Bullard High Student Meeting	Students	11/14/17
Patiño Student Meeting	Students	11/16/17
District Advisory Committee (DAC)	Parents	11/16/17
DeWolf High Student Meeting	Students	11/27/17
McLane high Student Meeting	Students	11/28/17

Cambridge High Student Meeting	Students	11/30/17
Vinland Parent Coffee Hour	Parents	12/1/17
Hoover Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	12/5/17
Design Science, Duncan, Patiño Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	12/6/17
McLane Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	12/7/17
Edison Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	12/11/17
Del Mar Parent Coffee Hour	Parents	12/12/17
Powers-Ginsburg parent Coffee Hour	Parents	12/15/17
Service Employees International Union (SEIU)	Staff	1/9/18
IAM & AW	Staff	1/9/18
California School Employees Association (CSEA) 125	Staff	1/9/18
California School Employees Association (CSEA) 143	Staff	1/9/18
FASTA	Staff	1/9/18
Trades	Staff	1/9/18
Sequoia MS Parent Coffee Hour	Parents	1/10/18
Parent University LCAP Staff Training	Staff	1/11/18
Community Advisory Committee	Parents	1/16/18
Anthony Parents	Parents	1/16/18
Burroughs Parents	Parents	1/16/18
Calwa Parents	Parents	1/16/18
Easterby Parents	Parents	1/16/18
Ewing Parents	Parents	1/16/18
Hamilton Parents	Parents	1/16/18
Homan Parents	Parents	1/16/18
Norseman Parents	Parents	1/16/18
Olmos Parents	Parents	1/16/18
Powers-Ginsburg Parents	Parents	1/16/18
Winchell Parents	Parents	1/16/18
Wishon Parents	Parents	1/16/18
Yokomi Parents	Parents	1/16/18
Bullard Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	1/17/17
LCAP Student Advisory Committee Meeting – Roosevelt HS	Students	1/17/18
Ayer Parents	Parents	1/17/18

Del Mar Parents	Parents	1/17/18
Ericson Parents	Parents	1/17/18
Holland Parents	Parents	1/17/18
Pyle Parents	Parents	1/17/18
Rowell Parents	Parents	1/17/18
Storey Parents	Parents	1/17/18
Sunset Parents	Parents	1/17/18
Webster Parents	Parents	1/17/18
Williams Parents	Parents	1/17/18
Figarden Parents	Parents	1/17/18
Greenberg Parents	Parents	1/17/18
McCardle Parents	Parents	1/17/18
Viking Parents	Parents	1/17/18
Fresno High Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	1/18/17
Aynesworth Parents	Parents	1/18/18
Balderas Parents	Parents	1/18/18
Birney Parents	Parents	1/18/18
Columbia Parents	Parents	1/18/18
Greenberg Parents	Parents	1/18/18
Hidalgo Parents	Parents	1/18/18
Jackson Parents	Parents	1/18/18
Kirk Parents	Parents	1/18/18
Roeding Parents	Parents	1/18/18
Vang pao Parents	Parents	1/18/18
Centennial Parents	Parents	1/18/18
Holland Parents	Parents	1/18/18
Turner Parents	Parents	1/18/18
Vinland Parents	Parents	1/18/18
Addams Parents	Parents	1/19/18
Bakman Parents	Parents	1/19/18
Fremont Parents	Parents	1/19/18
Heaton Parents	Parents	1/19/18
Jefferson Parents	Parents	1/19/18
King Parents	Parents	1/19/18

Lawless Parents	Parents	1/19/18
Lincoln Parents	Parents	1/19/18
Lowell Parents	Parents	1/19/18
Mayfair Parents	Parents	1/19/18
Thomas Parents	Parents	1/19/18
Wilson Parents	Parents	1/19/18
Roosevelt Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	1/23/18
Kirk SSC Meeting	Parents, Staff	1/24/18
District English Learners Advisory Committee (DELAC)	Parents	1/25/18
FTA	Staff	1/25/18
Sunnyside Community Idea Exchange Meeting	Parents, Community Partners, Staff, Students	1/29/18
Cooper Parents	Parents	1/30/18
Scandinavian Parents	Parents	1/30/18
Tehipite Parents	Parents	1/30/18
Gaston Parents	Parents	1/30/18
District Advisory Committee (DAC)	Parents	1/31/18
Fort Miller Parents	Parents	1/31/18
Sequoia Parents	Parents	1/31/18
Ahwahnee Parents	Parents	1/31/18
Tenaya Parents	Parents	1/31/18
Terronez Parents	Parents	1/31/18
Kings Canyon Parents	Parents	2/1/18
Wawona Parents	Parents	2/2/18
Yosemite Parents	Parents	2/2/18
Go Fresno Public Schools	Parents, Community	2/15/18
LCAP Student Advisory Committee Meeting – Fresno HS	Students	2/16/18
Student Advisory Board	Students	2/20/18
Mayfair Parent Coffee Hour	Parents	2/21/18
Foster Youth Roundtable	Community Partners, Staff, Students	3/6/18
Migrant Education	Parents	3/22/18
District Advisory Committee (DAC)	Parents	3/22/18
LCAP Student Advisory Committee Meeting – Hoover HS	Students	4/11/18
Southeast Asian Family Conference Resource Fair	Parents, Community	4/14/18

District Advisory Committee (DAC)	Parents	5/1/18
LCAP Student Advisory Committee Meeting – Cambridge HS	Students	5/2/18
District English Learners Advisory Committee (DELAC)	Parents	5/15/18
Foster Youth Roundtable	Community Partners, Staff, Students	5/24/18

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder feedback remains a critical element in prioritizing investments to improve student outcomes. Engagement and feedback opportunities from November through February were integral to collecting information in a variety of ways from district stakeholders. Feedback was collected through the district LCAP survey with multiple choice answer and open-ended answer options. During the Community Idea Exchange workshops, feedback was also collected through open-ended discussion, where notes were taken and summarized. A full update was presented at the February 21, 2018 Board of Education meeting.

Included below are some highlights of stakeholder feedback received and preliminary recommended investments for the 2018/19 LCAP:

<u>Community Input to reduce class sizes</u>
Preliminary Investments:
Action #8 Eliminate Elementary Combinations Classes (Expanded)
Action #11 Additional Teachers Above Base Staffing (Expanded)
Action #6 Middle and High School Redesign

<u>Community Input to increase student technology</u>
Preliminary Investments:
Action #3 Student Technology Access & Annual Refresh (Expanded)
Action #54 School Site Allocations to be prioritized by each School's Site Council (Expanded)

<u>Community Input for English Language Learners supports</u>

Preliminary Investments:
Action #23 All teachers are teachers of English Learner (EL) students (Expanded)
Action #24 Expansion of Dual Immersion Programs (Expanded)
Action #20 After School Tutoring
Action #21 Extended Summer Learning

Community input for music, visual and performing arts

Preliminary Investments:

Action #34 District Arts Collaborative Project

Action #35 Increased Funding for Music (Expanded)

Community input to link learning to real life job skills

Preliminary Investments:

Action #38 Linked Learning, ROP and CTE Pathway Development

Action #39 Kids Invent!

Action #40 Patiño Entrepreneurial High School (Expanded)

Action #41 Design Science Early College High School

Community input for mental health supports and high quality health services

Preliminary Investments:

Action #49 Expand Access to High Quality Health Services for Students and Families at School Sites (Expanded)

Action #50 Mental Health Support (Expanded)

Community input for peer mentoring, conflict resolution and prevention skills

Action #42 Student Peer Mentor Program

Action #43 Men's and Women's Alliance

Action #44 Social Emotional Supports (Expanded)

Action #45 School Climate and Culture Expansion (Expanded)

Action #46 Restorative Practices/Student Voice/Relationship Centered Schools Campaign (Expanded)

Community input for parent supports

Action #47 Parent Engagement Investments (Expanded)

Action #48 Expanded Student, Parent and Community Communication

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

All Students will Excel in Reading, Writing and Math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,4,7,8

Local Priorities: [List Local Priorities here]

Identified Need:

1A. Each student needs more time with an effective teacher
1B. Every student can and must read at grade level (Core Beliefs and Commitments)
1C. Fresno Unified School District needs to ensure students have the greatest number of post-secondary choices from the widest array of options
1D. English Learner Master Plan:
All English learner students in Fresno Unified School District receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations. The cultural and linguistic assets of English learner students are valued, maintained, and protected to promote bilingualism, bi-literacy, and bi-culturalism. In partnership with the families and community members, Fresno Unified School District graduates all English learner students college- and career-ready with the widest array of post-secondary options that prepare them to be productive, global-minded citizens.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)***	**2016/17** 93.5% of teachers fully credentialed in the area taught	96%	97%	98%
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)***	**2016/17** Teachers Misassigned: .4%	.4%	.4%	.3%
Annual Williams /SARC Report on teacher credentialing ***(Annual Williams Data Set)***	**2016/17** Teacher Vacancies: .8%	.4%	.4%	.4%
Student access to instructional materials ***(Annual Williams Data Set)***	**2016/17** 100% of students have access to instructional materials	100%	100%	100%
Facilities are in good repair per State Facility Inspection Tool (FIT) ***(FIT Report)***	**2015/16** **Status: 96.68%** All identified issues from the FIT (Facilities Inspection Tool) report will be addressed in a timely manner	96.7%	96.8%	96.9%
3rd -8th grade SBAC Math Points below level 3 proficiency ***(California School Dashboard)***	**2015/16 Status** **Status:** 73.4 points below level 3 (Low) **Change:** +7.1 points (Increased) LI: 80.2 points below EL: 84.6 points below	69.9 points below LI: 76.8 points below EL: 81.3 points below	66.3 points below LI: 73.4 points below EL: 77.9 points below	62.8 points below LI: 70.0 points below EL: 74.6 points below

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency ***(California School Dashboard)***	**2015/16 Status** **Status:** 51.1 points below level 3 (Low) **Change:** +6.2 points (Maintained) LI: 58.6 points below EL: 67.5 points below	48.0 points below LI: 55.8 points below EL: 81.3 points below	44.9 points below LI: 52.9 points below EL: 77.9 points below	41.8 points below LI: 50.1 points below EL: 74.6 points below
11th grade SBAC Math Points below level 3 proficiency ***(California School Dashboard)***	**2015/16 Status** **Status:** 93.5 points below level 3 **Change:** +10.3 points	88.4 points below level 3	83.2 points below level 3	78.1 points below level 3
11th grade SBAC English Language Arts Points below level 3 proficiency ***(California School Dashboard)***	**2015/16 Status** **Status:** 15.9 points below level 3 **Change:** +4 points (Maintained)	13.9 points below level 3	11.9 points below level 3	9.9 points below level 3
A-G Completion 4 year cohort ***(Dataquest - CDE)***	**2014/15 Status** **Status:** 36% of students LI: 35% EL: 21% FY: 3%	36.5% LI: 35.7% EL: 21.7% FY: 4.4%	37.4% LI: 36.4% EL: 22.4% FY: 7.1%	38.0% LI: 37% EL: 23% FY: 7.1%
Percentage of Students who pass AP Exams	**2014/15 Status** **Status:** 34%	34.5%	35.0%	35.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Dataquest - CDE)	**Change:** +1% _____ LI: 31% EL: 42%	LI: 33% EL: 42%	LI: 35% EL: 42%	LI: 35.5% EL: 42%
CTE Pathway, Program and Course Enrollment ***(Atlas)***	**2015/16 Status** 36.4% LI: 36.6%, EL: 29.9%; FY: 23.7%	37.3% LI: 37.3%, EL: 30.6%; FY: 15.3%	38.5% LI: 38.5%, EL: 31.6%; FY: 18.1%	38.5% LI: 38.5%, EL: 31.6%; FY: 18.1%
Linked Learning Enrollment ***(Atlas)***	**2015/16 Status** 48.4% LI: 50.0%, EL: 43.7%; FY: 26.5%	48.36% LI: 50.01%, EL: 43.66%; FY: 26.47%	26.0% LI: 24.0%, EL: 24.0%; FY: 12.0%	26.0% LI: 24.0%, EL: 24.0%; FY: 12.0%
Percent of 4-year cohort that completed a Linked Learning Pathway ***(Atlas)***	**2014/15 Status** **Status:** 25% _____ LI: 25% EL: 23% FY: 22%	27.5% LI: 27.5% EL: 25.3% FY: 24.2%	29.0% LI: 29.0% EL: 13.5% FY: 16.0%	29.0% LI: 29.0% EL: 13.5% FY: 16.0%
English Learner Progress ***(California School Dashboard)***	**2014/15** **Status:** 64.3% (low) **Change:** +3.3% (Increased)	66%	67.6%	69.3%
English Learner Redesignation ***(Dataquest - CDE)***	**2015/16** **Status:** 18.1%	11.4%	11.6%	11.8%
Broad Course of Study ***(Atlas)***	**2016/17** AP sections offered: 285 IB sections offered: 78	AP sections offered: 288 IB sections offered: 78	AP sections offered: 291 IB sections offered: 78	AP sections offered: 294 IB sections offered: 78

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659
Early Assessment Program for College Readiness - English Language Arts ***(CAASSP)***	**2014/15** **Status:** 10% LI: 10.6%, EL: 0.8%, FY: 7.0%	12.2% LI: 9.2% EL: 1.2% FY: 7.2%	14.2% LI: 11.2% EL: 3.2% FY: 9.2%	16.2% LI: 13.2% EL: 5.2% FY: 11.2
Early Assessment Program for College Readiness - Math ***(CAASSP)***	**2014/15** **Status:** 2% LI: 3.0%, EL: 0%, FY: 0%	3.2% LI: 3.2% EL: 1.2% FY: 0.2%	3.5% LI: 3.5% EL: 1.5% FY: 0.5%	3.8% LI: 3.8% EL: 1.8% FY: 0.8%
Days of Professional learning provided related to the implementation of state standards	**2016/17** **All professional learning aligned with the state and ELD standards** 1. K-12 teachers 2.5 days 2. 7-11 math, science, and social studies 2 days 3. New teachers 8 additional days 4. Instructional coaches support implementation	1. K-12 teachers 2 days 2. New teachers 8 additional days 3. Instructional coaches support implementation	1. K-12 teachers 2 days 2. New teachers 8 additional days 3. Instructional coaches support implementation	1. K-12 teachers 2 days 2. New teachers 8 additional days 3. Instructional coaches support implementation

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	Specific Schools: 40 Designated Elementary Schools; Addams, Anthony, Aynesworth, Balderas, Birney, Burroughs, Calwa, Columbia, Del Mar, Easterby, Ericson, Ewing, Fremont, Greenberg, Heaton, Hidalgo, Homan, Jackson, Jefferson, King, Kirk, Lane, Lincoln, Lowell, Mayfair, Muir, Norseman, Olmos, Pyle, Roeding, Rowell, Slater, Vang Pao, Viking, Webster, Williams, Wilson, Winchell, Wishon, Wolters

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
40 Designated School Investment (increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17) Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments • Data has shown that more time with an effective teacher has a positive influence on the achievement of unduplicated students • Designated schools receive: o An additional 30 minutes of direct instruction per day o Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students o One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students o No Designated School has less than 86% poverty rate These combined actions will increase access to effective first teaching for low income and	**40 Designated School Investment** (increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17) Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments • Data has shown that more time with an effective teacher has a positive influence on the achievement of unduplicated students • Designated schools receive: o An additional 30 minutes of direct instruction per day o Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students o One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students o No Designated School has less than 86% poverty rate These combined actions will increase access to effective first teaching for low income and	**40 Designated School Investment** (increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17) Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments • Data has shown that more time with an effective teacher has a positive influence on the achievement of unduplicated students • Designated schools receive: o An additional 30 minutes of direct instruction per day o Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students o One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students o No Designated School has less than 86% poverty rate These combined actions will increase access to effective first teaching for low income and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
English learner students which will translate to improve scores on state assessments	English learner students which will translate to improve scores on state assessments	English learner students which will translate to improve scores on state assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18.0 Million (LCFF)	$19.4 Million (LCFF)	$19.4 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$14.2 M Certificated Salaries $3.4 M Employee Benefits $0.3 M Materials and Supplies $0.1 M Services and operating expenses	$15.1 M Certificated Salaries $3.8 M Employee Benefits $0.4 M Materials and Supplies $0.1 M Services and operating expenses	$15.1 M Certificated Salaries $3.8 M Employee Benefits $0.4 M Materials and Supplies $0.1 M Services and operating expenses

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
Student Interventions Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments • Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI) to students living in poverty, English learners, and foster youth not identified as students with disabilities • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time o RTI is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a year. (Hattie, 2010)	**Student Interventions** Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments • Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI) to students living in poverty, English learners, and foster youth not identified as students with disabilities • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time o RTI is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a year. (Hattie, 2010)	**Student Interventions** Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments • Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI) to students living in poverty, English learners, and foster youth not identified as students with disabilities • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time o RTI is "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in a year. (Hattie, 2010)

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Additional preschool programs added to support low income, foster youth or English learners students with disabilities These actions will increase student performance on local and statewide assessments for the unduplicated student population	• Additional preschool programs added to support low income, foster youth or English learners students with disabilities These actions will increase student performance on local and statewide assessments for the unduplicated student population	• Additional preschool programs added to support low income, foster youth or English learners students with disabilities These actions will increase student performance on local and statewide assessments for the unduplicated student population

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.3 Million (LCFF)	$2.5 Million (LCFF)	$2.5 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$1.6 M Certificated Salaries $0.6 M Employee Benefits $0.1 M Services and operating expenses	$1.8 M Certificated Salaries $0.7 M Employee Benefits $0.1 M Services and operating expenses	$1.8 M Certificated Salaries $0.7 M Employee Benefits $0.1 M Services and operating expenses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All Schools and Specific Grade spans: ELA and Math classes in Middle and High Schools, Grades 1st through 6th in Elementary Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Technology Annual Refresh Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms • Creating district-level responsibility for a minimum level of student computers in schools • Provides full sets (by 2019) of student computers to support ELA and Math curriculum adoptions Resolves logistics issues related to technology for assessments and instruction • Keeps students computers current at all school sites with a regular refresh cycle • Investment includes: o Student Devices	**Student Technology Access & Annual Refresh** Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms • Creating district-level responsibility for a minimum level of student computers in schools • Provides full sets (by 2019) of student computers to support ELA and Math curriculum adoptions Resolves logistics issues related to technology for assessments and instruction • Keeps students computers current at all school sites with a regular refresh cycle	**Student Technology Access & Annual Refresh** Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms • Creating district-level responsibility for a minimum level of student computers in schools • Provides full sets (by 2019) of student computers to support ELA and Math curriculum adoptions Resolves logistics issues related to technology for assessments and instruction • Keeps students computers current at all school sites with a regular refresh cycle

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Personnel to support classroom technology The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology	• Investment includes: o Student Devices o Personnel to support classroom technology Student Companion Device Initiative – Piloted in spring of 2018 with the intention of fully implementing with the start of the 2018/19 school year, the initiative will provide every PreK-Kindergarten & 9th -11th grade student with a companion device. This will allow for learning beyond the classroom, where many of our unduplicated students do not have access to devices or technology to support their learning. Devices in PreK thru Kindergarten will focus on supporting early literacy, while 9th-11th graders will have better access to college preparation content. To support the implementation and equip teachers for lesson delivery, an Ed Tech team will be created as well. The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology	• Investment includes: o Student Devices o Personnel to support classroom technology Student Companion Device Initiative – Piloted in spring of 2018 with the intention of fully implementing with the start of the 2018/19 school year, the initiative will provide every PreK/Kindergarten & 9th -11th grade student with a companion device. This will allow for learning beyond the classroom, where many of our unduplicated students do not have access to devices or technology to support their learning. Devices in PreK and Kindergarten will focus on supporting early literacy, while 9th-11th graders will have better access to college preparation content. To support both the implementation and equip teachers for lesson delivery, an Ed Tech team will be created with the investment as well. The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5.3 Million (LCFF)	$8.1 Million (LCFF)	$8.1 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$0.2 M Classified Salaries $0.1 M Employee Benefits $5.0 M Materials and Supplies	$0.4 M Classified Salaries $0.2 M Employee Benefits $7.5 M Materials and Supplies	$0.4 M Classified Salaries $0.2 M Employee Benefits $7.5 M Materials and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Additional Teacher Supply Funds In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning. • As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional $315 for supplies and materials to be utilized for services and instruction to students Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.	**Additional Teacher Supply Funds** In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning. • As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional $315 for supplies and materials to be utilized for services and instruction to students Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.	**Additional Teacher Supply Funds** In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning. • As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional $315 for supplies and materials to be utilized for services and instruction to students Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.3 Million (LCFF)	$1.3 Million (LCFF)	$1.3 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$1.3 M Materials and Supplies	$1.3 M Materials and Supplies	$1.3 M Materials and Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3% Professional Learning Column Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments • This action provides an additional column on the basic salary schedule (Schedule A) to support continual learning for veteran teachers	**3% Professional Learning Column** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments • This action provides an additional column on the basic salary schedule (Schedule A) to support continual learning for veteran teachers	**3% Professional Learning Column** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments • This action provides an additional column on the basic salary schedule (Schedule A) to support continual learning for veteran teachers

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners • Course options for teachers fall into the following categories: o Supporting English Learners o Social Emotional supports for students o Multi-tiered system of supports o Implementing the State standards o Utilizing technology in the classroom This action will increase access to effective first teaching for low income and English learner students and the additional professional development will increase the implementation of State standards. These actions will increase student performance on local and statewide assessments for low income and English learner students.	• Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners • Course options for teachers fall into the following categories: o Supporting English Learners o Social Emotional supports for students o Multi-tiered system of supports o Implementing the State standards o Utilizing technology in the classroom This action will increase access to effective first teaching for low income and English learner students and the additional professional development will increase the implementation of State standards. These actions will increase student performance on local and statewide assessments for low income and English learner students.	• Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners • Course options for teachers fall into the following categories: o Supporting English Learners o Social Emotional supports for students o Multi-tiered system of supports o Implementing the State standards o Utilizing technology in the classroom This action will increase access to effective first teaching for low income and English learner students and the additional professional development will increase the implementation of State standards. These actions will increase student performance on local and statewide assessments for low income and English learner students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.0 Million (LCFF)	$1.8 Million (LCFF)	$1.8 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 1.5 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.3 M Services and other operating expenses	$ 1.1 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.1 M Services and other operating expenses	$ 1.1 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.1 M Services and other operating expenses

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	Specific Grade spans: Middle and High Schools
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Middle and High School Redesign	**Middle and High School Redesign**	**Middle and High School Redesign**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes o Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class o This disproportionately affected English learners by not allowing access to a broad course of study o This former schedule was not yielding academic improvement o With the redesign, English learners have access to electives and still receive the interventions needed • Allow middle and high school teachers, teaching the same subjects, to have a common preparation time o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional	Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes o Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class o This disproportionately affected English learners by not allowing access to a broad course of study o This former schedule was not yielding academic improvement o With the redesign, English learners have access to electives and still receive the interventions needed • Allow middle and high school teachers, teaching the same subjects, to have a common preparation time o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill	Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes o Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class o This disproportionately affected English learners by not allowing access to a broad course of study o This former schedule was not yielding academic improvement o With the redesign, English learners have access to electives and still receive the interventions needed • Allow middle and high school teachers, teaching the same subjects, to have a common preparation time o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, but the primary focus of these meetings will be data for unduplicated pupils • PLUS teams (Professional Learning Updraft System) added to ensure direct instruction to students when teachers attend professional learning or collaboration days and to assist with Response to Intervention (RTI)	and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers will analyze data for all unduplicated pupils • Additional Staff allocation to allow sites to design a master schedule to support in-school interventions for students. o Site leaders will leverage site resources to allow teachers to engage in job-embedded professional learning experiences like lesson study, collaborative planning, and action research.	learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers will analyze data for all unduplicated pupils • Additional Staff allocation to allow sites to design a master schedule to support in-school interventions for students. o Site leaders will leverage site resources to allow teachers to engage in job-embedded professional learning experiences like lesson study, collaborative planning, and action research.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
o PLUS teachers provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives o Unduplicated students will receive more enrichment opportunities o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers.” The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a single year. (Hattie, 2010) o This action was implemented specifically for unduplicated students. o As part of the school’s staff, PLUS teachers provide effective instruction and allow for seamless curriculum progression rather than a	o Allows teachers to provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives o Unduplicated students will receive more enrichment opportunities o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers.” The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a single year. (Hattie, 2010) o This action was implemented specifically for unduplicated students. o Teachers should have access to “job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific	o Allows teachers to provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives o Unduplicated students will receive more enrichment opportunities o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers.” The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a single year. (Hattie, 2010) o This action was implemented specifically for unduplicated students. o Teachers should have access to “job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
halted progression provided by a substitute o Use of PLUS teams will reduce loss of instructional time and assist in maintaining unduplicated students' academic progress o Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments	instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) o Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments	instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) o Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments

Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9.6 Million (LCFF)	$10.8 Million (LCFF)	$10.8 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 6.8 M Certificated Salaries $ 2.7 M Employee Benefits $ 0.1 M Services and operating Expenses	$ 7.5 M Certificated Salaries $ 3.2 M Employee Benefits $ 0.1 M Services and operating Expenses	$ 7.5 M Certificated Salaries $ 3.2 M Employee Benefits $ 0.1 M Services and operating Expenses

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Learning Related to the Implementation of State Standards Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low income students. • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive two (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive a coach / mentor assigned for two years, site leaders are mentored to observe and provide feedback to teachers on the implementation of ELD and state standards to improve performance on state and local assessments for low income and English Learner students	**Implementation of State Standards** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low income students. • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive two (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive a coach / mentor assigned for two years, site leaders are mentored to observe and provide feedback to teachers on the implementation of ELD and state standards to improve performance on state and local assessments for low income and English Learner students	**Implementation of State Standards** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low income students. • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive two (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive a coach / mentor assigned for two years, site leaders are mentored to observe and provide feedback to teachers on the implementation of ELD and state standards to improve performance on state and local assessments for low income and English Learner students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students.	State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students.	State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $18.9 Million** $ 2.6 Million (LCFF) $ 16.3 Million (Title I)	**Total $20.1 Million** $ 2.3 Million (LCFF) $17.8 Million (Title I)	**Total $20.1 Million** $ 2.3 Million (LCFF) $17.8 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$10.5 M Certificated Salaries $0.4 M Classified Salaries $3.4 M Employee Benefits $0.7 M Materials & Supplies $3.4 M Services & Other Operating Expenses $0.6 M Other Outgo	$11.4 M Certificated Salaries $0.5 M Classified Salaries $3.8 M Employee Benefits $1.9 M Materials & Supplies $2.5 M Services & Other Operating Expenses	$11.4 M Certificated Salaries $0.5 M Classified Salaries $3.8 M Employee Benefits $1.9 M Materials & Supplies $2.5 M Services & Other Operating Expenses

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools, Specific Grade spans: **All elementary schools**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Eliminate 5th-6th Grade Combination Classes Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • The State Standards were written to group standards into "strands" • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level	**Eliminate Elementary Combination Classes** Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • The State Standards were written to group standards into "strands" • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level	**Eliminate Elementary Combination Classes** Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • The State Standards were written to group standards into "strands" • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level

• Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math • Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students This action will increase access to effective first teaching of mathematics and increase state assessment performance	• Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math • Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students This action will increase access to effective first teaching of mathematics and increase state assessment performance Beginning in 2018/19 this investment will expand to eliminate combination classes at all elementary grade levels where classroom space is available. The expanded investment will increase services to unduplicated students, by allowing course content to be focused to their grade	• Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math • Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students This action will increase access to effective first teaching of mathematics and increase state assessment performance Beginning in 2018/19 this investment will expand to eliminate combination classes at all elementary grade levels where classroom space is available. The expanded investment will increase services to unduplicated students, by allowing course content to be focused to their grade

	level and support good first instruction, through better lesson plan design.	level and support good first instruction, through better lesson plan design.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$900,000 (LCFF)	$2.9 Million (LCFF)	$2.9 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits	$ 2.0 M Certificated Salaries $ 0.9 M Employee Benefits	$ 2.0 M Certificated Salaries $ 0.9 M Employee Benefits

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
National Board Certification Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide • Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs	**National Board Certification** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide • Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs	**National Board Certification** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide • Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation This rigorous certification process trains teachers and requires proof of implementation on research based teaching strategies proven to be effective in meeting the needs of unduplicated students.	• Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation This rigorous certification process trains teachers and requires proof of implementation on research based teaching strategies proven to be effective in meeting the needs of unduplicated students.	• Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation This rigorous certification process trains teachers and requires proof of implementation on research based teaching strategies proven to be effective in meeting the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000 (LCFF)	$80,000 (LCFF)	$80,000 (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 26,000 Certificated Salaries $ 5,000 Employee Benefits $34,000 Books and Supplies $15,000 Services and Operating Expenses	$ 26,000 Certificated Salaries $ 5,000 Employee Benefits $30,000 Books and Supplies $19,000 Services and Operating Expenses	$ 26,000 Certificated Salaries $ 5,000 Employee Benefits $30,000 Books and Supplies $19,000 Services and Operating Expenses

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional Supports Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 3) • Implement 1st -12th interim assessments	**Instructional Supports** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 3) • Implement 1st -12th interim assessments	**Instructional Supports** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 3) • Implement 1st -12th interim assessments

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Implement K-11th English Language Arts adoption (year 2) • Implement high school Algebra, Geometry and Algebra II adoption (year 2) • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom Newly adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.	• Implement K-11th English Language Arts adoption (year 2) • Implement high school Algebra, Geometry and Algebra II adoption (year 2) • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom Newly adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.	• Implement K-11th English Language Arts adoption (year 2) • Implement high school Algebra, Geometry and Algebra II adoption (year 2) • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum • The additional professional development increases the effectiveness of teaching state standards. • All professional development includes components designed to improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom Newly adopted math curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $1.2 Million** $ 0.9 Million (LCFF) $ 0.3 Million (Title I)	**Total $1.5 Million** $ 1.0 Million (LCFF) $ 0.5 Million (Title I)	**Total $1.5 Million** $ 1.0 Million (LCFF) $ 0.5 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials & Supplies $ 0.2 M Services & Other Operating Expenses	$0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials & Supplies $ 0.4 M Services & Other Operating Expenses	$0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials & Supplies $ 0.4 M Services & Other Operating Expenses

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans: All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Additional Teachers Above Base Staffing The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. • Reduce large core classes in high schools (not a class enrollment cap) o Refer to the “annual update” for data on reduced class sizes o While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to ensure Fresno Unified School District has early access to high quality teachers This action is principally directed to low income, English learner, and foster youth students and will improve state	**Additional Teachers Above Base Staffing** The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. • Reduce large core classes in high schools (not a class enrollment cap) o Refer to the “annual update” for data on reduced class sizes o While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to	**Additional Teachers Above Base Staffing** The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. • Reduce large core classes in high schools (not a class enrollment cap) o Refer to the “annual update” for data on reduced class sizes o While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
assessments and A-G completion for high school students.	ensure Fresno Unified School District has early access to high quality teachers This action is principally directed to low income, English learner, and foster youth students and will improve state assessments and A-G completion for high school students.	ensure Fresno Unified School District has early access to high quality teachers This action is principally directed to low income, English learner, and foster youth students and will improve state assessments and A-G completion for high school students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6.0 Million (LCFF)	$9.1 Million (LCFF)	$9.1 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 4.1 M Certificated Salaries $ 1.9 M Employee Benefits	$ 6.2 M Certificated Salaries $ 2.8 M Employee Benefits $ 0.1 M Services & Other Operating Expenses	$ 6.2 M Certificated Salaries $ 2.8 M Employee Benefits $ 0.1 M Services & Other Operating Expenses

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	Specific Schools: Fort Miller, Birney, Olmos, Vang Pao, Ewing, Addams

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts Since introducing additional vice principals, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions for unduplicated students. The additional vice principals are principally directed toward unduplicated students and provide support to teachers and students The recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts. Middle Schools: Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts** Since introducing additional vice principals, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions for unduplicated students. The additional vice principals are principally directed toward unduplicated students and provide support to teachers and students The recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts. Middle Schools: Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts** Since introducing additional vice principals, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions for unduplicated students. The additional vice principals are principally directed toward unduplicated students and provide support to teachers and students The recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts. Middle Schools: Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Gaston unduplicated percent is 96.3% • Fort Miller unduplicated percent is 96.9% • Additional middle school Vice Principals for Gaston and Fort Miller <u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal: • Birney 98.2% unduplicated • Olmos 97.9% unduplicated • Vang Pao 99.2% unduplicated • Ewing 92.7% unduplicated • Addams 99% unduplicated This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.	• Gaston unduplicated percent is 97.6% • Fort Miller unduplicated percent is 96.9% • Additional middle school Vice Principals for Gaston and Fort Miller <u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal: • Birney 97.4% unduplicated • Olmos 98.7% unduplicated • Vang Pao 98.4% unduplicated • Ewing 91.8% unduplicated • Addams 98.9% unduplicated This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.	• Gaston unduplicated percent is 97.6% • Fort Miller unduplicated percent is 96.9% • Additional middle school Vice Principals for Gaston and Fort Miller <u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal: • Birney 97.4% unduplicated • Olmos 98.7% unduplicated • Vang Pao 98.4% unduplicated • Ewing 91.8% unduplicated • Addams 98.9% unduplicated This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.2 Million (LCFF)	$1.4 Million (LCFF)	$1.4 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.9 M Certificated Salaries $ 0.3 M Employee Benefits	$ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits	$ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Elementary TK-3rd grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain 24:1 TK-third Grade Average Class Size	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
In 2013, the California Department of Education enacted the Local Control Funding Formula legislation which included, based on research, a lowering of class sizes in TK-third grade. The unduplicated student population are some of the lowest performing student groups on state and local assessments**.** • This action is principally directed towards and effective in meeting the needs of unduplicated students as research states: o The impact of class-size reduction is greater for low-income and minority children; o While lower class size has a demonstrable cost, it may prove the most cost effective policy overall in closing the widening gap between the lowest and highest achievers (Schanzenbach 2014) • Required in Local Control Funding Formula legislation by the year 2020/21, but implemented by Fresno Unified School District starting in 2014/15 • Reducing TK-third grade class size well in advance of the state requirement allows for increased focus on redesignation and reading by third grade for unduplicated students	1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15. Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.	1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15. Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action will lead to increased student performance on state and local assessments for unduplicated students.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.0 Million (LCFF)		
Source	LCFF		
Budget Reference	$ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits		

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools, Specific Grade spans: Preschool thru Kindergarten

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<u>Further Develop Early Childhood Education</u> Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. **Early Learning** • Prekindergarten teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum • Teachers receive five days of professional learning to continue previous year work of Teaching Pyramid, Adult-Child Interactions and engaging environments **Transitional Kindergarten** • Transitional Kindergarten now represents 79 classes at 62 schools	**<u>Further Develop Early Childhood Education</u>** Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. **Early Learning** • Prekindergarten teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum • Teachers receive five days of professional learning to continue previous year work of Teaching Pyramid, Adult-Child Interactions and engaging environments **Transitional Kindergarten** • Transitional Kindergarten now represents 79 classes at 62 schools	**<u>Further Develop Early Childhood Education</u>** Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. **Early Learning** • Prekindergarten teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum • Teachers receive five days of professional learning to continue previous year work of Teaching Pyramid, Adult-Child Interactions and engaging environments **Transitional Kindergarten** • Transitional Kindergarten now represents 79 classes at 62 schools

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Teachers receive five days of Teaching Pyramid (based on Center for Social Emotional Foundations in Early Learning work) as part of early learning continuum building and Foundations work • Selected schools received extra Professional Learning before school began on guided instruction for math • Piloting curriculum from McGraw-Hill "World of Wonders"; curriculum trainings will occur in May 2017 **Kindergarten** • Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears • Focus on guided reading and writing as well as collaborative conversations in one day of PL (teacher's choice) Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners	• Teachers receive five days of Teaching Pyramid (based on Center for Social Emotional Foundations in Early Learning work) as part of early learning continuum building and Foundations work • Selected schools received extra Professional Learning before school began on guided instruction for math • Piloting curriculum from McGraw-Hill "World of Wonders"; curriculum trainings will occur in May 2017 **Kindergarten** • Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears • Focus on guided reading and writing as well as collaborative conversations in one day of PL (teacher's choice) Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners	• Teachers receive five days of Teaching Pyramid (based on Center for Social Emotional Foundations in Early Learning work) as part of early learning continuum building and Foundations work • Selected schools received extra Professional Learning before school began on guided instruction for math • Piloting curriculum from McGraw-Hill "World of Wonders"; curriculum trainings will occur in May 2017 **Kindergarten** • Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears • Focus on guided reading and writing as well as collaborative conversations in one day of PL (teacher's choice) Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6.5 Million (LCFF)	$6.7 Million (LCFF)	$6.7 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 3.3 M Certificated Salaries $ 0.5 M Classified Salaries $ 2.1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.1 M Services and Operating Expenses	$ 4.1 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.2 M Services and Operating Expenses	$ 4.1 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.2 M Services and Operating Expenses

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Additional Supports for Libraries Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the "School Library Impact Study" (Gretes,2013) evidence from multiple library impact studies concluded: • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • For 2017/18, Library Technicians at elementary schools will move to an 8 hour work day • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for	**Additional Supports for Libraries** Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the "School Library Impact Study" (Gretes,2013) evidence from multiple library impact studies concluded: • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • As of 2017/18, Library Technicians at elementary schools will move to an 8 hour work day • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for	**Additional Supports for Libraries** Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the "School Library Impact Study" (Gretes,2013) evidence from multiple library impact studies concluded: • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • As of 2017/18, Library Technicians at elementary schools will move to an 8 hour work day • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.	students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.	students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.5 Million (LCFF)	$2.6 Million (LCFF)	$2.6 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.7 M Classified Salaries $ 0.6 M Employee Benefits $ 1.2 M Materials and Supplies	$ 0.8 M Classified Salaries $ 0.6 M Employee Benefits $ 1.2 M Materials and Supplies	$ 0.8 M Classified Salaries $ 0.6 M Employee Benefits $ 1.2 M Materials and Supplies

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Equity and Access Partnership with UC Merced Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions.	**Equity and Access** Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions.	**Equity and Access** Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• The Equity and Access partnership has created over 2,000 indicators to monitor academic, social-emotional, and attendance data. • Building and sustaining a monthly tool to review Single Plan for Student Achievement (SPSA) performance versus prior year (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion • Developing School Quality Improvement Index (SQII) Performance and Targeted Action Index o District analytical framework is tied to the Equity and Access Theory of Change o SQUII has continued to evolve and be further refined o An ongoing resource for district analysis • Revising and updating the SQII based on data availability and district priorities • Provide thought leadership and analytical support to Guidance and Counseling, DPI, Alternative Education, and English Learner departments – this work remains ongoing • Additional Analyst to support accountability with vendors contracted	• Provide Pivot teams to facilitate interdisciplinary teams to promote innovative and solution-oriented thinking and improvement for our greatest areas of need as defined by the state's differentiated assistance (Students with Disabilities, African-American, and Foster Youth). The teams will work to incorporate data science improvement methodologies, and help develop action plans aimed at closing performance gaps between student groups. The teams will also work to develop performance targets for these groups upon analyzing both quantitative and qualitative data collected for all ethnicities and other subgroups. • Continue work with partners, UC Merced, to maintain and sustain counseling metrics and tools in order to promote and increase post-secondary college enrollment • Collaborate with external partners to coordinate data and resources to serve our students with the greatest need • Building and sustaining a monthly tool to review Single Plan for Student Achievement (SPSA) performance (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion	• Provide Pivot teams to facilitate interdisciplinary teams to promote innovative and solution-oriented thinking and improvement for our greatest areas of need as defined by the state's differentiated assistance (Students with Disabilities, African-American, and Foster Youth). The teams will work to incorporate data science improvement methodologies, and help develop action plans aimed at closing performance gaps between student groups. The teams will also work to develop performance targets for these groups upon analyzing both quantitative and qualitative data collected for all ethnicities and other subgroups. • Continue work with partners, UC Merced, to maintain and sustain counseling metrics and tools in order to promote and increase post-secondary college enrollment • Collaborate with external partners to coordinate data and resources to serve our students with the greatest need • Building and sustaining a monthly tool to review Single Plan for Student Achievement (SPSA) performance (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
for counseling and tutoring services – this work has continued • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Applying principles of improvement science to datasets advancing Equity and Access in Guidance and Counseling, and Department of Prevention and Intervention (DPI) • Provide yearlong professional learning to leadership cohort on Equity and Access Principle application and the Equity and Access Theory of Change These actions will increase student performance on local and statewide assessments for the unduplicated student population	• Support families and students with school choice through analytics and outreach • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Provide yearlong professional learning to leadership cohort on Equity and Access These actions will increase student performance on local and statewide assessments for the unduplicated student population	• Support families and students with school choice through analytics and outreach • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Provide yearlong professional learning to leadership cohort on Equity and Access These actions will increase student performance on local and statewide assessments for the unduplicated student population

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.8 Million (LCFF)	$2.0 Million (LCFF)	$2.0 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.3 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.3 M Employee Benefits $ 0.8 M Services and Operating Expenses	$ 0.5 M Certificated Salaries $ 0.6 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and Operating Expenses	$ 0.5 M Certificated Salaries $ 0.6 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and Operating Expenses

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
GATE / Advanced Placement (AP)/ International Baccalaureate (IB) Expansion Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. **Elementary Schools**	**GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees** Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. **Elementary Schools** • Expanding Yokomi GATE Program	**GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees** Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs. **Elementary Schools** • Expanding Yokomi GATE Program

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Expanding Yokomi GATE Program • All Yokomi and Manchester GATE teachers will be GATE certified by the end of 2017/18 • Professional learning focused on strategies for accelerated learners • Summer professional learning **Middle Schools** • IB Training for Cooper Academy • GATE teachers attended the California Association for the Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes **High Schools** • Funds to cover AP / IB exams for students o Advanced Placement exams allow students to receive college credit for high school courses o Exam fees can be prohibitive for families as each exam can cost $90 o Students can be eligible to take multiple exams • Summer professional institute for AP • Summer professional learning for IB • AP Insight – College Board technology tool for providing planning and teaching support for AP teachers	• All Yokomi and Manchester GATE teachers will be GATE certified by the end of 2017/18 • Professional learning focused on strategies for accelerated learners • Summer professional learning **Middle Schools** • IB Training for Cooper Academy • GATE teachers attended the California Association for the Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes **High Schools** • Funds to cover AP / IB exams for students o Advanced Placement exams allow students to receive college credit for high school courses o Exam fees can be prohibitive for families as each exam can cost $90 o Students can be eligible to take multiple exams • Summer professional institute for AP • Summer professional learning for IB • AP Insight – College Board technology tool for providing planning and teaching support for AP teachers in	• All Yokomi and Manchester GATE teachers will be GATE certified by the end of 2017/18 • Professional learning focused on strategies for accelerated learners • Summer professional learning **Middle Schools** • IB Training for Cooper Academy • GATE teachers attended the California Association for the Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes **High Schools** • Funds to cover AP / IB exams for students o Advanced Placement exams allow students to receive college credit for high school courses o Exam fees can be prohibitive for families as each exam can cost $90 o Students can be eligible to take multiple exams • Summer professional institute for AP • Summer professional learning for IB • AP Insight – College Board technology tool for providing planning and teaching support for AP teachers

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
in US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students • Original credit summer school classes offered to allow opportunities for students to take AP courses during the year **SAT / PSAT Fees** • Unduplicated students have more barriers to attending a four year college or university after high school • Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment • PSAT and SAT will be administered during the school day • For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades • For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated	US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students • Original credit summer school classes offered to allow opportunities for students to take AP courses during the year **SAT / PSAT Fees** • Unduplicated students have more barriers to attending a four year college or university after high school • Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment • PSAT and SAT will be administered during the school day • For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades • For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated	in US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students • Original credit summer school classes offered to allow opportunities for students to take AP courses during the year **SAT / PSAT Fees** • Unduplicated students have more barriers to attending a four year college or university after high school • Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment • PSAT and SAT will be administered during the school day • For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades • For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade As a result of this action, more low income, English learners and foster youth will attend a four year college or university As a result of the services listed above more unduplicated

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
students will be successfully involved in these accelerated programs.	students will be successfully involved in these accelerated programs.	students will be successfully involved in these accelerated programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.1 Million (LCFF)	$2.3 Million (LCFF)	$2.3 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.7 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.1 M Services and Operating Expenses	$ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.2 M Services and Operating Expenses	$ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.2 M Services and Operating Expenses

Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	School wide	Specific Schools: Cambridge, DeWolf, JE Young, and Phoenix

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand Alternative Education Some of our low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). • Add a principal to support JE Young and the Online Academy • Add a full time social worker to each alternative education site to provide social-emotional supports for students including: o Substance abuse o Domestic violence trauma o Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade	**Expand Alternative Education** Some of our low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). • Add a principal to support JE Young and the Online Academy • Add a full time social worker to each alternative education site to provide social-emotional supports for students including: o Substance abuse o Domestic violence trauma o Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade	**Expand Alternative Education** Some of our low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). • Add a principal to support JE Young and the Online Academy • Add a full time social worker to each alternative education site to provide social-emotional supports for students including: o Substance abuse o Domestic violence trauma o Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: o Trauma informed practices o Non-Violent Crisis Intervention (NCI) o Instructional strategies for at-risk students Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.	o Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: o Trauma informed practices o Non-Violent Crisis Intervention (NCI) o Instructional strategies for at-risk students Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.	o Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: o Trauma informed practices o Non-Violent Crisis Intervention (NCI) o Instructional strategies for at-risk students Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberten 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 700,000 (LCFF)	$ 800,000 (LCFF)	$ 800,000 (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits	$ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies	$ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies

Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	Specific Schools: Phoenix Community Day School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Additional Services for Phoenix Community Day School	**Maintain Additional Services for Phoenix Community Day School**	**Maintain Additional Services for Phoenix Community Day School**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Expelled students and students at risk of being expelled need significant supports. • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support • The unduplicated student count at Phoenix secondary school is 97.7% and the following services are principally directed to and effective in meeting the goals for the low income pupils at this school. o Maintain inter-scholastic sports program and outdoor education trips ▪ Includes strict behavior and academic criteria for participation o Cross disciplinary professionals work together to address chronic absenteeism o Maintain individual counseling program to reduce peer conflict and emotional outbursts ▪ Anger management ▪ Grief counseling o Close monitoring of grades and academic interventions	Expelled students and students at risk of being expelled need significant supports. • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support • The unduplicated student count at Phoenix secondary school is 94.2% and the following services are principally directed to and effective in meeting the goals for the low income pupils at this school. o Maintain inter-scholastic sports program and outdoor education trips ▪ Includes strict behavior and academic criteria for participation o Cross disciplinary professionals work together to address chronic absenteeism o Maintain individual counseling program to reduce peer conflict and emotional outbursts ▪ Anger management ▪ Grief counseling o Close monitoring of grades and academic interventions	Expelled students and students at risk of being expelled need significant supports. • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support • The unduplicated student count at Phoenix secondary school is 94.2% and the following services are principally directed to and effective in meeting the goals for the low income pupils at this school. o Maintain inter-scholastic sports program and outdoor education trips ▪ Includes strict behavior and academic criteria for participation o Cross disciplinary professionals work together to address chronic absenteeism o Maintain individual counseling program to reduce peer conflict and emotional outbursts ▪ Anger management ▪ Grief counseling o Close monitoring of grades and academic interventions

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Linked students with post-secondary opportunities such as: ▪ College campus visits ▪ College application submission ▪ Financial aid ▪ Course advising ▪ Work experiences ▪ Opening bank accounts ▪ Obtaining California ID's o Improving the process of transitioning back to comprehensive high schools by establishing: ▪ Communication protocols ▪ Behavior plans o Orientation meetings with students and parents As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate	o Linked students with post-secondary opportunities such as: ▪ College campus visits ▪ College application submission ▪ Financial aid ▪ Course advising ▪ Work experiences ▪ Opening bank accounts ▪ Obtaining California ID's o Improving the process of transitioning back to comprehensive high schools by establishing: ▪ Communication protocols ▪ Behavior plans o Orientation meetings with students and parents As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate	o Linked students with post-secondary opportunities such as: ▪ College campus visits ▪ College application submission ▪ Financial aid ▪ Course advising ▪ Work experiences ▪ Opening bank accounts ▪ Obtaining California ID's o Improving the process of transitioning back to comprehensive high schools by establishing: ▪ Communication protocols ▪ Behavior plans o Orientation meetings with students and parents As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.0 Million (LCFF)	$2.1 Million (LCFF)	$2.1 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 1.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Services and Operating Expenses	$ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Services and Operating Expenses	$ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Services and Operating Expenses

Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After School Tutoring	**After School Tutoring**	**After School Tutoring**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase academic achievement o After school tutoring programs impact student achievement, especially for at-risk students o In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.	Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase academic achievement o After school tutoring programs impact student achievement, especially for at-risk students o In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.	Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase academic achievement o After school tutoring programs impact student achievement, especially for at-risk students o In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $6.8 Million** $2.0 Million (LCFF) $1.0 Million (21st Century) $3.8 (ASES)	**Total $7.0 Million** $2.0 Million (LCFF) $0.9 Million (21st Century) $4.1 (ASES)	**Total $7.0 Million** $2.0 Million (LCFF) $0.9 Million (21st Century) $4.1 (ASES)
Source	LCFF, 21st Century, ASES	LCFF, 21st Century, ASES	LCFF, 21st Century, ASES
Budget Reference	$ 1.9 M Certificated Salaries $ 1.5 M Classified Salaries $ 1.1 M Employee Benefits $ 0.8 M Materials and Supplies $1.4 M Services and Operating Expenses $ 0.1 M Other Expenses	$ 1.2 M Certificated Salaries $ 1.5 M Classified Salaries $ 1.3 M Employee Benefits $ 1.6 M Materials and Supplies $1.4 M Services and Operating Expenses	$ 1.2 M Certificated Salaries $ 1.5 M Classified Salaries $ 1.3 M Employee Benefits $ 1.6 M Materials and Supplies $1.4 M Services and Operating Expenses

Action 21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Extended Summer Learning Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning. • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • **Elementary school** o Kindergarten & 1st Grade Foundational Skills o EL Redesignation support o Services for students with disabilities • **Middle school** o Math Intervention o Transition to middle school o Special Education • **High School** o Math Intervention o Transition to high school o Special Education	**Extended Summer Learning** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning. • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • **Elementary school** o Kindergarten & 1st Grade Foundational Skills o EL Redesignation support o Services for students with disabilities • **Middle school** o Math Intervention o Transition to middle school o Special Education • **High School** o Math Intervention o Transition to high school o Special Education	**Extended Summer Learning** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning. • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • **Elementary school** o Kindergarten & 1st Grade Foundational Skills o EL Redesignation support o Services for students with disabilities • **Middle school** o Math Intervention o Transition to middle school o Special Education • **High School** o Math Intervention o Transition to high school o Special Education

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments	These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments	These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $8.8 Million** $ 4.0 Million (LCFF) $ 4.8 Million (Title I)	**Total $8.9 Million** $ 4.1 Million (LCFF) $ 4.8 Million (Title I)	**Total $8.9 Million** $ 4.1 Million (LCFF) $ 4.8 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 5.8 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Operating Expenses $ 0.2 M Other Outgo	$ 5.5 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.3 M Employee Benefits $ 0.7 M Materials and Supplies $ 0.3 M Services and Operating Expenses	$ 5.5 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.3 M Employee Benefits $ 0.7 M Materials and Supplies $ 0.3 M Services and Operating Expenses

Action 22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	Limited to Unduplicated Student Group (s)	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Foster Youth Social Workers Foster youth face greater challenges to high school graduation than their peers. • Maintain 9 Social Workers added to support foster students in grades 6-12 • Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible **Foster Youth Roundtable** • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables	**Supports for Students in Foster Care** Foster youth face greater challenges to high school graduation than their peers. • Maintain 9 Social Workers added to support foster students in grades 6-12 • Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible **Foster Youth Roundtable** • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables	**Supports for Students in Foster Care** Foster youth face greater challenges to high school graduation than their peers. • Maintain 9 Social Workers added to support foster students in grades 6-12 • Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible **Foster Youth Roundtable** • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Increase the number of high school foster youth mentor matches to 25 students **2017/18 Expand Social Emotional and Academic Support** • Remove barriers for foster youth to allow for greater access to District and community resources • Add a social worker and an academic counselor to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.	• Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Increase the number of high school foster youth mentor matches to 25 students **2017/18 Expand Social Emotional and Academic Support** • Remove barriers for foster youth to allow for greater access to District and community resources • Add a social worker and an academic counselor to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.	• Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Increase the number of high school foster youth mentor matches to 25 students **2017/18 Expand Social Emotional and Academic Support** • Remove barriers for foster youth to allow for greater access to District and community resources • Add a social worker and an academic counselor to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $ 1.9 Million** $1.3 Million (LCFF) $0.6 Million Title I	**Total $ 2.1 Million** $1.4 Million (LCFF) $0.7 Million Title I	**Total $ 2.1 Million** $1.4 Million (LCFF) $0.7 Million Title I
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I

Year	2017-18	2018-19	2019-20
Budget Reference	$ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Other Services & Operating Expenses	$ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Other Services & Operating Expenses	$ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Other Services & Operating Expenses

Action 23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers are teachers of English Learner (EL) students	**All teachers are teachers of English Learner (EL) students**	**All teachers are teachers of English Learner (EL) students**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. • Maintain four Teachers on Special Assignment (TSAs) o Providing job-embedded professional learning to teachers at schools with high numbers of EL students o Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction • At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools • Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long Term English Learner students • All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses • Expanded After School Program for additional EL students • Targeted literacy intervention is provided at 20 elementary schools	English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. • Maintain four Teachers on Special Assignment (TSAs) o Providing job-embedded professional learning to teachers at schools with high numbers of EL students o Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction • At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools • Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long Term English Learner students • All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses • Expanded After School Program for additional EL students • Targeted literacy intervention is provided at 20 elementary schools with high number of identified EL	English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. • Maintain four Teachers on Special Assignment (TSAs) o Providing job-embedded professional learning to teachers at schools with high numbers of EL students o Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction • At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools • Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long Term English Learner students • All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses • Expanded After School Program for additional EL students • Targeted literacy intervention is provided at 20 elementary schools

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
with high number of identified EL students for K-1 intervention using a technology based literacy program These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.	students for K-1 intervention using a technology based literacy program 2018/19 expansion includes more access for direct services to students through increased after school and summer school programs, in addition to the creation of a new Saturday school offering. These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.	with high number of identified EL students for K-1 intervention using a technology based literacy program 2018/19 expansion includes more access for direct services to students through increased after school and summer school programs, in addition to the creation of a new Saturday school offering. These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $11.5 Million** $ 7.7 Million (LCFF) $ 1.8 Million (Title I) $ 0.4 Million (Migrant) $ 1.6 Million (Title III)	**Total $13.3 Million** $ 9.3 Million (LCFF) $ 2.0 Million (Title I) $ 0.4 Million (Migrant) $ 1.6 Million (Title III)	**Total $13.3 Million** $ 9.3 Million (LCFF) $ 2.0 Million (Title I) $ 0.4 Million (Migrant) $ 1.6 Million (Title III)
Source	LCFF, Title I, Migrant Funding, Title III, Indian Education	LCFF, Title I, Migrant Funding, Title III, Indian Education	LCFF, Title I, Migrant Funding, Title III, Indian Education

Year	2017-18	2018-19	2019-20
Budget Reference	$ 4.3 M Certificated Salaries $ 1.9 M Classified Salaries $ 2.2 M Employee Benefits $ 1.6 M Materials and Supplies $ 1.4 M Services and Operating Expenses $ 0.1 M Other Outgo	$ 5.2 M Certificated Salaries $ 2.1 M Classified Salaries $ 2.7 M Employee Benefits $ 1.8 M Materials and Supplies $ 1.5 M Services and Operating Expenses $ 0.1 M Other Outgo	$ 5.2 M Certificated Salaries $ 2.1 M Classified Salaries $ 2.7 M Employee Benefits $ 1.8 M Materials and Supplies $ 1.5 M Services and Operating Expenses $ 0.1 M Other Outgo

Action 24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School wide	Specific Schools: Burroughs, Calwa, Centennial, Ewing, Jackson, Lane Leavenworth, McLane, Roeding, Rowell, Sunset, Vang Pao, Wawona and Yosemite

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expansion of Dual Immersion Programs English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well-established English learner program • The program increases English literacy while maintaining the primary language • Gradually, the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet the criteria to earn a Seal of Biliteracy upon graduation from high school • Rowell Elementary School: o Adding two new Kindergarten and two new pre-K classes • Wawona Middle School: o Adding two new Kindergarten and two new pre-K classes	**Expansion of Dual Immersion Programs** English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well-established English learner program • The program increases English literacy while maintaining the primary language • Gradually, the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet the criteria to earn a Seal of Biliteracy upon graduation from high school • Add TSA to develop Hmong curriculum and to teach after school program at assigned schools Current Dual Immersion Programs: Ewing, Leavenworth, Rowell, Sunset, Wawona, Yosemite and McLane	**Expansion of Dual Immersion Programs** English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well-established English learner program • The program increases English literacy while maintaining the primary language • Gradually, the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet the criteria to earn a Seal of Biliteracy upon graduation from high school • Add TSA to develop Hmong curriculum and to teach after school program at assigned schools Current Dual Immersion Programs: Ewing, Leavenworth, Rowell, Sunset, Wawona, Yosemite and McLane

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Required facility modifications • Add TSA to develop Hmong curriculum and to teach after school program at assigned schools These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.	2018/19 Expansion: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding and Vang Pao These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.	2018/19 Expansion: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding and Vang Pao These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.0 Million (LCFF)	$1.5 Million (LCFF)	$1.5 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.5 M Services and Operating Expenses	$ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.1 M Services and Operating Expenses	$ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.1 M Services and Operating Expenses

Action 25

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instruction • All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus	**Instruction** • All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus	**Instruction** • All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $ 354.5 Million** $ 335.5 Million (LCFF) $ 3 Million (Lottery) $ 16 Million (Other Revenue)	**Total $ 372.9 Million** $ 320.9 Million (LCFF) $ 13.6 Million (Lottery) $ 38.4 Million (Other Revenue)	**Total $ 372.9 Million** $ 320.9 Million (LCFF) $ 13.6 Million (Lottery) $ 38.4 Million (Other Revenue)
Source	LCFF, Lottery, Other Revenue – Extended Day, Other Agency, Lottery and Mandate Block Grant Revenue	LCFF, Lottery, Other Revenue – Extended Day, Other Agency, Lottery and Mandate Block Grant Revenue	LCFF, Lottery, Other Revenue – Extended Day, Other Agency, Lottery and Mandate Block Grant Revenue
Budget Reference	$ 227.2 M Certificated Salaries $ 14.2 M Classified Salaries $ 98.6 M Employee Benefits $ 7.7 M Materials and Supplies $ 4.8 M Services and other operating Expenses $ 2.0 M Other Expenses	$ 238.2 M Certificated Salaries $ 13.7 M Classified Salaries $ 107.0 M Employee Benefits $ 6.8 M Materials and Supplies $ 4.8 M Services and other operating Expenses $ 2.4 M Other Expenses	$ 238.2 M Certificated Salaries $ 13.7 M Classified Salaries $ 107.0 M Employee Benefits $ 6.8 M Materials and Supplies $ 4.8 M Services and other operating Expenses $ 2.4 M Other Expenses

Action 26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Human Resources • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association	**Recruitment, Selection and Retention of Human Capital** • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association	**Recruitment, Selection and Retention of Human Capital** • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations Labor Relations: Seven collective bargaining agreements and one management association

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $4.0 Million** $ 3.8 Million (LCFF) $ 0.2 Million (Title I)	**Total $4.4 Million** $ 4.1 Million (LCFF) $ 0.3 Million (Title I)	**Total $4.4 Million** $ 4.1 Million (LCFF) $ 0.3 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 0.1 M Certificated Salaries $ 2.4 M Classified Salaries $ 1.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and operating expenses	$ 0.1 M Certificated Salaries $ 2.6 M Classified Salaries $ 1.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and operating expenses	$ 0.1 M Certificated Salaries $ 2.6 M Classified Salaries $ 1.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and operating expenses

Action 27

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment	**Special Education** • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment	**Special Education** • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total** $123.1 Million $ 63.0 Million (LCFF) $ 60.1 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding)	**Total** $135.5 Million $ 70.6 Million (LCFF) $ 64.9 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding)	**Total** $135.5 Million $ 70.6 Million (LCFF) $ 64.9 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding)
Source	LCFF Funds, IDEA and other Restricted Funding Sources	LCFF Funds, IDEA and other Restricted Funding Sources	LCFF Funds, IDEA and other Restricted Funding Sources

Year	2017-18	2018-19	2019-20
Budget Reference	$ 54.5 M Certificated Salaries $ 19.8 M Classified Salaries $ 37.0 M Employee Benefits $ 0.8 M Materials and Supplies $ 6.5 M Services and other operating Expenses $ 4.5 M Other Expenses	$ 60.1 M Certificated Salaries $ 22.1 M Classified Salaries $ 43.1 M Employee Benefits $ 0.7 M Materials and Supplies $ 7.9 M Services and other operating Expenses $ 1.6 M Other Expenses	$ 60.1 M Certificated Salaries $ 22.1 M Classified Salaries $ 43.1 M Employee Benefits $ 0.7 M Materials and Supplies $ 7.9 M Services and other operating Expenses $ 1.6 M Other Expenses

Action 28

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Learning Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	**Professional Learning** Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	**Professional Learning** Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $16.5 Million** $ 7.5 Million (LCFF) $ 5.0 Million (Title II) $ 4.0 Million (Grants)	**Total $18.2 Million** $ 10.2 Million (LCFF) $ 4.4 Million (Title II) $ 3.6 Million (Grants)	**Total $18.2 Million** $ 10.2 Million (LCFF) $ 4.4 Million (Title II) $ 3.6 Million (Grants)
Source	LCFF Funds, Title II, Grants	LCFF Funds, Title II, Grants	LCFF Funds, Title II, Grants
Budget Reference	$ 6.5 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 6.2 M Materials and Supplies $ 1.6 M Services and other operating Expenses $ 0.2 M Other Expenses	$ 5.7 M Certificated Salaries $ 0.5 M Classified Salaries $ 1.5 M Employee Benefits $ 8.9 M Materials and Supplies $ 1.6 M Services and other operating Expenses	$ 5.7 M Certificated Salaries $ 0.5 M Classified Salaries $ 1.5 M Employee Benefits $ 8.9 M Materials and Supplies $ 1.6 M Services and other operating Expenses

Action 29

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	**Technology Access and Support** • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	**Technology Access and Support** • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $13.9 Million** $ 12.8 Million (LCFF) $ 1.1 Million (E-Rate)	**Total $13.2 Million** $ 11.6 Million (LCFF) $ 1.6 Million (E-Rate)	**Total $13.2 Million** $ 11.6 Million (LCFF) $ 1.6 Million (E-Rate)
Source	LCFF, E-Rate	LCFF, E-Rate	LCFF, E-Rate
Budget Reference	$ 0.2 M Certificated Salaries $ 5.2 M Classified Salaries $ 2.6 M Employee Benefits $ 1.2 M Materials and Supplies $ 4.7 M Services and other operating Expenses	$ 0.1 M Certificated Salaries $ 4.9 M Classified Salaries $ 2.6 M Employee Benefits $ 1.3 M Materials and Supplies $ 4.3 M Services and other operating Expenses	$ 0.1 M Certificated Salaries $ 4.9 M Classified Salaries $ 2.6 M Employee Benefits $ 1.3 M Materials and Supplies $ 4.3 M Services and other operating Expenses

Action 30

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Early Learning • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten	**Early Learning** • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten	**Early Learning** • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $800,000** $ 0.3 Million (LCFF) $ 0.5 Million (Local Funding)	**Total $800,000** $ 0.2 Million (LCFF) $ 0.6 Million (Local Funding)	**Total $800,000** $ 0.2 Million (LCFF) $ 0.6 Million (Local Funding)
Source	LCFF, Local Funding	LCFF, Local Funding	LCFF, Local Funding
Budget Reference	$ 0.2 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Services and operating expenses	$ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and operating expenses	$ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and operating expenses

Action 31

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Equity and Access/REA • Research • Evaluation • Assessments • Eliminating disproportionality	**Equity and Access** • Research • Evaluation • Assessments • Eliminating disproportionality	**Equity and Access** • Research • Evaluation • Assessments • Eliminating disproportionality

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $2.3 Million** $ 1.3 Million (LCFF) $ 0.7 Million (Title I) $ 0.3 Million (Private Foundation Grant)	**Total $2.5 Million** $ 1.3 Million (LCFF) $ 0.7 Million (Title I) $ 0.5 Million (Private Foundation Grant)	**Total $2.5 Million** $ 1.3 Million (LCFF) $ 0.7 Million (Title I) $ 0.5 Million (Private Foundation Grant)
Source	LCFF, Title I, Private Foundation Grant	LCFF, Title I, Private Foundation Grant	LCFF, Title I, Private Foundation Grant
Budget Reference	$ 0.2 M Certificated Salaries $ 1.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Services and operating expenses $ 0.1 M Other Outgo	$ 0.2 M Certificated Salaries $ 1.3 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Services and operating expenses $ 0.2 M Other Outgo	$ 0.2 M Certificated Salaries $ 1.3 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Services and operating expenses $ 0.2 M Other Outgo

Action 37

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
African American Student Supports The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest performance levels on the following indicators: • Suspension rate • English Language Arts • Math **Leadership Enrichment Position** • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates,	**African American Academic Acceleration** The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest performance levels on the following indicators: • Suspension rate • English Language Arts • Math **Leadership Enrichment Position** • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater	**African American Academic Acceleration** The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest performance levels on the following indicators: • Suspension rate • English Language Arts • Math **Leadership Enrichment Position** • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates,

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
students experience greater attachment and commitment to their schools. (Gottfredson, 2001) o Fresno Unified's role in the African American Student Conference o Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses o African American Student Voices o African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno o African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced o Implement leadership mentoring cohort for selected African American MS students **Academic Acceleration** • Implement culturally responsive teaching strategies • Add an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies • Add 8 resource counseling assistants to support students and teachers with alternative discipline strategies	attachment and commitment to their schools. (Gottfredson, 2001) o Fresno Unified's role in the African American Student Conference o Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses o African American Student Voices o African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno o African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced o Implement leadership mentoring cohort for selected African American MS students **Academic Acceleration** • Implement culturally responsive teaching strategies • Add an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies • Eight resource counseling assistants to support students and teachers with alternative discipline strategies o Columbia	students experience greater attachment and commitment to their schools. (Gottfredson, 2001) o Fresno Unified's role in the African American Student Conference o Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses o African American Student Voices o African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno o African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced o Implement leadership mentoring cohort for selected African American MS students **Academic Acceleration** • Implement culturally responsive teaching strategies • Add an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies • Eight resource counseling assistants to support students and teachers with alternative discipline strategies

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Columbia o Kirk o Wilson o Slater o Balderas o Ayer o Wolters o Turner • Provide personalized academic support and monitoring for middle and high school students The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.	o Kirk o Wilson o Slater o Balderas o Ayer o Wolters o Turner • Provide personalized academic support and monitoring for middle and high school students Investment expansion for 2018/19 includes the following: • Academic Advisor support at every middle and high school to identify students at-risk of falling behind and provide the needed interventions to get them back on track • An early learning pilot aimed at increasing foundational academic and social-emotional skills for students who are assessed as not ready to transition from kindergarten to first grade. Studies have shown that early learning interventions result in improved educational outcomes. • Data assessment tools to help support rigorous and informed academic programs for this subgroup. Adaptive tools will help pinpoint student needs, leading to targeted supports to assist with closing the achievement gap. • African American students are suspended at a disproportionately higher rate, which leads to missed instructional time. Tutoring support	o Columbia o Kirk o Wilson o Slater o Balderas o Ayer o Wolters o Turner • Provide personalized academic support and monitoring for middle and high school students Investment expansion for 2018/19 includes the following: • Academic Advisor support at every middle and high school to identify students at-risk of falling behind and provide the needed interventions to get them back on track • An early learning pilot aimed at increasing foundational academic and social-emotional skills for students who are assessed as not ready to transition from kindergarten to first grade. Studies have shown that early learning interventions result in improved educational outcomes. • Data assessment tools to help support rigorous and informed academic programs for this subgroup. Adaptive tools will help pinpoint student needs, leading to targeted supports to assist with closing the achievement gap. • African American students are suspended at a disproportionately higher rate, which leads to missed

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	will be provided to help continue a student's learning and mitigate loss of instructional time. • African American Male Achievement initiative in partnership with Oakland Unified to provide additional support to students which includes the addition of one teaching position • College Mentoring focused on providing pathways to internships, academic tutoring, college preparation and financial planning • Summery Literacy Program and ongoing support • Addition of a Principal on Special Assignment, Program Manager and an Analyst to support the implementation of programs, events and data reporting and analysis The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.	instructional time. Tutoring support will be provided to help continue a student's learning and mitigate loss of instructional time. • African American Male Achievement initiative in partnership with Oakland Unified to provide additional support to students which includes the addition of one teaching position • College Mentoring focused on providing pathways to internships, academic tutoring, college preparation and financial planning • Summery Literacy Program and ongoing support • Addition of a Principal on Special Assignment, Program Manager and an Analyst to support the implementation of programs, events and data reporting and analysis The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 900,000 (LCFF)	$ 2.4 Million (LCFF)	$ 2.4 Million (LCFF)

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.2 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and other operating Expenses	$ 1.0 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and other operating Expenses	$ 1.0 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and other operating Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

All students will engage in arts, activities and athletics

State and/or Local Priorities addressed by this goal:

5

Identified Need:

2A Each student enrolled in Fresno Unified School District needs to engage in some form of art, activity or athletic extra or co-curricular opportunity

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rate ***(Atlas)***	**2015/16** **Status:** 94.73%	94.8%	94.9%	94.9%
Chronic absenteeism ***(California School Dashboard)***	**2015/16** **Status:** 16.38% of students LI: 16.08% EL: 14.40% FY: 28.52%	14.87% LI: 14.88% EL: 13.93% FY: 27.95%	14.57% LI: 14.58% EL: 13.65% FY: 27.39%	14.28% LI: 14.29% EL: 13.38% FY: 26.84%
Middle School dropout rate ***(Dataquest - CDE)***	**2014/15** **Status:** 0.7% of students LI: 0.0% EL: 0.5% FY: 0.0%	.63% LI: .63% EL: .45% FY: .63%	.57% LI: .57% EL: .41% FY: .57%	.51% LI: .51% EL: .36% FY: .51%
High School dropout rate ***(Dataquest - CDE)***	**2014/15** **Status**: 12% LI: 12% EL: 17%	11.3% LI: 11.3% EL: 15.3%	10.7% LI: 10.7% EL: 15.0%	10.0% LI: 10.0% EL: 14.7 %
High School graduation rate **Note: Graduation Rate shown for the district without factoring in continuation schools and other important programs** ***(California School Dashboard)***	**2014/15** **Status:** 91.4% (high) **Change:** 5.7% (increased significantly) _____ LI: 90.8% (high) EL: 87% (medium)	91.5% LI: 91.5% EL: 87.4%	91.6% LI: 91.6% EL: 87.9%	91.7% LI: 91.7% EL: 88.3 %

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number and percentage of unique students enrolled in any Goal 2 activity ***(Atlas)***	**2015/16** **Status:** 61.97% of students LI: 62.46% EL: 49.61% FY: 51.25%	65.18% LI: 64.88% EL: 54.43% FY: 56.38%	68.44 % LI: 68.12% EL: 59.87% FY: 62.01%	71.87% LI: 71.53% EL: 65.86% FY: 68.21%

Action 32

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Increase School Allocations for Athletics Low income students report a lack of participation in extracurricular activities due to the cost • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: o Uniform rotation schedule o Protective Gear o Safety Equipment o Equipment o Officials o Support for student participation in regional athletic events o Support costs for student body to attend playoff events	**Increase School Allocations for Athletics** Low income students report a lack of participation in extracurricular activities due to the cost • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: o Uniform rotation schedule o Protective Gear o Safety Equipment o Equipment o Officials o Support for student participation in regional athletic events o Support costs for student body to attend playoff events	**Increase School Allocations for Athletics** Low income students report a lack of participation in extracurricular activities due to the cost • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: o Uniform rotation schedule o Protective Gear o Safety Equipment o Equipment o Officials o Support for student participation in regional athletic events o Support costs for student body to attend playoff events

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation o Increased for 2017/18 - Stipends for after-school activities o New for 2017/18 – One time funds for the purchase of new cheer mats for high schools o Implement Sports Competition (Basketball, Soccer, and Track) o Implement Competitive Sport Cheer The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance	o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation o Increased for 2017/18 - Stipends for after-school activities o New for 2017/18 – One time funds for the purchase of new cheer mats for high schools o Implement Sports Competition (Basketball, Soccer, and Track) o Implement Competitive Sport Cheer The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance	o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation o Increased for 2017/18 - Stipends for after-school activities o New for 2017/18 – One time funds for the purchase of new cheer mats for high schools o Implement Sports Competition (Basketball, Soccer, and Track) o Implement Competitive Sport Cheer The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7.9 Million (LCFF)	$8.3 Million (LCFF)	$8.3 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 3.2 M Certificated Salaries $ 2.0 M Classified Salaries $ 1.4 M Employee Benefits $ 1.2 M Materials and Supplies $ 0.1 M Services and other operating Expenses	$ 3.3 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.3 M Employee Benefits $ 1.3 M Materials and Supplies $ 0.3 M Services and other operating Expenses	$ 3.3 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.3 M Employee Benefits $ 1.3 M Materials and Supplies $ 0.3 M Services and other operating Expenses

Action 33

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	Specific Grade spans: Elementary Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
District-Funded Educational Enrichment Trips Previously, field trips were more frequent at schools able to raise funds. Low income students and foster youth were disproportionately affected. • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd o TK: Pumpkin Patch, Fresno Art Museum, Storyland o Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland o First Grade: Chaffee Zoo, CSUF Planetarium, Fresno Discovery Center o Second Grade: Fossil Discovery Center, Chaffee Zoo, Fish Hatchery • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms o Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake	**District-Funded Educational Enrichment Trips** Previously, field trips were more frequent at schools able to raise funds. Low income students and foster youth were disproportionately affected. • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd o TK: Pumpkin Patch, Fresno Art Museum, Storyland o Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland o First Grade: Chaffee Zoo, CSUF Planetarium, Fresno Discovery Center o Second Grade: Fossil Discovery Center, Chaffee Zoo, Fish Hatchery • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms o Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake	**District-Funded Educational Enrichment Trips** Previously, field trips were more frequent at schools able to raise funds. Low income students and foster youth were disproportionately affected. • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd o TK: Pumpkin Patch, Fresno Art Museum, Storyland o Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland o First Grade: Chaffee Zoo, CSUF Planetarium, Fresno Discovery Center o Second Grade: Fossil Discovery Center, Chaffee Zoo, Fish Hatchery • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms o Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Fourth Grade: Monterey Bay Aquarium, San Juan Bautista o Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips o All non-employee adults must be fingerprinted in order to serve as a chaperone In combination the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low income students.	o Fourth Grade: Monterey Bay Aquarium, San Juan Bautista o Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips o All non-employee adults must be fingerprinted in order to serve as a chaperone In combination the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low income students.	o Fourth Grade: Monterey Bay Aquarium, San Juan Bautista o Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips o All non-employee adults must be fingerprinted in order to serve as a chaperone In combination the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4.7 Million (LCFF)	$4.7 Million (LCFF)	$4.7 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 1.1 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.8 M Services and other operating Expenses	$ 1.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.7 M Services and other operating Expenses	$ 1.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.7 M Services and other operating Expenses

Action 34

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District Arts Collaborative Project Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved	**District Arts Collaborative Project** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved	**District Arts Collaborative Project** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
engagement, motivation, and sense of community (Smithrim and Upitis, 2005). • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population	engagement, motivation, and sense of community (Smithrim and Upitis, 2005). • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population	engagement, motivation, and sense of community (Smithrim and Upitis, 2005). • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000 (LCFF)	$100,000 (LCFF)	$100,000 (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.1 M Materials and Supplies	$ 0.1 M Materials and Supplies	$ 0.1 M Materials and Supplies

Action 35

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increased Funding for Music Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction. **Instrument Maintenance and Repair**	**Increased Funding for Music** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction. **Instrument Maintenance and Repair**	**Increased Funding for Music** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction. **Instrument Maintenance and Repair**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). • Funding will ensure that the increased inventory of music instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students **Music Teachers for TK-Third Grade** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction. • Six music teachers providing classroom music and building the continuum of music at 18 schools with a high unduplicated student count • Classroom music benefits students in language acquisition, social emotional growth, and academic development The combined actions above will lead to improved student performance on state and local assessments for low income students.	Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). • Funding will ensure that the increased inventory of music instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students **Music Teachers for TK-Third Grade** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction. • In 2017/18 six music teachers were added providing and building the continuum of classroom music in 3rd grade classrooms across the district. • Expanding in 2018/19, an additional five music teaching positions will be added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basic. • Classroom music benefits students in language acquisition, social emotional growth, and academic development The combined actions above will lead to improved student performance on state and local assessments for low income students.	Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). • Funding will ensure that the increased inventory of music instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students **Music Teachers for TK-Third Grade** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction. • In 2017/18 six music teachers were added providing and building the continuum of classroom music in 3rd grade classrooms across the district. • Expanding in 2018/19, an additional five music teaching positions will be added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basic. • Classroom music benefits students in language acquisition, social emotional growth, and academic development The combined actions above will lead to improved student performance on state and local assessments for low income students.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.8 Million (LCFF)	$1.2 Million (LCFF)	$1.2 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.4 Certificated Salaries $ 0.2 Employee Benefits $ 0.2 M Materials and Supplies	$ 0.8 Certificated Salaries $ 0.4 Employee Benefits $ 0.1 M Materials and Supplies	$ 0.8 Certificated Salaries $ 0.4 Employee Benefits $ 0.1 M Materials and Supplies

Action 36

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Birney Elementary School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Campus Culture Position at Birney Elementary School At Birney Elementary School, 97% of students live in poverty. A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). • Lunchtime intermural sports league • Fire Up Your Feet program • Academic Bear Readers and Birney Book Club The actions listed above are principally directed to low income students to increase connectedness to school and improve	**Campus Culture Position at Birney Elementary School** At Birney Elementary School, 97% of students live in poverty. A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). • Lunchtime intermural sports league • Fire Up Your Feet program • Academic Bear Readers and Birney Book Club The actions listed above are principally directed to low income students to increase	**Campus Culture Position at Birney Elementary School** At Birney Elementary School, 97% of students live in poverty. A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). • Lunchtime intermural sports league • Fire Up Your Feet program • Academic Bear Readers and Birney Book Club The actions listed above are principally directed to low income students to increase connectedness to school and improve

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
student performance on state and local assessments.	connectedness to school and improve student performance on state and local assessments.	student performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000 (LCFF)	$100,000 (LCFF)	$100,000 (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.1 M Certificated Salaries	$ 0.1 M Certificated Salaries	$ 0.1 M Certificated Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

All students will demonstrate the character and competencies for workplace success

State and/or Local Priorities addressed by this goal:

4,7,8

Local Priorities: [List Local Priorities here]

Identified Need:

3A Fresno Unified School District will create an environment that results in career-ready graduates

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd -8th grade SBAC Math Points below level 3 proficiency	See Goal 1			
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1			
11th grade SBAC Math Points below level 3 proficiency	See Goal 1			
11th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1			
A-G Completion 4 year cohort	See Goal 1			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Students who pass AP Exams	See Goal 1			
CTE Pathways and Linked Learning Enrollment	See Goal 1			
English Learner Progress	See Goal 1			
English Learner Redesignation	See Goal 1			
Broad Course of Study	See Goal 1			
Early Assessment Program for College Readiness - English Language Arts	See Goal 1			
Early Assessment Program for College Readiness - Math	See Goal 1			

Action 38

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	Specific Grade spans: High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Linked Learning, ROP and CTE Pathway Development Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students. • Linked Learning pathways offered o Grades 9-12	**Linked Learning, ROP and CTE Pathway Development** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students. • Linked Learning pathways grade-level expansion o Grades 9-12	**Linked Learning, ROP and CTE Pathway Development** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students. • Linked Learning pathways grade-level expansion o Grades 9-12

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Demanding technical and academic courses o Personalized student supports o Work-based learning components o Expand pathways ▪ Biomedical- Bullard High School ▪ Ecological Technology- Hoover High School ▪ Heating, Ventilation, and Air Conditioning (HVAC)-Roosevelt and McLane High Schools, and Alternative Education (including HVAC equipment) ▪ Construction-Fresno High School (including facility modifications) • CTE Courses offered throughout the District o Grades 7-12 o Taught by a CTE credentialed teacher o One class period in length o Career-themed or skill-specific curriculum • ROP Courses o Classes for 11th and 12th grade students o Two consecutive periods in length o Taught by a teacher with industry-relevant experience	o Demanding technical and academic courses o Personalized student supports o Work-based learning components o Dual Enrollment opportunities to earn college credit o Industry certifications for entry-level employment opportunities • CTE Courses offered throughout the District o Grades 7-12 o Taught by a CTE credentialed teacher o One class period in length o Career-themed or skill-specific curriculum o Work-based learning components o Dual Enrollment opportunities to earn college credit when appropriate o Industry certifications for entry-level employment opportunities when appropriate • ROP Courses o Classes for 11th and 12th grade students o Taught by a teacher with industry-relevant experience o Career-themed and skill-specific curriculum o Work-based learning components	o Demanding technical and academic courses o Personalized student supports o Work-based learning components o Dual Enrollment opportunities to earn college credit o Industry certifications for entry-level employment opportunities • CTE Courses offered throughout the District o Grades 7-12 o Taught by a CTE credentialed teacher o One class period in length o Career-themed or skill-specific curriculum o Work-based learning components o Dual Enrollment opportunities to earn college credit when appropriate o Industry certifications for entry-level employment opportunities when appropriate • ROP Courses o Classes for 11th and 12th grade students o Taught by a teacher with industry-relevant experience o Career-themed and skill-specific curriculum o Work-based learning components

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o Career-themed and skill-specific curriculum • California Partnership Academies o Grades 10-12 o Career-themed academy, limited in size o Academic and career technical courses o Business Partnerships These combined actions will increase access to Linked Learning, ROP and CTE Pathways for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.	o Dual Enrollment opportunities to earn college credit when appropriate o Industry certifications for entry-level employment opportunities when appropriate • California Partnership Academies o Grades 10-12 o Career-themed academy, limited in size o Academic and career technical courses o Industry Partnerships • International Baccalaureate Career-related Programme o Grades 11-12 o Career-themed o Includes: personal & professional skills course, service learning, language development and a reflective project These combined actions will increase access to CTE pathways, programs, and courses for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.	o Dual Enrollment opportunities to earn college credit when appropriate o Industry certifications for entry-level employment opportunities when appropriate • California Partnership Academies o Grades 10-12 o Career-themed academy, limited in size o Academic and career technical courses o Industry Partnerships • International Baccalaureate Career-related Programme o Grades 11-12 o Career-themed o Includes: personal & professional skills course, service learning, language development and a reflective project These combined actions will increase access to CTE pathways, programs, and courses for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $21.1 Million** $ 14.1 Million (LCFF) $ 6.2 Million (State and Federal CTE Grants) $ 0.8 Apprenticeship	**Total $25.5 Million** $ 14.1 Million (LCFF) $ 10.5 Million (State and Federal CTE Grants) $ 0.9 Apprenticeship	**Total $25.5 Million** $ 14.1 Million (LCFF) $ 10.5 Million (State and Federal CTE Grants) $ 0.9 Apprenticeship
Source	LCFF, State and Federal CTE grants, Apprenticeship	LCFF, State and Federal CTE grants, Apprenticeship	LCFF, State and Federal CTE grants, Apprenticeship
Budget Reference	$ 6.3 M Certificated Salaries $ 1.9 M Classified Salaries $ 3.1 M Employee Benefits $ 3.9 M Materials and Supplies $ 3 M Services and other operating Expenses $2.7 M Capital Outlay $ 0.2 Other Expenses	$ 6.9 M Certificated Salaries $ 2.1 M Classified Salaries $ 3.4 M Employee Benefits $ 3.4 M Materials and Supplies $ 8.1 M Services and other operating Expenses $1.6 M Capital Outlay	$ 6.9 M Certificated Salaries $ 2.1 M Classified Salaries $ 3.4 M Employee Benefits $ 3.4 M Materials and Supplies $ 8.1 M Services and other operating Expenses $1.6 M Capital Outlay

Action 39

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools, Specific Grade spans: 5th and 6th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Kids Invent! Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) • Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship • STEM tailored- learning for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers	**Kids Invent!** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) • Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship • STEM tailored- learning for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers	**Kids Invent!** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) • Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship • STEM tailored- learning for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Identified “Career Connections” added in each 5th grade lesson • Expanded Inventor’s Log for student reflection and increased literacy focus These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments	• Identified “Career Connections” added in each 5th grade lesson • Expanded Inventor’s Log for student reflection and increased literacy focus These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments	• Identified “Career Connections” added in each 5th grade lesson • Expanded Inventor’s Log for student reflection and increased literacy focus These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.4 Million (LCFF)	$1.4 Million (LCFF)	$1.4 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.3 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.0 M Services and other operating Expenses	$ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.1 M Services and other operating Expenses	$ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.1 M Services and other operating Expenses

Action 40

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools; Patiño Entrepreneurial High School, Specific Grade spans: 9th – 12th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Patiño Entrepreneurial High School Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 is the first year the school will have 10th, 11th and 12th grades	**Patiño Entrepreneurial High School** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 was the first year the school had 10th, 11th and 12th grades	**Patiño Entrepreneurial High School** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 was the first year the school had 10th, 11th and 12th grades

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions • Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application These combined actions will increase access to Linked Learning and CTE Pathways for low income students which will increase student performance on state and local assessments	• Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions • Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application Beginning with the 2018/19 school year, the program will be expanded to offer access to 9th grade students. This expansion will help reduce the number of student transitions, create a stronger student culture and connection to the school. This expansion will also enable students to take coursework that	• Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions • Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application Beginning with the 2018/19 school year, the program will be expanded to offer access to 9th grade students. This expansion will help reduce the number of student transitions, create a stronger student culture and connection to the school. This expansion will also enable students to take coursework that

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	introduces skills critical to success within the program. The expansion will allow the school to serve approximately 80 – 100 more students. These combined actions will increase access to Linked Learning and CTE Pathways for low income students which will increase student performance on state and local assessments	introduces skills critical to success within the program. The expansion will allow the school to serve approximately 80 – 100 more students. These combined actions will increase access to Linked Learning and CTE Pathways for low income students which will increase student performance on state and local assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.4 Million (LCFF)	$3.0 Million (LCFF)	$3.0 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 1.3 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.6 M Employee Benefits $ 0.4 M Services and other operating Expenses	$ 1.7 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.4 M Services and other operating Expenses	$ 1.7 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.4 M Services and other operating Expenses

Action 41

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Design Science Early College High School, Specific Grade spans: 9th – 12th grade

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Design Science Early College High School Fresno Unified School District's low income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support. • Design Science Early College High School is a program in which students in the 11th and 12th grade earn college	**Design Science Early College High School** Fresno Unified School District's low income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support. • Design Science Early College High School is a program in which students in the 11th and 12th grade earn college	**Design Science Early College High School** Fresno Unified School District's low income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support. • Design Science Early College High School is a program in which students in the 11th and 12th grade earn college

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
credits while completing graduation requirements • Students are able to earn an associate's degree or transfer as a college junior • Fresno Unified School District's low income students often report unreliable transportation • Providing a facility on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 80.8% unduplicated students and averages over a 90% four year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012) • Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011) The new facility on the college campus will mitigate transportation barriers, and increase	credits while completing graduation requirements • Students are able to earn an associate's degree or transfer as a college junior • Fresno Unified School District's low income students often report unreliable transportation • Providing a facility on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 80.8% unduplicated students and averages over a 90% four year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012) • Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011) The new facility on the college campus will mitigate transportation barriers, and increase	credits while completing graduation requirements • Students are able to earn an associate's degree or transfer as a college junior • Fresno Unified School District's low income students often report unreliable transportation • Providing a facility on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 80.8% unduplicated students and averages over a 90% four year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012) • Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011) The new facility on the college campus will mitigate transportation barriers, and increase

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
program access therefore, increasing college readiness for low income students.	program access therefore, increasing college readiness for low income students.	program access therefore, increasing college readiness for low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6.0 Million (LCFF)	$6.0 Million (LCFF)	$6.0 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 6.0 Other Expenses	$ 6.0 Other Expenses	$ 6.0 Other Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

All students will stay in school, on track to graduate

State and/or Local Priorities addressed by this goal:

3,5

Local Priorities: [List Local Priorities here]

Identified Need:

4A All students need to be in school, on time each day ready to learn (preamble to the approved District goals)
4B Fresno Unified School District needs to provide a safe, clean and orderly learning and working environment (Core Beliefs and Commitments)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Efforts to seek parent input in decision making **District will promote parent participation in programs for the unduplicated pupils** **District will promote parent participation in programs for individuals with exceptional needs**	**Parent Survey 2015/16:** 1. I feel welcome to participate at this school. *92.6% favorable (Agree or Strongly Agree)* 2. School staff treats me with respect. *94.2% favorable (Agree or Strongly Agree)* 3. School staff takes my concerns seriously. *89.9% favorable (Agree or Strongly Agree)* 4. School staff welcomes my suggestions. *89.9% favorable (Agree or Strongly Agree)*	**TARGET:** 1. I feel welcome to participate at this school. *93% favorable (Agree or Strongly Agree)* 2. School staff treats me with respect. *93% favorable (Agree or Strongly Agree)* 3. School staff takes my concerns seriously. *90% favorable (Agree or Strongly Agree)* 4. School staff welcomes my suggestions. *90% favorable (Agree or Strongly Agree)*	**TARGET:** 1. I feel welcome to participate at this school. *93% favorable (Agree or Strongly Agree)* 2. School staff treats me with respect. *93% favorable (Agree or Strongly Agree)* 3. School staff takes my concerns seriously. *90% favorable (Agree or Strongly Agree)* 4. School staff welcomes my suggestions. *90% favorable (Agree or Strongly Agree)*	**TARGET:** 1. I feel welcome to participate at this school. *93% favorable (Agree or Strongly Agree)* 2. School staff treats me with respect. *93% favorable (Agree or Strongly Agree)* 3. School staff takes my concerns seriously. *90% favorable (Agree or Strongly Agree)* 4. School staff welcomes my suggestions. *90% favorable (Agree or Strongly Agree)*
Student safety and connectedness as	**Student Survey 2015/16:**	**TARGET:**	**TARGET:**	**TARGET:**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by the student survey	1. There is a teacher or some other adult who really cares about me. *65% favorable* 2. I feel like I am part of this school. *63% favorable*	1. There is a teacher or some other adult who really cares about me. *68% favorable* 2. I feel like I am part of this school. *65% favorable*	1. There is a teacher or some other adult who really cares about me. *70% favorable* 2. I feel like I am part of this school. *67% favorable*	1. There is a teacher or some other adult who really cares about me. *72% favorable* 2. I feel like I am part of this school. *69% favorable*
Student Suspension Rate ***(California School Dashboard)***	**Baseline: 2015/16** **Status:** 6.4% (high) **Change:** -0.9% (Declined) _____ LI: 6.9% (high) EL: 4.5% (medium)	**TARGET:** 6.1% LI: 6.5% EL: 4.5%	**TARGET:** 5.8% LI: 6.2% EL: 4.5%	**TARGET:** 5.5% LI: 5.8% EL: 4.4%
Student Expulsion Rate ***(Dataquest-CDE)***	**Baseline: 2014/15** **Status:** 0.2%	**TARGET:** 0.2%	**TARGET:** 0.2%	**TARGET:** 0.2%

Action 42

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	Limited to Unduplicated Student Group(s)	Specific Schools, Specific Grade spans: Middle and High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Peer Mentor Program Some low income and foster youth students exhibit irregular attendance which affects academic performance. • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Planned expansion to additional 60 students	**Student Peer Mentor Program** Some low income and foster youth students exhibit irregular attendance which affects academic performance. • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Planned expansion to additional 60 students	**Student Peer Mentor Program** Some low income and foster youth students exhibit irregular attendance which affects academic performance. • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Planned expansion to additional 60 students

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Mentors selected based on: o Submitting application o Interview o References o Counselor and/or teacher recommendations • Mentees selected based on: o GPA o Attendance rate o Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors.	• Mentors selected based on: o Submitting application o Interview o References o Counselor and/or teacher recommendations • Mentees selected based on: o GPA o Attendance rate o Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors. Supports are principally directed toward low income and foster youth students including student subgroups providing eligibility for Differentiated Assistance (African American & Foster Youth).	• Mentors selected based on: o Submitting application o Interview o References o Counselor and/or teacher recommendations • Mentees selected based on: o GPA o Attendance rate o Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors. Supports are principally directed toward low income and foster youth students including student subgroups providing eligibility for Differentiated Assistance (African American & Foster Youth).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400,000 (LCFF)	$500,000 (LCFF)	$500,000 (LCFF)

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Services and Other Operating Expenses	$ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and Other Operating Expenses	$ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and Other Operating Expenses

Action 43

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Limited to Unduplicated Student Group(s)	Specific Grade spans: Middle and High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Men's and Women's Alliance The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. • Self-management development correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010) • The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher • Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum	**Men's and Women's Alliance** The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. • Self-management development correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010) • The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher • Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum	**Men's and Women's Alliance** The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. • Self-management development correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010) • The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher • Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program o AVID trains educators to use proven practices in order to prepare students for success, especially students traditionally underrepresented in higher education Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students.	• School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program o AVID trains educators to use proven practices in order to prepare students for success, especially students traditionally underrepresented in higher education Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students. Supports in this action are principally directed towards low income students and foster youth including student subgroups providing eligibility for Differentiated Assistance (African American and Foster Youth).	• School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program o AVID trains educators to use proven practices in order to prepare students for success, especially students traditionally underrepresented in higher education Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students. Supports in this action are principally directed towards low income students and foster youth including student subgroups providing eligibility for Differentiated Assistance (African American and Foster Youth).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.3 Million (LCFF)	$1.3 Million (LCFF)	$1.3 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies $ 0.4 Services and other Operating Expenditures	$ 0.3 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies $ 0.4 Services and other Operating Expenditures	$ 0.3 M Certificated Salaries $ 0.3 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 Materials and Supplies $ 0.4 Services and other Operating Expenditures

Action 44

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income, Foster Youth	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Social Emotional Supports Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. **School based Social Emotional Support Specialists** • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools **Resource Counseling Assistants** • Increase social emotional support to high need / priority middle schools o Provide conflict resolution, social skills and individual supports to students **Elementary School Supports** • Add three social workers to provide additional social emotional supports and interventions • Three schools chosen based on high unduplicated student count, high	**Social Emotional Supports** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. **School based Social Emotional Support Specialists** • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools **Resource Counseling Assistants** • Increase social emotional support to high need / priority middle schools o Provide conflict resolution, social skills and individual supports to students **Elementary School Supports** • Add three social workers to provide additional social emotional supports and interventions • Three schools chosen based on high unduplicated student count, high crime rate, high counts of registered sexual predators	**Social Emotional Supports** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. **School based Social Emotional Support Specialists** • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools **Resource Counseling Assistants** • Increase social emotional support to high need / priority middle schools o Provide conflict resolution, social skills and individual supports to students **Elementary School Supports** • Add three social workers to provide additional social emotional supports and interventions • Three schools chosen based on high unduplicated student count, high

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
crime rate, high counts of registered sexual predators o Hidalgo, 98.9% unduplicated o Mayfair, 98.9% unduplicated o Wilson, 96.9% unduplicated **Child Welfare & Attendance Specialist positions** • According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color • The following actions are implemented in order to decrease chronic absenteeism of low income students • Provide services districtwide and direct intervention at 29 high-need elementary schools • Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence	o Hidalgo, 98.9% unduplicated o Mayfair, 98.8% unduplicated o Wilson, 95.3% unduplicated **Child Welfare & Attendance Specialist positions** • According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color • The following actions are implemented in order to decrease chronic absenteeism of low income students • Provide services districtwide and direct intervention at 29 high-need elementary schools • Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence Multi-tiered System of Support (MTSS) is a systemic, continuous-. improvement	crime rate, high counts of registered sexual predators o Hidalgo, 98.9% unduplicated o Mayfair, 98.8% unduplicated o Wilson, 95.3% unduplicated **Child Welfare & Attendance Specialist positions** • According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color • The following actions are implemented in order to decrease chronic absenteeism of low income students • Provide services districtwide and direct intervention at 29 high-need elementary schools • Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
The actions listed above will increase state and local assessment performance for low income students by increasing attendance and social emotional support.	framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, design to support their specific needs. Tier I: Universal interventions provided for all students. Tier II: Targeted short-term interventions provided to some students in a small group setting. Tier III: Intensive longer term interventions provided to a few students usually in an individual, one-on-one basis. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions. Tier III (2018/19 Expansion): • Add nine positions to service school sites districtwide and provide site-	Multi-tiered System of Support (MTSS) is a systemic, continuous-. improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, design to support their specific needs. Tier I: Universal interventions provided for all students. Tier II: Targeted short-term interventions provided to some students in a small group setting. Tier III: Intensive longer term interventions provided to a few students usually in an individual, one-on-one basis. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	based behavioral analysis and support for students preschool-second grade. • Add one school counselor to work directly with foster and homeless students in grades 8-12. • Partnership with Fresno County superintendent of Schools to support expelled students requiring intensive social emotional support. Tier II (2018/19 Expansion): • Add 18 Tier II Intervention Specialists (CWAS) positions to coordinate and provide interventions to students in need of Tier II support. Services include small group skill building, case management, goal setting and other direct supports • Add a Community Education Specialist to support the expansion of mentoring programs districtwide • Add Manager II to oversee the design, implementation, monitoring and supervision of Tier II services and personnel. Partner with CASA (Court Appointed Special Advocates) Journey of Hope program, designed to provide training and resources to adult advocates supporting foster youth educational success. The actions listed above will increase state and local assessment performance for low	Tier III (2018/19 Expansion): • Add nine positions to service school sites districtwide and provide site-based behavioral analysis and support for students preschool-second grade. • Add one school counselor to work directly with foster and homeless students in grades 8-12. • Partnership with Fresno County superintendent of Schools to support expelled students requiring intensive social emotional support. Tier II (2018/19 Expansion): • Add 18 Tier II Intervention Specialists (CWAS) positions to coordinate and provide interventions to students in need of Tier II support. Services include small group skill building, case management, goal setting and other direct supports • Add a Community Education Specialist to support the expansion of mentoring programs districtwide • Add Manager II to oversee the design, implementation, monitoring and supervision of Tier II services and personnel. Partner with CASA (Court Appointed Special Advocates) Journey of Hope program, designed to provide training and resources to adult advocates supporting foster youth educational success.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	income students by increasing attendance and social emotional support. The actions listed above will identify and reduce the barriers to learning by providing targeted interventions, increasing student attendance and social emotional supports. Research shows that social emotional well-being has a strong positive impact on academic achievement. This action is designed to improve social emotional wellbeing and therefore increase state and local assessment performance for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).	The actions listed above will increase state and local assessment performance for low income students by increasing attendance and social emotional support. The actions listed above will identify and reduce the barriers to learning by providing targeted interventions, increasing student attendance and social emotional supports. Research shows that social emotional well-being has a strong positive impact on academic achievement. This action is designed to improve social emotional wellbeing and therefore increase state and local assessment performance for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1.6 Million (LCFF)	$2.8 Million (LCFF)	$2.8 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.1 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.6 M Employee Benefits	$ 0.8 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.9 M Employee Benefits $ 0.2 Services and other Operating Expenditures	$ 0.8 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.9 M Employee Benefits $ 0.2 Services and other Operating Expenditures

Action 45

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Climate and Culture Expansion	**School Climate and Culture Expansion**	**School Climate and Culture Expansion**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • Provide direction and support to staff to strengthen school climate, including	Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • In alignment with the district's developing MTSS (Multi-tiered system of support), provide direction and support to staff to strengthen school	Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • In alignment with the district's developing MTSS (Multi-tiered system of support), provide direction and

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
integration of social emotional learning • Supports include: o Tier I –social emotional and behavior supports needed by all students o Tier II -student re-teaching o Tier III -intensive interventions • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide and job imbedded professional learning opportunities for all staff, including teachers, noon time assistants, bus drivers, paraprofessionals and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students The actions above are provided to increase social-emotional learning and student performance on state and local assessments	climate, including integration of social emotional learning • Supports include: o Tier I –social emotional and behavior supports needed by all students o Tier II -student re-teaching o Tier III -intensive interventions Instructional Specialist Positions (2018/19 Expansion): • Add 14 positions to build the capacity of and provide support to classroom teachers as they implement Tier 1 interventions and incorporate social-emotional skill building into academic instruction • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide and job imbedded professional learning opportunities for all staff, including teachers, noon time assistants, bus drivers, paraprofessionals and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students • Support monthly staff participation on site based Climate-Culture teams designed to improve school community, student sense of belonging and connectedness.	support to staff to strengthen school climate, including integration of social emotional learning • Supports include: o Tier I –social emotional and behavior supports needed by all students o Tier II -student re-teaching o Tier III -intensive interventions Instructional Specialist Positions (2018/19 Expansion): • Add 14 positions to build the capacity of and provide support to classroom teachers as they implement Tier 1 interventions and incorporate social-emotional skill building into academic instruction • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide and job imbedded professional learning opportunities for all staff, including teachers, noon time assistants, bus drivers, paraprofessionals and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students • Support monthly staff participation on site based Climate-Culture teams designed to improve school community, student sense of belonging and connectedness.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	The actions above are provided to increase social-emotional learning and student performance on state and local assessments. These supports are designed to improve school climate, student-teacher relationship and student sense of belonging. Increased positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Research shows that exclusionary discipline has a negative impact on student academic performance. Increased time in front of engaging, high quality instruction will lead to improved achievement on state and local assessments for the student groups identified to receive differentiated assistance (African American and Students with Disabilities).	The actions above are provided to increase social-emotional learning and student performance on state and local assessments. These supports are designed to improve school climate, student-teacher relationship and student sense of belonging. Increased positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Research shows that exclusionary discipline has a negative impact on student academic performance. Increased time in front of engaging, high quality instruction will lead to improved achievement on state and local assessments for the student groups identified to receive differentiated assistance (African American and Students with Disabilities)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.8 Million (LCFF)	$6.5 Million (LCFF)	$6.5 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.5 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Other Operating Expenses	$ 2.8 M Certificated Salaries $ 1.2 M Classified Salaries $ 1.9 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Other Operating Expenses	$ 2.8 M Certificated Salaries $ 1.2 M Classified Salaries $ 1.9 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.3 M Services and Other Operating Expenses

Action 46

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Restorative Practices Investment Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including for African American students. • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel	**Restorative Practices / Relationship Centered Schools** Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including for African American students. • A growing number of studies have shown that students are more likely to engage in healthy behaviors and	**Restorative Practices / Relationship Centered Schools** Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including for African American students. • A growing number of studies have shown that students are more likely to engage in healthy behaviors and

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University o The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator • Several exploratory studies have indicated promising results of Restorative Justice approaches in	succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University o The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator • Several exploratory studies have indicated promising results of	succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University o The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator • Several exploratory studies have indicated promising results of

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009) • Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Continued partnership with Fresno Police Department in the professional learning and development of the Student Resource Officer role McLane, Sunnyside, Edison & Fresno High • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided **Student Voice / Relationship Centered Schools Campaign** • Partnership with Community Based Organizations to promote relationship-centered schools • Promoting student voice • Provide training to students and staff The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students.	Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009) • Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Partnership with Fresno Pacific University Center for Peacemaking to provide Victim Offender Restorative Program (VORP) mediation and family group conferencing services for students involved in specific, first time, misdemeanor crimes committed on campus. Participation is in lieu of criminal prosecution • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided **Student Voice / Relationship Centered Schools Campaign** • Partnership with Community Based Organizations to promote relationship-centered schools • Promoting student voice • Provide training to students and staff	Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009) • Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Partnership with Fresno Pacific University Center for Peacemaking to provide VORP mediation and family group conferencing services for students involved in specific, first time, misdemeanor crimes committed on campus. Participation is in lieu of criminal prosecution • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided **Student Voice / Relationship Centered Schools Campaign** • Partnership with Community Based Organizations to promote relationship-centered schools • Promoting student voice • Provide training to students and staff

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).	The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $3.4 Million** $800,000 (LCFF) $2.6 Million (Title I)	**Total $3.6 Million** $800,000 (LCFF) $2.8 Million (Title I)	**Total $3.6 Million** $800,000 (LCFF) $2.8 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 2.3 M Certificated Salaries $ 0.8 M Employee Benefits $ 0.2 M Services and Other Operating Expenses $ 0.1 M Other Outgo	$ 2.3 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.9 M Employee Benefits $ 0.3 M Services and Other Operating Expenses	$ 2.3 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.9 M Employee Benefits $ 0.3 M Services and Other Operating Expenses

Action 47

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	Specific Schools: 87 School Sites

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Engagement Investments Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school	**Parent Engagement Investments** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school	**Parent Engagement Investments** Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest rates of parental engagement • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) **Parent University**: Empower, engage, and connect families to support student achievement • Over 30,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to provide academic counseling support and training to parents • Provide learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP standalone workshops, special education, English learners, nutrition, behavior and discipline • Parent workshops in Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Maintaining the District Parent Resource Center that includes a parent engagement training facility, call center, community resource center, and childcare enrichment training center	graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) **Parent University**: Empower, engage, and connect families to support student achievement • More than 40,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to support curriculum development, staff professional learning and academic counseling support for parents and families • Provide parent learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP engagement workshops, special education, English learners, nutrition, behavior and discipline workshops in English, Spanish, Hmong, Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Operating the District Parent Resource Center that includes a parent engagement training facility, recruitment call center, community resource center, and childcare enrichment training center, early	graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) **Parent University**: Empower, engage, and connect families to support student achievement • More than 40,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to support curriculum development, staff professional learning and academic counseling support for parents and families • Provide parent learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP engagement workshops, special education, English learners, nutrition, behavior and discipline workshops in English, Spanish, Hmong, Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Operating the District Parent Resource Center that includes a parent engagement training facility, recruitment call center, community resource center, and childcare enrichment training center, early

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system • Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions • Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops • Add an academic counselor to inform low income and English learner parents of educational opportunities Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low income students.	learning enrollment, and volunteer fingerprinting • Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system • Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions • Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops • Expansion of parent learning team to support African American parent engagement three West Fresno Elementary schools • New parent technology to support ALTLAS Workshops and Student Scholarship opportunities • Implementation finger printing station at the Parent Resource Center to facilitate parent school volunteerism • Additional customer services support for pre-school registration process. 2018/19 will include increased partnerships with the listed community based organizations to reflect additional service levels to families	learning enrollment, and volunteer fingerprinting • Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system • Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions • Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops • Expansion of parent learning team to support African American parent engagement three West Fresno Elementary schools • New parent technology to support ALTLAS Workshops and Student Scholarship opportunities • Implementation finger printing station at the Parent Resource Center to facilitate parent school volunteerism • Additional customer services support for pre-school registration process. 2018/19 will include increased partnerships with the listed community based organizations to reflect additional service

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	of African American and Southeast Asian families: • Street Saints will increase delivery of culturally appropriate outreach and recruitment strategies to the African American Community. This expansion will include parent facilitation to serve King, Columbia and Sunset families. • The Fresno Center, previously known as Fresno Center for New Americans will expand service to Southeast Asian families in the McLane regions in addition to the current Sunnyside region families and our districts Khmer and Punjabi families. • In support of the districts partnership with the City of Fresno to support the restoration of 13 of our student community by building residential leadership capacity; Parent University recommends the conversion of two 3-hour Hmong Home School Liaison Positions to one 6-hour Hmong Community Liaison in support of the developments of this effort within our Southeast Asian resident families. Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low income students.	levels to families of African American and Southeast Asian families: • Street Saints will increase delivery of culturally appropriate outreach and recruitment strategies to the African American Community. This expansion will include parent facilitation to serve King, Columbia and Sunset families. • The Fresno Center, previously known as Fresno Center for New Americans will expand service to Southeast Asian families in the McLane regions in addition to the current Sunnyside region families and our districts Khmer and Punjabi families. • In support of the districts partnership with the City of Fresno to support the restoration of 13 of our student community by building residential leadership capacity; Parent University recommends the conversion of two 3-hour Hmong Home School Liaison Positions to one 6-hour Hmong Community Liaison in support of the developments of this effort within our Southeast Asian resident families. Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $2.7 Million** $ 1.5 Million (LCFF) $ 1.2 Million (Title I)	**Total $3.5 Million** $ 2.3 Million (LCFF) $ 1.2 Million (Title I)	**Total $3.5 Million** $ 2.3 Million (LCFF) $ 1.2 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 0.2 M Certificated Salaries $ 1.1 M Classified Salaries $ 0.5 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.7 M Services and Other Operating Expenses	$ 0.2 M Certificated Salaries $ 1.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.3 M Materials and Supplies $ 1.2 M Services and Other Operating Expenses	$ 0.2 M Certificated Salaries $ 1.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.3 M Materials and Supplies $ 1.2 M Services and Other Operating Expenses

Action 48

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expanded Student, Parent and Community Communication Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Maintain Building Futures district publication to monthly	**Expanded Student, Parent and Community Communication** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Maintain Building Futures district publication to monthly	**Expanded Student, Parent and Community Communication** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Maintain Building Futures district publication to monthly

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Update District Website to visually impaired Actions listed above will lead to increased low income student performance on state and local assessments by informing and involving community, parents, and students.	• Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Update District Website to visually impaired Actions listed above will lead to increased low income student performance on state and local assessments by informing and involving community, parents, and students.	• Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Update District Website to visually impaired Actions listed above will lead to increased low income student performance on state and local assessments by informing and involving community, parents, and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000 (LCFF)	$200,000 (LCFF)	$200,000 (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.1 M Services and Operating Expenses	$ 0.2 M Services and Operating Expenses	$ 0.2 M Services and Operating Expenses

Action 49

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand Access to High Quality Health Services for Students and Families at School Sites Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments. • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers	**High Quality School Site Health Services** Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments. • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers	**High Quality School Site Health Services** Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments. • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
• Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.	• Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites • Expansion in 2018/19 includes 10 registered nursing positions Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.	• Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4.6 Million (LCFF)	$6.1 Million (LCFF)	$6.1 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 1.4 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.3 M Employee Benefits $ 1.1 M Other Expenses	$ 2.6 M Certificated Salaries $ 1.1 M Classified Salaries $ 2.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses	$ 2.6 M Certificated Salaries $ 1.1 M Classified Salaries $ 2.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses

Action 50

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add Five Additional Psychologists Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better	**Mental Health Support** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better	**Mental Health Support** Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students.	grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students • Prevent unnecessary referrals for special education services In 2017/18 five additional school psychologist positions were included to support this work. 2018/19 will include an additional five positions, meaning ten added over the last two years to support student needs. Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students including subgroups providing eligibility for Differentiated Assistance (African American, Foster Youth and Students with Disabilities).	grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students • Prevent unnecessary referrals for special education services • In 2017/18 five additional school psychologist positions were included to support this work. 2018/19 will include an additional five positions, meaning ten added over the last two years to support student needs. Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students including subgroups providing eligibility for Differentiated Assistance (African American, Foster Youth and Students with Disabilities).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$700,000 (LCFF)	$ 1.2 Million (LCFF)	$ 1.2 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.6 M Certificated Salaries $ 0.1 M Employee Benefits	$ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Services and Operating Expenses	$ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Services and Operating Expenses

Action 51

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expanded Transportation Services Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low	**Expanded Transportation Services** Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low	**Expanded Transportation Services** Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.	income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.	income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips The actions above will lead to increased low income student engagement and improved performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $ 2.8 Million** $100,000 (LCFF) $2.2 Million (Title I) $ 500,000 (Other Transportation Revenue)	**Total $ 2.4 Million** $100,000 (LCFF) $2.2 Million (Title I)	**Total $ 2.4 Million** $100,000 (LCFF) $2.2 Million (Title I)

Year	2017-18	2018-19	2019-20
Source	LCFF, Title I, Other Transportation Revenue	LCFF, Title I	LCFF, Title I
Budget Reference	$ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 2.3 M Services & Other Operating Expenses $ 0.1 M Capital Outlay $ 0.1 M Other outgo	$ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.2 M Services & Other Operating Expenses	$ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.2 M Services & Other Operating Expenses

Action 52

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Upgrading Access to Technology	**Upgrading Access to Technology**	**Upgrading Access to Technology**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms. • Support district technology through: o Integration of technology, instruction and learning o Field technology support at school sites o Professional learning to develop leader and teacher capacity o Computers for students and teachers o Technology infrastructure • Created a Personalized Learning Initiative to enable entire classrooms to have access to computers at a 1:1 ratio and provided professional learning to teachers to ensure the meaningful integration of technology in high quality instruction o 220 teachers participated in 2016/17 The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.	Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms. • Support district technology through: o Integration of technology, instruction and learning o Field technology support at school sites o Professional learning to develop leader and teacher capacity o Computers for students and teachers o Technology infrastructure • Created a Personalized Learning Initiative to enable entire classrooms to have access to computers at a 1:1 ratio and provided professional learning to teachers to ensure the meaningful integration of technology in high quality instruction o 220 teachers participated in 2016/17 The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.	Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms. • Support district technology through: o Integration of technology, instruction and learning o Field technology support at school sites o Professional learning to develop leader and teacher capacity o Computers for students and teachers o Technology infrastructure • Created a Personalized Learning Initiative to enable entire classrooms to have access to computers at a 1:1 ratio and provided professional learning to teachers to ensure the meaningful integration of technology in high quality instruction o 220 teachers participated in 2016/17 The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$650,000 (LCFF)	$650,000 (LCFF)	$650,000 (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.7 M Materials and Supplies	$ 0.7 M Materials and Supplies	$ 0.7 M Materials and Supplies

Action 53

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Department of Prevention and Intervention • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	**Department of Prevention and Intervention** • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	**Department of Prevention and Intervention** • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $ 4.2 Million** $ 2.2 Million (LCFF) $ 2.1 Million (Title I)	**Total $ 5.1 Million** $ 2.9 Million (LCFF) $ 2.2 Million (Title I)	**Total $ 5.1 Million** $ 2.9 Million (LCFF) $ 2.2 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 1.8 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.1 M Employee Benefits $ 0.4 M Services & Other Operating Expenses $ 0.1 M Other Outgo	$ 2.1 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.2 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.6 M Services & Other Operating Expenses	$ 2.1 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.2 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.6 M Services & Other Operating Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Contributes to all Fresno Unified School District Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7,8

Local Priorities: [List Local Priorities here]

Identified Need:

5A Each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on school site data (AR 0420)

5B Thee purpose of all Fresno Unified goals is to improve outcomes for students. In keeping with the Theory of Action, profound and dramatic improvements are required at all levels of the District

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
See Metrics / Indicators above for each of the four district goals				

Action 54

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<u>School Site Allocations to be Prioritized by each School's Site Council</u> ($2 Million increase over prior year): The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low	**<u>School Site Allocations to be Prioritized by each School's Site Council</u>** ($2.5 Million increase over prior year): The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low	**<u>School Site Allocations to be Prioritized by each School's Site Council</u>** The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth • Each school is required to evaluate LCAP data points as related to low income, English learner and foster

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets,	income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which	youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets,

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.	correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.	which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $22.6 Million** $17.2 Million (LCFF) $ 5.4 Million (Title I)	**Total $25.1 Million** $19.3 Million (LCFF) $ 5.7 Million (Title I)	**Total $25.1 Million** $19.3 Million (LCFF) $ 5.7 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 5.2 M Certificated Salaries $ 2.9 M Classified Salaries $ 2.8 M Employee Benefits $ 6.6 M Materials and Supplies $ 4.9 M Services and Operating Expenses $ 0.2 M Other Outgo	$ 6.0 M Certificated Salaries $ 3.5 M Classified Salaries $ 3.6 M Employee Benefits $ 6.1 M Materials and Supplies $ 5.9 M Services and Operating Expenses	$ 6.0 M Certificated Salaries $ 3.5 M Classified Salaries $ 3.6 M Employee Benefits $ 6.1 M Materials and Supplies $ 5.9 M Services and Operating Expenses

Action 55

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Student Supports Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o Teachers meet in subject-specific or grade specific	**Supplemental Student Supports** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o Teachers meet in subject-specific or grade specific	**Supplemental Student Supports** Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. • Instructional Coaches o Teachers should have access to "job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities o Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement o Teachers meet in subject-specific or grade specific

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
accountable communities and analyze data; for low income, English learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers”	accountable communities and analyze data; for low income, English learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers” o The effect size for RTI is 1.07, meaning when implemented	accountable communities and analyze data; for low income, English learner, and foster youth subgroups o Teachers share best practices and modify lessons based on this data o Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students o Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers o RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning o The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers”

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in one academic year (Hattie, 2010) • Health Personnel o Experience has shown Fresno Unified School District's low income students have limited access to health care, therefore school health personnel is utilized at a higher rate • Early Childhood Classroom Aides o Supporting early learning classrooms to improve low income students' performance in reading by third grade • Counselors o Experience has shown Fresno Unified School District's low income students have limited access to college and career information, therefore school counselors are utilized at a higher rate o Added 5 additional counselors for 2017/18 to support middle schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District's unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California	well, it has the potential of over two year's growth in one academic year (Hattie, 2010) • Health Personnel o Experience has shown Fresno Unified School District's low income students have limited access to health care, therefore school health personnel is utilized at a higher rate • Early Childhood Classroom Aides o Supporting early learning classrooms to improve low income students' performance in reading by third grade • Counselors o Experience has shown Fresno Unified School District's low income students have limited access to college and career information, therefore school counselors are utilized at a higher rate o Added 5 additional counselors for 2017/18 to support middle schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District's unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.	o The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year's growth in one academic year (Hattie, 2010) • Health Personnel o Experience has shown Fresno Unified School District's low income students have limited access to health care, therefore school health personnel is utilized at a higher rate • Early Childhood Classroom Aides o Supporting early learning classrooms to improve low income students' performance in reading by third grade • Counselors o Experience has shown Fresno Unified School District's low income students have limited access to college and career information, therefore school counselors are utilized at a higher rate o Added 5 additional counselors for 2017/18 to support middle schools Supplemental Supports are necessary due to the high needs of Fresno Unified School District's unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Dashboard for the unduplicated students of Fresno Unified School District.		Dashboard for the unduplicated students of Fresno Unified School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $26 Million** $ 13.5 Million (LCFF) $ 12.5 Million (Title I)	**Total $28.1 Million** $ 13.8 Million (LCFF) $ 14.3 Million (Title I)	**Total $28.1 Million** $ 13.8 Million (LCFF) $ 14.3 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 9.8 M Certificated Salaries $ 5 M Classified Salaries $ 9 M Employee Benefits $ 1 M Materials and Supplies $ 0.7 M Services and Operating Expenses $ 0.5 M Other Outgo	$ 10.9 M Certificated Salaries $ 5.5 M Classified Salaries $ 10.1 M Employee Benefits $ 0.9 M Materials and Supplies $ 0.7 M Services and Operating Expenses	$ 10.9 M Certificated Salaries $ 5.5 M Classified Salaries $ 10.1 M Employee Benefits $ 0.9 M Materials and Supplies $ 0.7 M Services and Operating Expenses

Action 56

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Central Office Administration • Board of Education • Superintendent • Communications	**Central Office Administration** • Board of Education • Superintendent • Communications	**Central Office Administration** • Board of Education • Superintendent • Communications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**$ 4.7 Million** $1.2 Million (LCFF) $ 3.5 (other revenue)	**$ 4.8 Million** $1.6 Million (LCFF) $ 3.2 (other revenue)	**$ 4.8 Million** $1.6 Million (LCFF) $ 3.2 (other revenue)
Source	LCFF, Other Revenue – Interest, Credit Card Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics revenue, HR fingerprinting revenue	LCFF, Other Revenue – Interest, Credit Card Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics revenue, HR fingerprinting revenue	LCFF, Other Revenue – Interest, Credit Card Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics revenue, HR fingerprinting revenue

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.8 M Certificated Salaries $ 1.8 M Classified Salaries $ 1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.6 M Services and Operating Expenses	$ 0.6 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.2 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.6 M Services and Operating Expenses	$ 0.6 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.2 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.6 M Services and Operating Expenses

Action 57

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administrative Services • Fiscal Services	**Administrative Services** • Fiscal Services	**Administrative Services** • Fiscal Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	• Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	• Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $9.2 Million** $8.4 Million (LCFF) $0.8 Million (Title I)	**Total $9.9 Million** $8.9 Million (LCFF) $1.0 Million (Title I)	**Total $9.9 Million** $8.9 Million (LCFF) $1.0 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
Budget Reference	$ 0.3 M Certificated Salaries $ 3.7 M Classified Salaries $ 2 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.1 M Services and other Operating Expenses	$ 0.5 M Certificated Salaries $ 3.9 M Classified Salaries $ 2.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.1 M Services and other Operating Expenses	$ 0.5 M Certificated Salaries $ 3.9 M Classified Salaries $ 2.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.1 M Services and other Operating Expenses

Action 58

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Operational Services • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	**Operational Services** • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	**Operational Services** • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $145.9 Million** $ 126.8 Million (LCFF) $ 19 Million (Other Revenue)	**Total $151.0 Million** $ 134.7 Million (LCFF) $ 16.2 Million (Other Revenue)	**Total $151.0 Million** $ 134.7 Million (LCFF) $ 16.2 Million (Other Revenue)

Year	2017-18	2018-19	2019-20
Source	LCFF, Other Revenue - Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community Redevelopment and Transportation Grants	LCFF, Other Revenue - Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community Redevelopment and Transportation Grants	LCFF, Other Revenue - Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community Redevelopment and Transportation Grants
Budget Reference	$ 43.4 M Employee Benefits $ 26 M Materials and Supplies $ 9.4 Materials and Supplies $ 44.3 M Services and other Operating Expenses $ 18.1 Capital Outlay $ 4.7 M Other Expenses	$ 45.6 M Employee Benefits $ 27.5 M Materials and Supplies $ 10.0 M Materials and Supplies $ 51.0 M Services and other Operating Expenses $ 13.6 M Capital Outlay $ 3.3 M Other Expenses	$ 45.6 M Employee Benefits $ 27.5 M Materials and Supplies $ 10.0 M Materials and Supplies $ 51.0 M Services and other Operating Expenses $ 13.6 M Capital Outlay $ 3.3 M Other Expenses

Action 59

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Other Expenses • Health contribution • Retirement	**Other Expenses** • Health contribution • Retirement	**Other Expenses** • Health contribution • Retirement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $22.4 Million** $ 1.5 Million (LCFF) $ 20.9 Million (STRS)	**Total $33.1 Million** $ 2.1 Million (LCFF) $ 31.0 Million (STRS)	**Total $33.1 Million** $ 2.1 Million (LCFF) $ 31.0 Million (STRS)
Source	LCFF, STRS Pension Contribution	LCFF, STRS Pension Contribution	LCFF, STRS Pension Contribution
Budget Reference	$ 22.4 M Other Expenses	$ 31.0 M Employee Benefits $ 2.2 M Other Expenses	$ 31.0 M Employee Benefits $ 2.2 M Other Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017/18**

Estimated Supplemental and Concentration Grant Funds:

$ 166 MILLION	Percentage to Increase or Improve Services:	31.67%	CHANGE %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the California Department of Education, Fresno Unified School District has calculated that it will receive $166 million in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) for the 2017-2018 school year. Using the same calculation tool, the proportionality percentage has been calculated at 31.67%. Fresno Unified has demonstrated that it has met the 31.67% proportionality percentage by expending $166 million of additional funding included in the 2017-18 allocation for increased and improved services that are principally directed towards, and effective in meeting the district's goals for, the unduplicated student population as summarized below, and explained in detail in this plan's Goals, Actions & Services section. All actions and services designated within these funds for increased or improved services were developed specifically to focus on the needs of the unduplicated population and are based on local conditions specific to Fresno Unified.

Development of this Local Control and Accountability Plan (LCAP) was guided by the principles established through the Board of Education's adopted District Goals and Core Beliefs and Values; as well as a careful analysis of research, district data, and the valued input from our stakeholders. All actions and services designated within these funds for increased or improved services are principally directed toward, and effective in meeting the district's goals for, unduplicated pupils. All aspects of those services provided with these designated funds, including the design, content and method of delivery were determined through the analysis of the specific needs of Fresno Unified unduplicated pupils. Furthermore, under each of those actions marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of the district. Since the unduplicated student population count totals just under 90% of the total student population in Fresno

Unified, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency in the delivery and effectiveness of these services.

The list below provides a summary by action number of the contents detailed in this LCAP's Goals, Actions & Services section:

Action Number	Goal 1
1	**40 Designated Schools**
2	**Student Interventions**
3	**Student Technology Annual Refresh**
4	**Additional Teacher Supply Funds**
5	**3% Professional Learning Column**
6	**Maintain Middle and High School Redesign**
7	**Professional Learning Related to the Implementation of the State Standards**
8	**Eliminate 5th-6th grade combination classes**
9	**National Board Certification**
10	**Instructional Supports**
11	**Additional Teachers Above Base Staffing**
12	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts**
13	**Maintain 24:1 TK-third Grade Average Class Size**
14	**Further Develop Early Childhood Education**
15	**Additional Supports for Libraries**
16	**Equity and Access Partnership with UC Merced**
17	**GATE / Advanced Placement / International Baccalaureate Expansion, SAT/PSAT Fees**
18	**Expand Alternative Education**
19	**Maintain Additional Services for Phoenix Community Day School**
20	**After School Tutoring**
21	**Extended Summer Learning**

22	**Foster Youth Social Workers**
23	**All teachers are teachers of English Learner (EL) students**
24	**Expansion of Dual Immersion Programs**
Action Number	**Goal 2**
32	**Increase School Allocations for Athletics**
33	**District-Funded Field Trips**
34	**District Arts Collaborative Project**
35	**Increased Funding for Music**
36	**Campus Culture Position at Birney Elementary School**
37	**African American Student Supports**
Action Number	**Goal 3**
38	**Linked Learning, ROP and CTE Pathway Development**
39	**Kids Invent!**
40	**Patiño Entrepreneurial High School**
41	**Design Science Early College High School**
Action Number	**Goal 4**
42	**Student Peer Mentor Program**
43	**Men's and Women's Alliance**
44	**Social Emotional Supports**
45	**School Climate and Culture Expansion**
46	**Restorative Practices/Student Voice/Relationship Centered Schools Campaign**
47	**Parent Engagement Investments**
48	**Expanded Student, Parent and Community Communication**
49	**Expand Access to High Quality Health Services for Students and Families at School Sites**
50	**Add Five Additional Psychologist**
51	**Expanded Transportation Services**
52	**Upgrading Access to Technology**

53	**Department of Prevention and Intervention**
Action Number	**Goal 5**
54	**School Site Allocations to be Prioritized by each School's Site Council**
55	**Supplemental Student Supports**

Demonstration of Increased or Improved Services for Unduplicated Pupils

Using the calculation tool provided by the California Department of Education, Fresno Unified School District has calculated that it will receive $191 million in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) for the 2018/19 school year. Using the same calculation tool, the proportionality percentage has been calculated at 34.74%. Fresno Unified has demonstrated that it has met the 34.74% proportionality percentage by expending $193 million of additional funding included in the 2018/19 allocation for increased and improved services that are principally directed towards, and effective in meeting the district's goals for, the unduplicated student population as summarized below, and explained in detail in this plan's Goals, Actions & Services section. All actions and services designated within these funds for increased or improved services were developed specifically to focus on the needs of the unduplicated population and are based on local conditions specific to Fresno Unified.

Development of this Local Control and Accountability Plan (LCAP) was guided by the principles established through the Board of Education's adopted District Goals and Core Beliefs and Values; as well as a careful analysis of research, district data, and the valued input from our stakeholders. All actions and services designated within these funds for increased or improved services are principally directed toward, and effective in meeting the district's goals for unduplicated pupils. All aspects of those services provided with these designated funds, including the design, content and method of delivery were determined through the analysis of the specific needs of Fresno Unified unduplicated pupils. Furthermore, under each of those actions marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of the district. Since the unduplicated student population count totals just under 90% of the total student population in Fresno Unified, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency in the delivery and effectiveness of these services.

The list below provides a summary by action number of the contents detailed in this LCAP's Goals, Actions & Services section:

Estimated Supplemental and Concentration Grant Funds:	$ 193 Million	Percentage to Increase or Improve Services:	34.74%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Action Number	Goal 1
1	**40 Designated Schools**
2	**Student Interventions**
3	**Student Technology Annual Refresh**
4	**Additional Teacher Supply Funds**
5	**3% Professional Learning Column**
6	**Maintain Middle and High School Redesign**
7	**Professional Learning Related to the Implementation of the State Standards**
8	**Eliminate 5th-6th grade combination classes**
9	**National Board Certification**
10	**Instructional Supports**
11	**Additional Teachers Above Base Staffing**
12	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts**
14	**Further Develop Early Childhood Education**
15	**Additional Supports for Libraries**
16	**Equity and Access**

17	**GATE / Advanced Placement / International Baccalaureate Expansion, SAT/PSAT Fees**
18	**Expand Alternative Education**
19	**Maintain Additional Services for Phoenix Community Day School**
20	**After School Tutoring**
21	**Extended Summer Learning**
22	**Supports for Students in Foster Care**
23	**All teachers are teachers of English Learner (EL) students**
24	**Expansion of Dual Immersion Programs**
37	**African American Academic Acceleration**
Action Number	**Goal 2**
32	**Increase School Allocations for Athletics**
33	**District-Funded Educational Enrichment Trips**
34	**District Arts Collaborative Project**
35	**Increased Funding for Music**
36	**Campus Culture Position at Birney Elementary School**
Action Number	**Goal 3**
38	**Linked Learning, ROP and CTE Pathway Development**
39	**Kids Invent!**
40	**Patiño Entrepreneurial High School**
41	**Design Science Early College High School**
Action Number	**Goal 4**
42	**Student Peer Mentor Program**
43	**Men's and Women's Alliance**
44	**Social Emotional Supports**
45	**School Climate and Culture Expansion**
46	**Restorative Practices/Relationship Centered Schools**
47	**Parent Engagement Investments**

48	**Expanded Student, Parent and Community Communication**
49	**High Quality School Site Health Services**
50	**Mental Health Supports**
51	**Expanded Transportation Services**
52	**Upgrading Access to Technology**
53	**Department of Prevention and Intervention**
Action Number	**Goal 5**
54	**School Site Allocations to be Prioritized by each School's Site Council**
55	**Supplemental Student Supports**

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in

the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060,

52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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