LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District

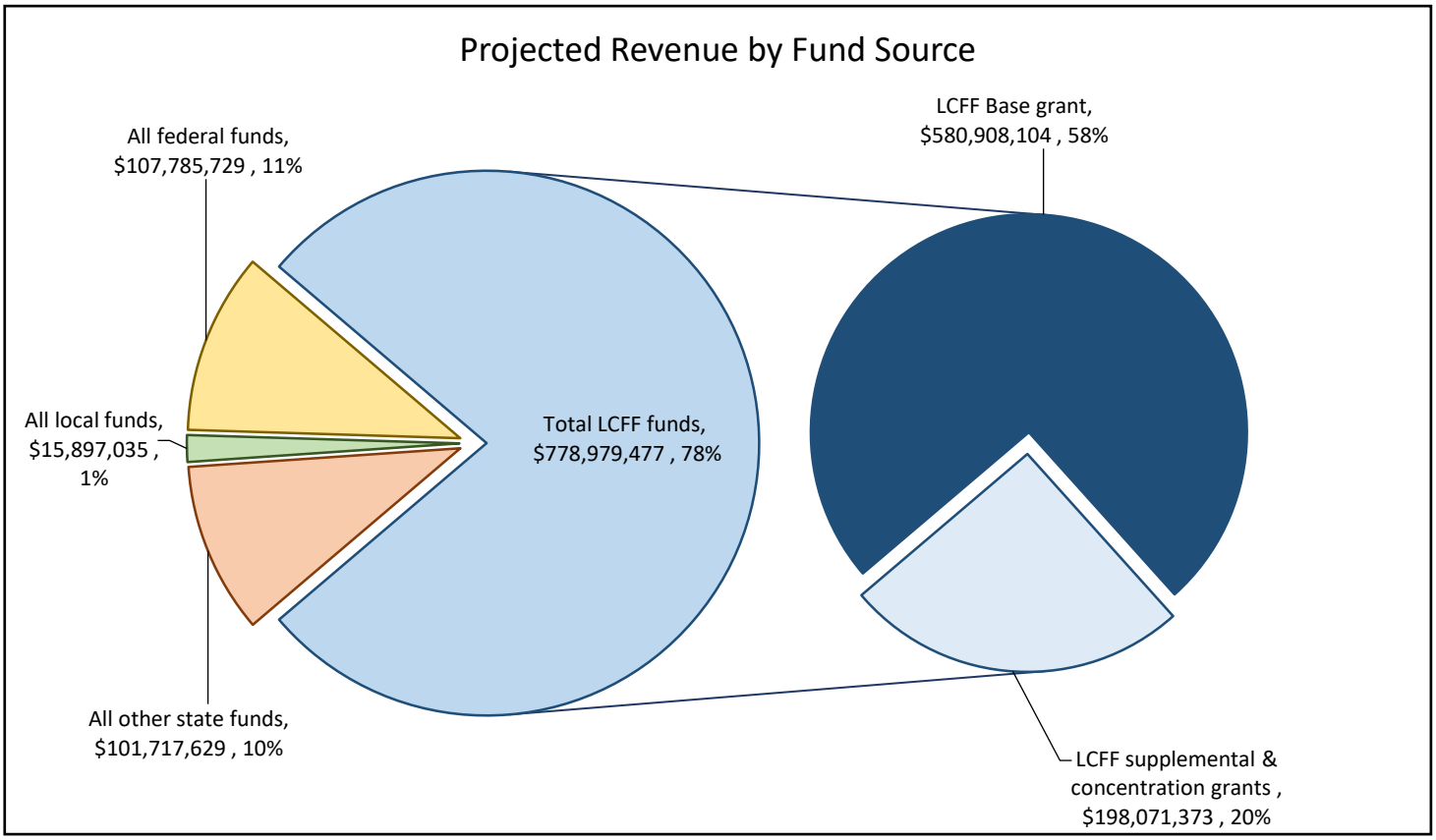
CDS Code: 10 62166 0000000

Local Control and Accountability Plan (LCAP) Year: 2019/20

LEA contact information: Santino Danisi

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019/20 LCAP Year

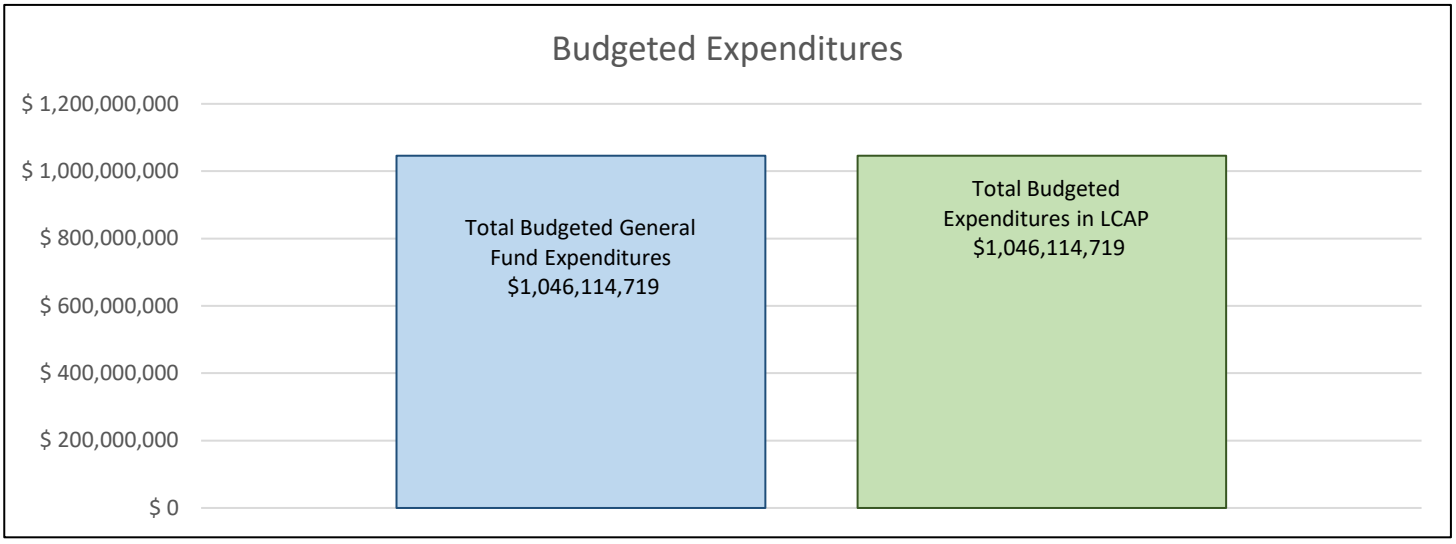


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Fresno Unified School District is $1,004,379,870.00, of which $778,979,477.00 is Local Control Funding Formula (LCFF), $101,717,629.00 is other state funds, $15,897,035.00 is local funds, and $107,785,729.00 is federal funds. Of the $778,979,477.00 in LCFF Funds, $198,071,373.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2019/20. It shows how much of the total is tied to planned actions and services in the LCAP.

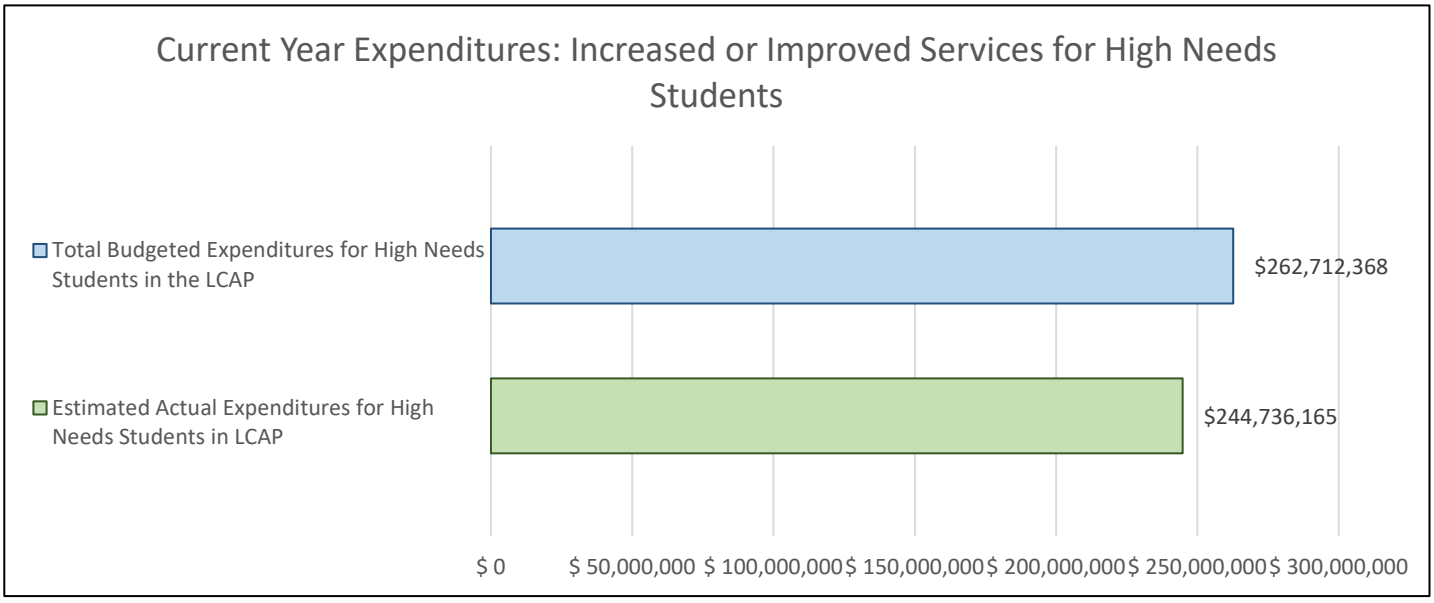
Fresno Unified School District plans to spend $1,046,114,719.00 for the 2019/20 school year. Of that amount, $1,046,114,719.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019/20

In 2019/20, Fresno Unified School District is projecting it will receive $198,071,373.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Fresno Unified School District plans to spend $262,203,041.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018/19



This chart compares what Fresno Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fresno Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018/19, Fresno Unified School District's LCAP budgeted $262,712,368.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District estimates that it will actually spend $244,736,165.00 for actions to increase or improve services for high needs students in 2018/19. The difference between the budgeted and actual expenditures of $17,976,203.00 had the following impact on Fresno Unified School District's ability to increase or improve services for high needs students:

All actions and initiatives were largley implemented as planned. The majority of projected savings were due to salary and benefit savings due to temporarily vacant positions or one-time projects that will be carried over to the next year. A large portion of projected savings is the result of Action #41 - Design Science Early College High School. This planned work is moving forward, however the delay in implementation has resulted in estimated savings. Though implementation has been delayed, the expansion will allow for increased access to the dual enrollment program which boasted a 100% acceptance rate to a four year college. The collaborative work with the State Center Community College District (SCCCD) will continue and these funds will be carried over to 2019/20 in order to move forward with implementation

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

2019/20

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)

California School Dashboard: 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.

Fresno Unified School District

LOCAL CONTROL & ACCOUNTABILITY PLAN
LCAP
2017-20

Fresno Unified School District serves more than 74,000 students in preschool through grade 12, preparing career ready graduates through high-quality instruction, district programs and services, and resources. Fresno Unified serves a diverse population with more than 63 languages spoken by students and their families. In addition to high-quality schools within high school regions, magnet schools have been providing innovative and exciting educational opportunities for students in the district for more than 30 years.



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

SCHOOLS

106 TOTAL

66 Elementary Schools	14 Middle Schools	10 High Schools
3 Special Education Schools	6 Alternative Education & Adult Schools	7 Charters

STUDENT ENROLLMENT

73,910 TOTAL

Pre K	TK – 6	7 – 8	9 – 12
3,161	41,242	10,838	18,669

10,000+ TOTAL EMPLOYEES

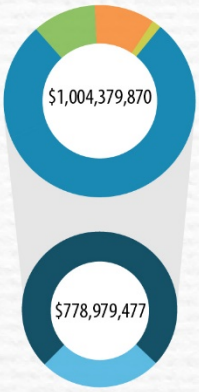
STUDENT DIVERSITY

African American	8.2%	Hispanic	68.7%
American Indian	0.6%	Two or More Races	2.2%
Asian	10.7%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.9%

STUDENT ENROLLMENT BY PROGRAM

English Learner	18.1%
Socioeconomically Disadvantaged	84.5%
Students with Disabilities	10.5%
Foster Youth	1%

ADOPTED REVENUE SOURCES



Federal	$107,785,729
State	$101,717,629
Local	$15,897,035
LCFF	$778,979,477
TOTAL	$1,004,379,870

Base Grant	$580,908,104
Supplemental & Concentration Grants	$198,071,373

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

NOVEMBER – FEBRUARY

- Engage community
- Collect feedback
- Compile results
- Inform LCAP plan as part of our strategic budget development process

MARCH – APRIL

- Present feedback received:
  - *District Advisory Committee (DAC)*
  - *District English Learner Advisory Committee (DELAC)*
- Create draft LCAP

MAY

- Present draft for review and comment to:
  - *District Advisory Committee (DAC)*
  - *District English Learner Advisory Committee (DELAC)*
- Respond in writing
- Invite public comment
- Host public hearing

JUNE

- Finalize draft after public comment
- Adopt LCAP concurrent with the budget
- Submit to FCSS for approval
- Post on District website



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

- 41 Designated School Investment: $19.2M
- Middle and High School Redesign: $10.8M
- Student Interventions: $2.6M
- Implementation of State Standards: $19.0M
- NEW/EXPANDED Student Technology Access & Annual Refresh: $8.1M
- Eliminate Elementary Combination Classes: $3.9M
- Additional Teacher Supply Funds: $1.3M

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

- National Board Certification: $0.01M
- Instructional Supports: $1.5M
- Additional Teachers Above Base Staffing: $11.2M
- NEW/EXPANDED Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts: $1.4M
- NEW/EXPANDED Further Develop Early Childhood Education: $14.2M
- Additional Supports for Libraries: $0.5M
- Equity and Access: $2.0M
- GATE / Advanced Placement (AP) / International Baccalaureate (IB) / SAT/PSAT Fees: $2.3M
- Expand Alternative Education: $1.3M
- Maintain Additional Services for Phoenix Community Day School: $2.1M
- After School Tutoring: $7.1M
- Extended Summer Learning: $9.3M
- Supports for Students in Foster Care: $2.3M
- All Teachers are Teachers of English Learner (EL) Students: $13.4M
- Expansion of Dual Language Immersion Programs: $1.7M
- Instruction: $370.7M
- Recruitment, Selection and Retention of Human Capital: $4.7M
- NEW/EXPANDED Special Education: $143.5M
- Professional Learning: $23.1M
- Technology Access and Support: $13.2M
- Early Learning: $0.9M
- Equity and Access: $2.7M
- African American Academic Acceleration: $4.0M

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

- Increase School Allocations for Athletics: $8.8M
- District-Funded Educational Enrichment Trips: $4.7M
- District Arts Collaborative Project: $0.1M
- Increased Funding for Music: $1.2M
- Elementary Campus Culture Experience: $0.1M

All Students will demonstrate the character and competencies for workplace success

- Linked Learning, ROP and CTE Pathway Development: $19.7M
- Kids Invent! : $1.3M
- Patiño Entrepreneurial High School: $2.9M
- Design Science Early College High School: $5.7M

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

- Student Peer Mentor Program: $0.5M
- Men's and Women's Alliance: $1.4M
- Social Emotional Supports: $3.8M
- School Climate and Culture Expansion: $7.8M
- Restorative Practices / Relationship Centered Schools: $3.5M
- Parent Engagement Investments: $3.9M
- Expanded Student, Parent and Community Communication: $0.2M
- NEW/EXPANDED High Quality School Site Health Services: $9.0M
- NEW/EXPANDED Mental Health Support: $3.1M
- Expanded Transportation Services: $2.0M
- Upgrading Access to Technology: $1.1M
- Department of Prevention and Intervention: $8.3M

Goal 5: All Four Fresno Unified Goals Combined

- School Site Allocations to be Prioritized by each School's Site Council: $29.6M
- NEW/EXPANDED Supplemental Student Supports: $31.2M
- Central Office Administration: $4.7M
- Administrative Services: $10.2M
- NEW/EXPANDED Operational Services: $138.7M
- Other Expenses: $32.8M

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

The district continues to demonstrate improved outcomes as outlined in the 'Progress Indicator' section included below. These results are buoyed by the hard work of staff, striving daily to meet student needs and equip them with learning necessary to become Career Ready Graduates. Described below are highlights of work accomplished that is foundational to sustaining performance gains throughout the system.

In response to disparate performance and achievement for African American students, the Office of African American Academic Acceleration was created in 2017. The office launched a Task Force during the 2018/19 year designed to reach consensus and direction for programmatic policy and practice solutions to accelerate African American youth academically in Fresno Unified School District. The Task Force agreed upon six recommendation areas for Board Policies; Attitudes, beliefs and mindsets of FUSD employees; Pride in and respect for African American cultural heritage; Access to African American teachers; Rigorous instruction and high expectations; Early learning; Family engagement. The Fresno Unified Board of Trustees accepted the recommendations of the Task Force in March 2019. Additional detail on program implementation, including outcome evidence, can be found in the Action 37 Annual Update.

Services for Students with Disabilities remains a focus area as well. In 2017/18, the district requested a comprehensive review of Special Education programs and services by a strategic support team from the Council of the Great City Schools (CGCS) in order to improve teaching and learning for students with disabilities. The recommendations provided by CGCS specifically focused on the following areas:

Implementation of Multi-Tiered Systems 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

In response to the CGCS report, 2018/19 mid-year investments reflected these recommendations. Technology, curriculum and equipment were purchased for students. Technology and professional learning were provided to staff.

The district's commitment to improving the academic, behavioral, and social emotional outcomes for students with disabilities was also reflected in the 2019/20 budget. The budget included funding for more teachers and paraprofessionals to reduce class size and grade level spans in Mild to Moderate Special Day classrooms. School psychologists were added to provide a greater level of social emotional supports to students.

Lastly, increased instructional time by way of the district Designated School model (Action #1) continues to show gains. Designated Schools and trends in student performance based upon Smarter Balanced Assessment Consortium (SBAC) scores by cohorts, comparing them with other Fresno Unified schools, Fresno County, and Statewide data have shown significant growth in both change over time as well as growth in percentage of change. There are 40 Designated Schools placed in cohorts beginning in 2014/15. Designated Schools have the highest percentage of students in poverty, English learners, and foster youth. Both research and practice indicate that adding time to the school day and/or year can have a meaningful impact on student proficiency and upon a child's entire educational experience. Additional targeted and effective instructional time with a highly qualified teacher is one of the strongest predictors of higher student achievement. The data suggests that Designated Schools shows not only positive change over time, but also the positive percent of change for these schools has increased.

Progress Indicators

Summarized below are areas in which Fresno Unified demonstrated improved outcomes.

3rd – 8th & 11th Grade SBAC scores on ELA – Experienced improvement in the distance from proficiency of 7.1 points. Low Income and English Learner students increased 7.2 and 8.3 points respectively.

3rd – 8th & 11th Grade SBAC scores on Math – Experienced improvement in the distance from proficiency of 5.9 points. Low Income and English Learner students increased 6.1 and 8.2 points respectively.

Graduation Rate – Increased 2.1%

Chronic Absenteeism – Declined 0.5%

College & Career Indicator – Increased 5%

Referring to the California School Dashboard, 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), Middle and High School Redesign (#6), Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts (#12), Equity and Access (#16), Expand Alternative Education (#18), Supports for Students in Foster Care (#22), Increase School Allocations for Athletics (#32), District Funded Educational Enrichment Trips (#33), African American Academic Acceleration (#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 / Relationship Centered Schools (#46), Parent Engagement Investments (#47), Mental

Health Supports (#50), School Site Allocations to be Prioritized by each School's Site Council (#54), Supplemental Student Supports (#55)

Referring to the California School Dashboard, 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

From the California School Dashboard results released in December 2018, Fresno Unified has been identified for Differentiated Assistance for performance of Students with Disabilities, Foster Youth and Homeless students. The identification requires collaboration with the Fresno County Superintendent of Schools, where the two organizations will work together in an effort to identify disparities and improve performance of the student groups identified. Following is a summary of work thus far aimed at addressing these performance gaps.

Students with disabilities continue to be one of the lower performing student groups. The district continues to process the recommendations from the Council of Great City Schools report. To address student learning the Special Education department is developing strategic partnerships with other departments, teaching staff, and parents. The Special Education department along with the Fresno Teachers Association created a Special Education Committee to address supports for teachers and students. Additionally, the district reaffirmed its commitment to engage parents by providing information on programs and services through the Community Advisory Committee for Special Education.

The district continues to address the needs of homeless students, through the services provided by the Project ACCESS office, within the Department of Prevention & Intervention. Students residing in homeless situations are one of the lower performing subgroups in the areas of suspension and chronic absenteeism. To improve outcomes for these students, the department has strengthened partnerships with local agencies such as the Department of Social Services, Fresno County Housing Authority and shelters including Marjaree Mason Center. A designated social worker coordinates support for the students residing within the shelters, including transportation, social emotional intervention and case management. The district has provided laptops and educational tutorial resources which are available for use by all student residents at Marjaree Mason Center. Similar supports are being provided to our students living in the motels, through a partnership with a local non-profit, Live Again Fresno.

Students in grades 6-12 residing in high need homeless situations including motels, shelters, and unsheltered environments receive targeted social emotional support from social workers in the Project ACCESS office. Social Workers provide an array of services such as individual/group counseling, case management services, school supplies and vouchers to support participation in extracurricular activities and trips. The social workers support school sites with training around trauma, mental health awareness and other relevant topics. Two Academic Counselors provide academic support to students in grades 8th -12th and review 10th - 12th grade transcripts to ensure

students are on track for college. In addition, the counselors assist with FAFSA completion and college/vocational applications.

69% of the chronically absent students served by a Project ACCESS social worker during Semester 1 2018/19 demonstrated improvement in attendance as compared to Semester 1 2017/18. Of those that improved, 54% had such significant improvement that they are no longer chronically absent. 86.7% of students who had at least one suspension in Semester 1 of 2017/18 showed a decrease in suspension incidents when compared to Semester 1 of 2018/19.

The district remains engaged with the Fresno Teacher's Association in a collaborative School Climate & Safety Committee. This committee is working along with the Districtwide Discipline Guidelines Committee to strengthen disciplinary practices and increase available student interventions as part of the Multi-tiered System of Supports (MTSS). The district recently finalized development of a Chronic Absence & Attendance data monitoring tool which will help ensure that students receive appropriate, timely interventions. The Department of Prevention & Intervention will be adding an additional Child Welfare & Attendance Specialist for the 2019/20 school year, to work specifically with homeless students and families. The Project ACCESS Roundtable, held three times per year, was expanded in 2018/19 to focus on the needs of homeless and foster students.

The district continues to address the needs of students residing in foster care, through the services provided by the Project ACCESS office, within the Department of Prevention & Intervention. Students in foster care are one of the lower performing subgroups in the areas of graduation rate and college and career readiness. To improve outcomes for these students, the department has strengthened partnerships with the Department of Social Services, local group homes and other organizations supporting youth in foster care.

Students in grades 6-12 residing in foster care receive support from social workers in the Project ACCESS office. In addition to social emotional support, Project ACCESS Social Workers provide school supplies, coordination of resources to ensure participation in extracurricular activities and case management at the school site. Two Project ACCESS Academic Counselors are dedicated to providing academic support to foster and homeless students in grades 8th – 12th. All students receive an academic assessment and those that are performing below grade level, meet individually with the Project ACCESS counselor. In partnership with Fresno City College, the counselors coordinate Access to Higher Ed (A2HE) events for middle school and high school students. The counselors also complete a detailed transcript analysis for all foster students in grades 10th – 12th, assistance with FAFSA completion and advocacy services for students planning to attend colleges outside of Fresno who may require a waiver of housing deposit or other transitional support.

43 of the 51 (84%) of the currently enrolled seniors residing in foster care are scheduled to graduate with a high school diploma, 2 students will receive a certificate of completion,

5 students are scheduled to complete their high school diploma at Fresno Adult School, and one student will return in the fall as a fifth year student.

During 2018/19, the Department of Prevention & Intervention partnered with Equity & Access to pilot Foster Youth pivot teams at four identified sites (Bullard, Tenaya, Tioga, Hoover). Each site worked to create a unique action plan with the goal of improving student-school connection. Plans included a staff- mentoring program, Foster Youth clubs and advisory councils among other components. The pivot team approach will continue in 2019/20, and each secondary school site will develop an Advisory Council. Planned activities for 2019/20 also include the high school foster youth advisors working with the middle school foster advisors to support the middle school to high school transition.

The district remains engaged with a wide array of stakeholders as part of the Project ACCESS Roundtable. Foster parents, foster youth and community providers attend the Roundtable, which is held three to times per year to identify needs, communicate resources and incorporate student voice into future planning activities.

Two or more performance areas below “all student” performances

Chronic Absenteeism – Homeless (Red)

Graduation Rate – Foster Youth (Red), Students with Disabilities (Red)

College/Career – Foster Youth (Red), Students with Disabilities (Red), Two or More Races (Orange)

Student subgroups identified for Differentiated Assistance

Foster Youth – Graduation Rate (Red), College/Career (Red)

Homeless – Chronic Absenteeism (Red), Suspension Rate (Red)

Students with Disabilities – Graduation Rate (Red), College/Career (Red)

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Ahwahnee Middle

Cambridge Continuation High

Dewolf Continuation High

Elizabeth Terronez Middle

Fort Miller Middle

Irwin O. Addicott Elementary

J.E. Young Academic Center

Miguel Hidalgo Elementary

Tioga Middle

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of CSI plans. Sites are provided professional learning to support identification status, data clarity, plan requirements, and procedural troubleshooting. A Cross Functional (CF) Pivot Team comprised of site administrators, multiple representatives from the central office and/or community members, work in tandem to support student performance growth. A designated representative acts as a delegate for all parties to provide support, facilitate collaboration, assist with determining actions, plan monitoring, and evaluation progress.

All sites utilize the SPSA Tool, creating a common practice across Fresno Unified to complete the mandatory needs assessment and action plan. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard.

The CF Pivot Team will complete a root cause analysis and determine areas of focus for the site. Also, the team equips site leaders with relevant data and provides support with the disaggregation of data to determine disproportionality and possible resource inequities. The findings are incorporated into the monitoring tool in support of the site’s SPSA.

During plan development, sites are provided a rubric by instructional superintendents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborated to construct the rubric to ensure compliance, alignment with district goals, and concurrence with site practices.

Stakeholder feedback is documented in each SPSA, and sites must provide evidence and a description of the feedback received from staff, parent/community members, and students.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, and strategies to support student achievement. The CF Pivot Team assists in identifying appropriate evidence-based interventions. The CF Pivot Team will utilize a SPSA Supplemental and Support Resources guide which includes a menu of options for evidence-based interventions that can be selected based on the needs of the site. The menu includes central office supports that are researched based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the CF Pivot Team consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The Cross Functional (CF) Pivot team works directly with sites to ensure monitoring and evaluation of the School Plans for Student Achievement (SPSA) and relative site metrics which contributed to identification. Implementation monitoring and the evaluation of effectiveness occurs in 6-8 week cycles utilizing a 6-8 week plan to document goals, expected outcomes and actions with correlated metrics to support measuring action effectiveness.

Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure sites have the data and resources needed to implement actions.

Upon completion of the 6-8 cycle, plans are reviewed and evaluated by site leaders and supervisors. Plans are evaluated by examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders begin the next 6-8 week cycle, determining areas of focus as pertained to the site plan. The CF Team will share progress with District administrative cabinet twice a year to provide progress updates and requests for any additional supports that may be needed to accelerate progress to meet the SPSA goals.

Annual Update

LCAP Year Reviewed: 2018-19

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 Measureable Outcomes

Expected	Actual
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)*** Baseline: 2016/17 **93.5% of teachers fully credentialed in the area taught** TARGET: **97.0%**	91.3% (2018/19)
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)*** Baseline: 2016/17 **Teachers Mis-assigned: .4%** TARGET: **.4%**	.75% (2018/19)
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)*** Baseline: 2016/17 **Teacher Vacancies: .8%** TARGET: **.4%**	.69% (2018/19)
Student access to instructional materials ***(Annual Williams Data Set)*** Baseline: 2016/17	100% (2018/19)

Expected	Actual
100% of students have access to instructional materials TARGET: **100%**	
Facilities are properly maintained, per required use of the Evaluation Instrument; Ed Code 17002 (d)(1) ***(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: **96.8%**	97.2% (2017/18)
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: **66.3 points below** **LI: 73.4 points below**	With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th. Therefore, the previous targets set are no longer applicable in comparison to the results provided below. Below are the 2017/18 results using the new format. 3rd -8th & 11th grade SBAC Math Points below level 3 proficiency *(California School Dashboard)* See table below.

	2016/17	2017/18	Change
All Students	(74.4)	(68.5)	5.9
Low Income	(80.8)	(74.7)	6.1
English Learners	(85.4)	(77.2)	8.2

Expected	Actual
EL: 77.9 points below	
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: **44.9 points below** **LI: 52.9 points below** **EL: 77.9 points below**	With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable in comparison to the results provided below. Below are the 2017/18 results using the new format. 3rd -8th & 11th grade SBAC ELA Points below level 3 proficiency *(California School Dashboard)* | | 2016/17 | 2017/18 | Change | | All Students | (45.4) | (38.2) | 7.1 | | Low Income | (52.4) | (45.2) | 7.2 | | English Learners | (64.3) | (56) | 8.3 |
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: **83.2 points below level 3**	Metric no longer provided by CA School Dashboard. See notes above.
11th grade SBAC English Language Arts	Metric no longer provided by CA School Dashboard. See notes above.

Expected	Actual
Points below level 3 proficiency ***(California School Dashboard)*** Baseline: 2015/16 Status Status: **15.9 points below level 3** Change: **+4 points (Maintained)** TARGET: **11.9 points below level 3**	
A-G Completion 4-year cohort ***(Dataquest - CDE)*** Baseline: 2014/15 Status Status: **36% of students** **LI: 35%** **EL: 21%** **FY: 3%** TARGET: **37.4%** **LI: 36.4%** **EL: 22.4%** **FY: 7.1%**	43.59% LI: 41.18% EL: 24.32% FY: 12.50% (2016/17)
Percentage of Students who pass AP Exams ***(Dataquest - CDE)*** Baseline: 2014/15 Status	25.53% LI: 23.10% EL: 36.65% (2016/17)

Expected	Actual
Status: **34%** Change: **+1%** _____ **LI: 31%** **EL: 42%** TARGET: **35.0%** **LI: 35.0%** **EL: 42.0%**	
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: **38.5%** **LI: 38.5%, EL: 31.6%; FY: 18.1%** Linked Learning: **26.0%** **LI: 24.0%, EL: 24.0%; FY: 12.0%**	**CTE:** 41.70% LI: 41.44%, EL: 31.85%; FY: 23.98% **Linked Learning:** 28.39% LI: 28.26%, EL: 19.38%; FY: 15.20% (2017/18)
Percent of 4-year cohort that completed a Linked Learning Pathway ***(Atlas)***	37.27%

Expected	Actual
Baseline: 2014/15 Status Status: **25%** _____ **LI: 25%** **EL: 23%** **FY: 22%** TARGET: **29.0%** **LI: 29.0%** **EL: 13.5%** **FY: 16.0%**	LI: 40.11% EL: 25.74% FY: 18.18% (2018/19)
English Learner Progress ***(California School Dashboard)*** Baseline: 2014/15 Status: **64.3% (low)** Change: **+3.3% (Increased)** TARGET: **67.6%**	ELPAC is new – Actual results will be reported once two years of data are available
English Learner Redesignation ***(Dataquest - CDE)*** Baseline: 2015/16 Status: **18.1%**	13.9% (2017/18)

Expected	Actual
TARGET: **11.6%**	
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: 291** **IB sections offered: 78** **English Language Development Sections Offered: 39** **Sections offered for Students with Disabilities: 659**	AP sections offered: 285 IB sections offered: 71 English Language Development Sections Offered: 46 Sections offered for Students with Disabilities: 660 (2018/19)
Early Assessment Program for College Readiness - English Language Arts ***(CAASPP)*** Baseline: 2014/15 Status: **10%** **LI: 10.6%, EL: 0.8%, FY: 7.0%** TARGET: **14.2%** **LI: 11.2%** **EL: 3.2%** **FY: 9.2%**	15.25% LI: 13.05% EL: 0.00% FY: 0.00% (2016/17)

Expected	Actual
Early Assessment Program for College Readiness - Math ***(CAASPP)*** Baseline: 2014/15 Status: **2%** **LI: 3.0%, EL: 0%, FY: 0%** TARGET: **3.5%** **LI: 3.5%** **EL: 1.5%** **FY: 0.5%**	3.71% LI: 2.84% EL: 0.22% FY: 0.00% (2016/17)
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**	1. Met 2. Met 3. Met (2018/19)

Expected	Actual
2. New teachers 8 additional days **3. Instructional coaches support implementation**	

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 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	**<u>40 Designated School Investment</u>** Each designated school has at least 87% of unduplicated student population, or students who live in disadvantaged circumstances such as English Learners, Foster Youth or Low Socio-economic status. Each designated school receives the following additional resources: • Increased instructional time of 30 minutes each day with their regular classroom teacher • Between seven and ten additional professional development days for teachers to increase opportunities for professional growth and collaboration • One additional certificated staff member per school (prioritized by each respective school site)	$19.4 Million (LCFF) LCFF $15.1 M Certificated Salaries $3.8 M Employee Benefits $0.4 M Materials and Supplies $0.1 M Services and operating expenses	$18.5 Million (LCFF) LCFF $14.6 M Certificated Salaries $3.5 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

teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students

- 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
  - 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

Change in percentage of students meeting or exceeding standards on the English Language Arts (ELA) Smarter Balance Assessment Consortium (SBAC):

Cohort 1 (10 schools)

	2014/15	2017/18	% Point Change
Designated	23.8%	35.2%	11.4
Non-Designated	30.7%	41.7%	11.0
County (less FUSD)	38.7%	49.8%	11.0
State	41.0%	48.5%	7.6

Cohort 2 (20 schools)

	2015/16	2017/18	% Point Change
Designated	20.8%	29.4%	8.6
Non-Designated	34.9%	41.7%	6.8
County (less FUSD)	44.5%	49.8%	5.2
State	46.0%	48.5%	2.5

Cohort 3 (10 schools)

	2016/17	2017/18	% Point Change
Designated	25.2%	30.0%	4.8
Non-Designated	37.3%	41.7%	4.4
County (less FUSD)	46.6%	49.8%	3.2

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

State	45.7%	48.5%	2.9

Change in percentage of students meeting or exceeding standards on Math Smarter Balance Assessment Consortium (SBAC):

Cohort 1 (10 schools)

	2014/15	2017/18	% Point Change
Designated	16.7%	31.1%	14.4
Non-Designated	25.8%	35.7%	9.9
County (less FUSD)	32.7%	42.3%	9.7
State	34.5%	41.2%	6.6

Cohort 2 (20 schools)

	2015/16	2017/18	% Point Change
Designated	16.2%	24.8%	8.6
Non-Designated	29.8%	35.7%	5.9
County (less FUSD)	37.3%	42.3%	5.0
State	38.0%	41.2%	3.2

Cohort 3 (10 schools)

	2016/17	2017/18	% Point Change
Designated	21.2%	25.9%	4.7
Non-Designated	33.0%	35.7%	2.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	County (less FUSD) 39.8% 42.3% 2.6 State 39.3% 41.2% 1.9		

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 • 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	**Student Interventions** Each school site across the district is staffed with a minimum of a full-time Resource Specialist Program (RSP) teacher. Additionally, an RSP teacher who serves students identified as Special Education (SPED) as a priority may also supports students not identified as SPED who are in need of extra academic support. Extra academic support could include the following: • Comprehensive Interventions for Learning Disabled Students has a positive effect size of .77 when combined with direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition (Hattie 2010). • Computer-assisted instruction shows a .37 effect size (Hattie 2010) - This intervention puts the student in control of their learning, when teacher and student are trained properly.	$2.6 Million (LCFF) $1.8 M Certificated Salaries $0.7 M Employee Benefits $0.1 M Services and operating expenses	$2.4 Million (LCFF) $1.7 M Certificated Salaries $0.7 M Employee Benefits $0.01 M Services and operating expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- 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 Learners students with disabilities These actions will increase student performance on local and statewide assessments for the unduplicated student population	- Clarity of Goals - Students being given challenging yet achievable learning goals has an effect size of .52 according to John Hattie's research. - The RSP teachers at school sites are integral team members within a school sites implementation of Multi-Tiered Systems of support, who provide assistance to struggling students. - The extra time allotted to school sites beyond a 28:1 SPED student to RSP teacher ratio is utilized to provide additional academic support for any students based on individual need. Their use and expertise could enable peer to peer support as an intervention (RSP teacher as a guide on the side) which also shows an effect size of .53 (Hattie, 2009) by affording students teaching each other (peer-explaining, peer-checking, peer-assessing); students move to being teachers of themselves.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 student's computers current at all school sites with a regular refresh cycle • 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	**Student Technology Access & Annual Refresh** As part of the continued Student Computer Refresh, over 11,000 new computers were purchased this year to replace aging computers or increase the number of devices for student use. ELA and math classrooms were targeted at secondary sites and comprehensive classrooms at elementary sites. New computers were provided to refresh those that have been in service for four years. The annual Student Computer Refresh Program continues to reduce variations across school sites in the ratio of students to computers, the age of computers, and the level of student use. One example of the impact of the Student Computer Refresh can be found in the Personalized Learning Initiative (PLI). Personalized learning is a form of high quality instruction. The PLI creates the conditions and provides supports so teachers through technology can unlock impactful learning experiences for students. It also gives teachers the ability to blend learning through effective use of technology. Research shows that students in PLI classes are showing higher English language arts (ELA)	$8.1 Million (LCFF) $0.4 M Classified Salaries $0.2 M Employee Benefits $7.5 M Materials and Supplies	$7.6 Million (LCFF) $0.2 M Classified Salaries $0.2 M Employee Benefits $7.2 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	scores in both the spring assessment and SBAC. The effectiveness of the annual Student Computer Refresh can be seen in the gains in state testing which resulted from PLI-classrooms where students had greater access to technology. The eLearning Companion Device (LCD) program is well underway, with 6,700 tablets in use by students in PreK through Kindergarten and grades ninth through eleventh. Pre-loaded educational apps to support early literacy and college prep have registered 82,000+ hours of use from internet-connected devices. The top three educational apps used by Pre-K through kindergarten focus on reading, math, language building, and science, and have registered over 11,000 hours of student use each. In March, tablet distribution will begin for 1st, 2nd, and 3rd grade students. An LCD support team is available to assist schools, students, and families with the new tablets.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Teacher Supply Funds	**Additional Teacher Supply Funds**	$1.3 Million (LCFF)	$1.2 Million (LCFF)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 o 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.	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.	$1.3 M Materials and Supplies	$1.2 M Materials and Supplies

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: 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	**3% Professional Learning Column** Refinements are made each year to align courses with Fresno Unified School District's Instructional Practice Guide, while incorporating the district's adopted curriculum. Courses were selected to highlight student engagement and State standards. Three opportunities (10-week cycles) are offered to achieve PL Column status to eligible unit members. A minimum of 12 courses are offered per cycle. In Cycle 1 of 2018-19 school year, 244 eligible unit members registered to participate In Cycle 2 of 2018-19 school year, 242 eligible unit members registered to participate; currently in session. Currently, there are 1,940 employees eligible who are invited to voluntarily participate by taking PL Column courses and there are a total of 362 employees who have successfully completed the required courses.	$1.8 Million (LCFF) $ 1.1 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.1 M Services and other operating expenses	$1.8 Million (LCFF) $ 1.5 M Certificated Salaries $ 0.3 M Employee Benefits

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

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**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, which require intervention courses during the school day and access to a broad course of study. The redesign approach is now differentiated between middle and high school to better meet student needs. Middle School Redesign All Middle Schools provide a broad course of study for students by ensuring that all unduplicated students have access to electives, core classes and intervention during the school day.	$10.8 Million (LCFF) $ 7.5 M Certificated Salaries $ 3.2 M Employee Benefits $ 0.1 M Services and operating Expenses	$9.0 Million (LCFF) $ 6.2 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
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 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	The model allows English Learners to have access to both electives and interventions needed, with the exception of newcomer English Learners at six middle schools where they have additional language support until they move out of newcomer status. These schools are Ahwahnee, Scandinavian, Sequoia, Tehipite, Tioga and Yosemite. As a result of limited evidence of academic improvement we chose to repurpose former PLUS teachers at each middle school site. Their job duties shifted from planning and delivering interventions, while content teachers attended professional learning in standards instruction, to practicing effective implementation of Tier 1 and Tier 2 instruction: • Tier 1 Instruction = effective, standards based, high quality and culturally relevant instruction by highly qualified teachers for ALL students using the adopted curriculum • Tier 2 Instruction = targeted intervention that some students receive in addition to Tier 1 instruction This re-allocation has impacted the following:		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 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	Average class sizes in English/Language Arts and math classes have been reduced, ranging from 22-26 students per class at 11 out of 12 sites. As a result of the reduction in class size, teachers can spend more time with each student individually or in groups during the school day. Each school also has one intervention teacher who works closely with each English language arts and math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery. One site, Kings Canyon, chose to increase the number of periods in the instructional day to increase the number of elective offerings from one to two or provide an additional intervention class to address Tier 2 instruction. Most middle school teachers, teaching the same subjects, are scheduled to have a common preparation time. Teachers meet in subject-specific accountable communities to share best practices, create common formative assessments, and modify lessons based on this data in weekly collaboration. Low income, English learner, and foster youth students		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 instructional practices with	are the primary beneficiaries of this practice because teachers analyze data for unduplicated students during this time. A shift in practice has led to 87% use of guaranteed, viable curriculum and increased number of teachers implementing small group lessons to support Tier 1 and Tier 2 instruction. As a result, performance progress at middle schools utilizing district interim assessment is as follows: • Ten of twelve schools showed positive change in ELA interim 1 (2017/18) to interim 1 (2018/19) • Ten of twelve schools showed positive change in math interim 1 (2017/18) to interim 1 (2018/19) • Six of twelve schools showed positive change in ELA interim 2 (2017/18) to interim 2 (2018/19) • Ten of twelve schools showed positive change in math interim 2 (2017/18) to interim 2 (2018/19) <u>High School Redesign</u> Each comprehensive high school has three PLUS teachers, credentialed in math or English/Language Arts, to support content needs in grades 9-10. Three teaching positions were added and filled at each site. 7.8 FTE were vacant due to the inability to fill.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	PLUS teachers support the classroom teacher by providing side by side learning through whisper coaching, co-teaching, and immediate feedback in effective implementation of standards based curriculum. PLUS teachers may pull a small group of low income, English learner or foster youth students for targeted instruction or teach the class so the classroom teacher can attend professional learning to improve their instructional practice. PLUS teachers support accountable communities in developing common formative assessments, data analysis and content planning. Additional staff allocation allows sites to design a master schedule to support in-school interventions for students. Unduplicated students receive more enrichment opportunities through electives. Site leaders leverage the PLUS teachers to promote job-embedded professional learning and experiences like lesson study, collaborative planning, and action research.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Teachers provide personalized learning to students which is also known as Response to Intervention (RTI). 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 their 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). In addition to PLUS teachers, each high school is allocated one more counselor to reduce the student to counselor ratios. With this investment students and families receive additional direct supports. Supports include student and family conferencing, college application, matriculation and financial support. These combined actions will increase access to a broad course of study for unduplicated students while providing intervention supports during the school day. The additional teachers and common prep time structure allow staff to implement high quality Tier 1 and Tier 2 instruction to meet the needs of our low income, English learner and foster students. These efforts will lead to		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	increased student performance on state and local assessments. As a result, performance progress at high schools utilizing our District Interim Assessment is as follows: • All schools showed positive change in ELA interim 1 (2017/18) to interim 1 (2018/19) • Six of seven schools showed positive change in math interim 1 (2017/18) to interim 1 (2018/19) • Two of seven schools showed positive change in ELA interim 2 (2017/18) to interim 2 (2018/19) • Five of seven schools showed positive change in math interim 2 (2017/18) to interim 2 (2018/19) PSAT School % meet College Career Ready Benchmark from October 2017 to October 2018: • Five of seven schools showed improvement in percentage of students who met College and Career Readiness benchmark for math • Five of seven schools showed improvement in percentage of students who met College and Career Readiness benchmark for evidence-based reading & writing		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Implementation of State Standards** The District's professional learning is anchored in the California English Language Arts (ELA)/English Language Development (ELD) and Mathematics Frameworks and targets the implementation of integrated and designated ELD instruction. At the beginning of a curriculum adoption, each elementary ELA/Math teacher was trained on new adoption materials based on the framework that included highlighting the features of ELD instruction. All secondary ELA/Math teachers were also trained on new adoption materials based on their frameworks. As new teachers enter the district, they onboard with this training. In addition, all teachers were/are trained in planning with our vision of instruction, The Instructional Practice Guide (IPG), which included literacy and math practice indicators. In 2018/19, all secondary history social science teachers received three days of professional learning on how to effectively use the newly adopted curriculum as they teach the grade level standards.	**Total $20.1 Million** $ 2.3 Million (LCFF) $17.8 Million (Title I) $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	**Total $16.5 Million** $ 0.7 Million (LCFF) $15.8 Million (Title I) $9.7 M Certificated Salaries $0.5 M Classified Salaries $3.0 M Employee Benefits $1.0 M Materials & Supplies $2.3 M Services & Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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. • Orientations - half day • New Teacher Conferences – two days • Saturday Pipeline Trainings - seven half days • Face to Face Trainings on curriculum: new teachers offered one day training on ELA and/or math (elementary has both); additional professional learning on use of curriculum provided on an as needed basis by request • New Teacher Support Coach - one hour per week (36 hours) • Full release days to observe & plan - four days All new teachers received supports as a part of an induction model that included on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New teachers are assigned		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	an instructional coach for two years that mentor through an instructional and social-emotional lens. This provides acceleration into their new role, positive feelings about teaching, and the opportunity to complete the induction process. Teachers on Special Assignment and math coaches provided support for Accountable Communities/Professional Learning Communities 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. Accountable Communities answer four grounding questions: 1. What do we want students to know and be able to do? 2. How will we know they have learned it? 3. What will we do if they don't? 4. What will we do if they already know it? Overall New Teacher Support retention data: • Induction: Year on & two - 98% • Intern, STSPs, PIPs - 86%		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	The district had 350 new hires. With year two teachers, there are 539 new teachers: Year one, Year two & Alternative Certification teachers. To measure the effectiveness of the investment of supports for new teachers, a variety of measures are utilized. Feedback surveys tracking the effectiveness of new teacher supports provided through Professional Learning sessions are monitored. The results consistently exceed the 80% target of agree/strongly agree that the “learning met their needs" and range within 90-100%. Retention rates of new teachers, ratings on annual performance evaluations, and student achievement is all monitored and analyzed at the end of the school year. All new leaders received 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.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	In addition to the two years of coaching support, new leaders in their first administrative position and clearing their administrative credential also have: • New Leader On-Ramp - two days • New Leader Networking – nine hours • Skillful Leader Monthly Trainings - 20 hours • New Leader Coaching - four hours per month The district had 50 year-one site and department leaders and another 50 finishing year two, for a total of 100 new leaders. To measure the effectiveness of the investment of supports for new leaders, a variety of measures are utilized. Feedback surveys tracking the effectiveness of new leader supports provided through Administrative Coaches, On-Ramp Sessions, and Professional Learning sessions are monitored. The results consistently meet the 80% target of agree/strongly agree that the "learning met their needs." Retention rates of new leaders, ratings on annual performance evaluations, and student achievement is all monitored and analyzed at the end of the school year. The current retention rate is 100% for new leaders. Retention		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	of new leaders, performance on annual evaluations, and student achievement is all tracked in comparison to their veteran counterparts.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Eliminate Elementary Combination Classes** Teaching positions were added this year to ensure no combination classes were created. A total of 45 teaching positions above baseline levels were added to ensure no elementary schools had combination classes.	$2.9 Million (LCFF) $ 2.0 M Certificated Salaries $ 0.9 M Employee Benefits	$4.1 Million (LCFF) $ 2.8 M Certificated Salaries $ 1.3 M Employee Benefits

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

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 • 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	**National Board Certification** During the summer of 2018 the district recruited a fourth cohort of National Board candidates and Fresno Unified has provided onboarding into the program. Cohorts 1, 2, 3, and 4 now total 55 participants. Fresno Unified has implemented an ongoing support Saturday for all cohorts, each month. Candidates are in different stages of implementation: completion, mid program, or just starting. Fresno Unified is collaborating with The National Board Resource Center at Stanford University. Two Saturday training sessions are facilitated by the Director of the National Board Resource Center at Stanford University. Cohort 1 has an overall pass rate of 86%, with a total of 12 out of 14 candidates achieving certification or renewal of certification within their first or second attempt. This pass rate is higher than the national average. Two candidates will	$80,000 (LCFF) $ 26,000 Certificated Salaries $ 5,000 Employee Benefits $30,000 Books and Supplies $19,000 Services and Operating Expenses	$77,000 (LCFF) $ 20,000 Certificated Salaries $ 4,000 Employee Benefits $38,000 Books and Supplies $15,000 Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	make a third attempt at certification in May 2019. Cohort 2 has a 69% pass rate on first time submission for 9 out of 13 candidates completing certification. Three candidates will resubmit for certification in May 2019 and one candidate will no longer pursue certification. Four additional candidates will complete the certification process in May of 2019 with results available in December 2019. Cohort 3 completed two components for submission in May 2018. 12 out of the 14 candidates will submit the remaining two components in May of 2019 with results available in December 2019. Two candidates have postponed their submissions until 2020. Cohort 4 will submit two components in May 2019, and two components in May 2020. Results will be available in December 2020. Support is specific to the four components that teachers will be assessed on: • Content examination		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Differentiated instruction by analyzing student work • Teaching practice and environment through video and portfolio work • Data literacy as an effective and reflective practitioner Two of these components specifically ask teachers to examine their practices with socioeconomically disadvantaged student populations, English Learners, and Foster Youth. Participants are required to look at student results, analyze student work, and differentiate instruction for the identified populations.		

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.	**Instructional Supports** To support the Year 4 implementation of the K-8 math high quality instructional materials, support is provided in the following ways: • Professional learning to sites, ACs, and regions based on need and data, by request	**Total $1.5 Million** $ 1.0 Million (LCFF) $ 0.5 Million (Title I) $0.5 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.3 M Employee Benefits	**Total $2.3 Million** $ 0.8 Million (LCFF) $ 1.5 Million (Title I) $0.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 improve teaching of English language learners • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom	• Job-embedded professional learning through instructional coaching, including planning, lesson modeling, AC support, reflection, by request. • Written observations/informal and formal conference notes reflect frequent classroom instruction/department field work observations. • Curriculum companion documents to assist teachers in effectively using the curriculum to meet student needs (scope and sequence, quarterly planners, Common Core Companions, MPs posters) To support the Year 3 implementation of the K-11 ELA high quality instructional materials, support is provided in the following ways: • Professional learning to sites, ACs, and regions based on need and data, by request • Job-embedded professional learning through instructional coaching, including planning, lesson modeling, AC support, reflection, by request • Curriculum companion documents to assist teachers in effectively using the curriculum to meet student needs (scope and	$ 0.1 M Materials & Supplies $ 0.4 M Services & Other Operating Expenses	$ 1.5 M Services & Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	sequence, pacing guides, Common Core Companions, Wonders text set document, Wonders Foundational Skills Planning document, SpringBoard Unit Planners) To support the Year 3 implementation of the HS Algebra, Geometry, Algebra II high quality instructional materials, support is provided in the following ways: • Professional learning to sites, ACs, and regions based on need and data, by request • Job-embedded professional learning through instructional coaching, including planning, lesson modeling, AC support, reflection, by request • Curriculum companion documents to assist teachers in effectively using the curriculum to meet student needs (scope and sequence, Quarterly planners, Common Core Companions) Interim Assessments aligned to the scope and sequence are given twice per year to inform teachers and leaders of student progress towards grade level standards.		

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) • Refer to the “annual update” for data on reduced class sizes • 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	**Additional Teachers Above Base Staffing** This year 84 teaching positions were added above baseline levels, reducing class sizes at all grade levels in the district.	$9.1 Million (LCFF) $ 6.2 M Certificated Salaries $ 2.8 M Employee Benefits $ 0.1 M Services & Other Operating Expenses	$9.5 Million (LCFF) $ 6.3 M Certificated Salaries $ 3.1 M Employee Benefits $ 0.1 M Services & Other Operating Expenses

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

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, Fort Miller continues to see improvement in academic achievement, suspension and expulsions. Meanwhile Gaston has seen improvement in academic achievement, while attendance rates have changed from 93.61% in 2014/15 to 94.09% in 2017/18. Suspensions decreased from 2016/17, but are above 2015/16 levels. 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	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts** Since introducing additional vice principals, there has been increasing improvements in academic success of students at the five elementary schools who received an additional vice principal. SBAC 3-year change in percentage of student meeting or exceeding standards: Ewing ELA: 16% to 30% (14 % point increase) Math: 9% to 31% (22 % point increase)	$1.4 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits	$1.4 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	<u>Birney</u> ELA: 26% to 41% (15 % point increase) Math: 15% to 30% (15 % point increase) <u>Olmos</u> ELA: 13% to 25% (12 % point increase) Math: 6% to 23% (17 % point increase) <u>Addams</u> ELA: 14% to 26% (12 % point increase) Math: 13% to 19% (6 % point increase) <u>Vang Pao</u> ELA: 17% to 39% (22 % point increase) Math: 16% to 33% (17 % point increase) <u>District Overall Average Elementary</u> ELA: 24% to 35% (11 % point increase) Math: 18% to 30% (12 % point increase) <u>Middle School Additional VP support</u> Since receiving an additional administrative support at these two sites, there has been increasing improvements in academic success of students at the schools who received an additional vice principal. <u>Fort Miller</u>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.	ELA: 8.8% to 13.1% (4.3 % point increase) Math: 4.3% to 5.6% (1.3 % point increase) <u>Gaston</u> ELA: 13.4% to 22.3% (8.9 % point increase) Math: 5.8% to 10.2% (4.4 % point increase) <u>Middle School District Average</u> ELA: 29.2% to 37.2% (8 % point increase) Math: 17.5% to 23% (5.5 % point increase)		

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Maintain 24:1 TK-third Grade Average Class Size</u> With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15.	**<u>Maintain 24:1 TK-third Grade Average Class Size</u>** With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Class sizes in the district continue to be maintained at a 24 to 1 ratio, and the investment is reflected in the Base Instruction action within the LCAP.		

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 • 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>** The Early Learning department provides ongoing support to all early learning educators on the most effective ways to support 3,550 children participating in the Early Learning Preschool Programs. Over the last few year's preschool classrooms have been utilizing Handwriting Without Tears, and Visual Arts Integrated curriculum as part of their teaching tools. Last year Creative Curriculum was purchased for all preschool classrooms. The curriculum is aligned to California Preschool Learning Foundations and to the Desired Results Developmental Profile (DRDP), which measures the progress on individual child and provides data to inform teacher instruction. Early Learning Teachers have been receiving ongoing professional	$6.6 Million (LCFF) $ 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	$6.7 Million (LCFF) $ 4.3 M Certificated Salaries $ 0.2 M Classified Salaries $ 2.0 M Employee Benefits $ 0.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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	development trainings from Teaching Pyramid, Adult-Child Interactions and Engaging Environments. Recent trainings include professional development of Creative Curriculum to better support teacher practice and child outcomes across the district, and ongoing training on the implementation of DRDP instrument to better capture and support the growth and developmental of individual children. Data collected through the DRDP is being used by teachers to improve teacher practice as well as to connect and develop an ongoing relationship with families. Transitional Kindergarten (TK) serves a total of 1,282 children who turn five between September 2nd and December 2nd. The TK classrooms continue to utilize Visual Arts and the New World of Wonder academic curriculum to teach the California Preschool Learning Foundations. Teachers attend four days of professional learning which includes Social Emotional, Behavior Support and World of Wonders Curriculum to better equip them in supporting young children in their classrooms. Following the professional learning the teachers received ongoing support in their classrooms from Early Learning, Teachers on Special Assignment (TSA)		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
state and local assessments and early redesignation of English learners	on the implementation of the professional development content.		

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 access and resources for learning • Elementary, middle and high school libraries will maintain additional funding	**Additional Supports for Libraries** All 89 libraries are open until at least 4:00 PM for students and families. Library Technicians continue to be funded as full time positions (8 hour) at the elementary level. An additional book fair option is now available that includes a book case with Spanish titles. Students are provided access to technology in the library. Additionally, a Khan Academy Center is available in all secondary school libraries where students have access during and after the school day. Libraries are also used for after school tutoring which is most often provided by a certificated teacher, though some	$2.6 Million (LCFF) $ 0.8 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 $ 1.1 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 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.	programs utilize Teaching Fellows from Fresno State or a site classified employee. Library staff are supported with purchasing or acquiring access to eBooks and print books that support students where English is not the primary language spoken at home. Libraries at Dual Immersion sites also include books in Spanish to support those programs. This year library staff have also started to support the district eLCD programs, where some students are provided with a take home tablet device. Staff have assisted with checking out digital material on the devices.		

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. • 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	**Equity and Access** Equity and Access has established collaborative working relationships with school regions and the schools within those regions as demonstrated by 94 meetings. Equity and Access Pivot teams have actively organized and coordinated interdisciplinary teams to initiate improvement science cycles as demonstrated by multiple full-day Foster Youth action planning meetings. Equity and Access Pivot teams have collaboratively developed action plans aimed at closing performance gaps for foster youth students that include process and outcomes measures utilizing a combination of quantitative and qualitative data collection methods. Implementation of improved supports for foster youth is in the early stages and has varied across sites: • 23 site-based team meetings focused on foster youth have taken place at Bullard High, Hoover High, Tenaya Middle and Tioga Middle	$2.0 Million (LCFF) $ 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	$2.0 Million (LCFF) $ 0.5 M Certificated Salaries $ 0.7 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 • 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	• Foster youth clubs and foster youth advisory councils have started • School staff have received professional learning around foster youth and trauma-informed practice • Intake processes have been streamlined to better identify and connect incoming foster youth • School staff have been identified and trained to serve as mentors to foster youth • Foster youth voice continues to be captured through roundtable sessions and focus groups • Compared to similar non-pivot sites, pivot schools have had a smaller increase in suspensions (high schools +2.4 vs. +11.2; middle schools -2.9 vs. +12.1) • Foster youth connectedness to school has improved across all pivot sites • Efforts to improve foster youth support have spurred more and better collaboration amongst multiple departments and school sites Equity and Access is leading cross-sector data collaborative efforts as demonstrated by the monthly project		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	planning meetings it leads with participants from Fresno City College, Fresno State, State Center Community College District, and Fresno County Superintendent of Schools. In addition, the department is engaged in multiple community data collaborative efforts led by the Central Valley Community Foundation and the Central Valley Higher Education Consortium Equity and Access is working closely with Early Learning and external Early Learning resources and expertise to set objectives, develop strategies and backwards map implementation steps to expand developmental screening, centralize assessment data, utilize data to improve instruction, and increase educator assessment literacy. A meeting with experts in the field of early learning assessment is being organized in order to discuss how best to create an aligned assessment system inclusive of Early Learning that also provides teachers better feedback closer to real-time Early Learning and Equity and Access are developing a toolkit to provide to community-based organizations that serve early learners and their families in Fresno County. The toolkit will support those agencies to effectively utilize population-level data captured by the Early Development Instrument that		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	reflects the developmental health of children at the age of developmental transition from early development to school age The two departments have collaborated on replacing the paper-based CLASS assessment with a digital version that will allow improved reporting and data-driven improvement cycles. The CLASS instrument is an observational teacher-assessment tool that captures teacher behaviors linked to students' gains An application programming interface (API) license has been purchased so Ages and Stages Questionnaire (ASQ, a developmental screener) data can be programmatically downloaded to a centralized early learning data repository.		

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees	**GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees**	$2.3 Million (LCFF) $ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits	$2.3 Million (LCFF) $ 0.7 M Certificated Salaries $ 0.3 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Manchester GATE teachers were GATE certified by the end of 2017/18 and Yokomi will complete the certification by the end of 2018/19 • 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	<u>Elementary</u> GATE Certification and Professional Learning: • Site specific GATE certification professional learning for all Yokomi Elementary teachers • Yokomi teachers will complete GATE certification in the Spring of 2019 • GATE Certification teachers will attend the California Association for the Gifted Summer Institute for teachers of gifted students spring 2019 GATE Certification for 2018/19 - 46 GATE Certification participants (15 cohort participants, 31 Yokomi teachers) Yokomi Elementary has expanded its GATE Program to service 30 sixth grade students. <u>Young Scholars' Summer School</u> All regions will offer at least one section of Young Scholars Summer School at the second grade. Young Scholars' (as deemed by the GATE Identification process) living in disadvantaged circumstances will be targeted for outreach and enrollment.	$ 0.1 M Materials and Supplies $ 1.2 M Services and Operating Expenses	$ 0.1 M Materials and Supplies $ 1.2 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	Regional sites include the following elementary schools: Centennial, Columbia, Forkner, Lawless, Leavenworth, Olmos, Vang Pao, Wilson, Wolters Middle Schools • GATE Certification and professional learning for cohort participants • GATE Certification Program expanded to middle school teachers • Certification teachers will attend the California Association for the Gifted Summer Institute for teachers of gifted students summer 2019 • 20% (3 of 15) of cohort participants are middle school teachers • IB Training for Cooper Academy • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP Human Geography class High Schools • AP teachers provided opportunity to attend summer AP conferences based on criteria such as new course, new teacher of AP,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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.	course review, 5 year professional learning cycle • AP teachers were invited to attend professional learning provided by College Board on course content and/or AP resources in the spring. • IB teachers provided professional learning on MYP or DP prior to the start of the school year • AP Chemistry teachers utilized AP Insight for content support and planning resources • Tutoring available for AP students throughout the year based on need for retention, achievement, and preparation to take the AP exam <u>SAT / PSAT/IB/AP Fees</u> The district continues to pay for all student testing fees and provides logistical support to ensure a quality and accessible testing environment. PSAT and SAT was administered during the school day.		

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)	**Expand Alternative Education** This action continues to support a principal overseeing JE Young and the eLearn Academy. The JE Young independent study program serves students in grades seventh through twelfth grade with nearly 350 students enrolled. Within the JEY program there is eLearn Academy with close to 60 students enrolled and eLearn satellites which had over 1,500 students enrolled. Internal data for these programs show that performance has improved as follow: • Graduation rates - 2016/17 = 57% to 2017/18 = 66.4% • Credits earned – 2017/18 = 12,907 to 2018/19 = 18,258 eLearn is expected to double their graduation count by the end of the school year. Now in year two, teachers are more comfortable with the curriculum and anticipate the questions that students will have. They create opportunities for blended learning and project based learning in areas content is more difficult. The program anticipates producing nine	$ 800,000 (LCFF) $ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies	$ 700,000 (LCFF) $ 0.5 M Certificated Salaries $ 0.2 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	graduates this year up from six in 2017/18. Additionally, 860 credits have been earned so far this year as compared to 116 in 2017/8. JE Young, DeWolf, and Phoenix were each staffed with a social worker. They met with students in one-on-one and in group settings to cover an array of topics which include: • Anxiety/Depression • Anger/Aggression • Trouble with peer interaction/social skills • Grief/loss • Family conflict/divorce • Trauma related stress • Poor Self-esteem/confidence • Crisis interventions on site/suicide The social workers also provided professional development for students and staff which included mental health awareness and suicide prevention training. A construction teacher was hired for both Phoenix and DeWolf, so each school could offer a CTE construction class. Professional Learning opportunities have continued for Alternative Education staff to include: • Project Based Learning (PBL)		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Personalized Learning Initiative (PLI) Professional learning for PBL has also been supported through a contract with Mike Niehoff from the Buck Institute. Through this work teachers have learned how to support: • Identification of the right project with students • Project development • Assess the learning • How-to Creativity • Going Public with projects • Supporting existing and new curriculum needs • Students owning the learning • Identifying support/resources • Establishing trust & belief in students • Building student confidence Teachers were also trained in PLI, which identifies ways for teacher to personalize learning for students. The professional development this year has been using four full days for a trainer of trainer model that is then shared with the rest of the staff. Alternative Education teachers are now all linked on TEAMs and use it to support: • Classrooms instruction • Student feedback • Student assignments		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Managing coaching and learning for each student • Communication on site tasks so that roles and actions are established and completed		

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 • 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.	**Maintain Additional Services for Phoenix Community Day School** Phoenix Secondary is designed to prepare students to transition back to a comprehensive school site with the interpersonal skills and academic skills needed to be successful. The work begins with providing a campus that is welcoming to students and is both physically and emotionally safe. Phoenix has systems and structures that provide for constant supervision of students and a Behavior Modification System that helps students develop school appropriate conduct. There are incentive programs such as the Student Store, barbecues, and field trips that motivate students to make good choices and reinforce positive decision-making. In addition, counseling services provided in both individual and group formats allow	$2.1 Million (LCFF) $ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Services and Operating Expenses	$1.9 Million (LCFF) $ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 ▪ Work experiences ▪ Opening bank accounts ▪ Obtaining California ID's o Improving the process of transitioning back to	students to process traumatic events and identify goals for their futures in a supportive setting. Finally, there are extracurricular opportunities aligned with FUSD's Goal 2 Initiative that further promote the development of an identity as a student through participation in clubs and athletics (interscholastic sports). Students are able to explore an interest and develop a sense of self-efficacy. In addition, they develop positive relationships with staff around a shared interest. Phoenix Secondary's guidance counselor conducts 4 and 6 year planning with each student in a classroom based and individual conference format. During these meeting assessments, attendance, courses of interest and behavior is discussed in order to keep the student understanding both expectations and ongoing options on the site. Phoenix Secondary provides a rich offering of elective courses for a community day school. Students have the opportunity to pursue course work in the following areas: Art, Technology, Spanish, Men's and Women's Alliance, and Construction Technology. The school hired a Job Developer to implement workforce readiness activities, career fairs, and job placement. Students made trips to Fresno Pacific,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Fresno State, Fresno City College Vocational Campus, and Fresno City main campus. Phoenix Secondary has partnered with NWEA to implement MAP testing for all students in grades 7-10. MAP (Measurement of Academic Progress) is a nationally renowned and robust assessment tool that provides teachers with detailed reports of their students' skill levels and growth areas. The data supports teachers in their efforts to design lessons to fill learning gaps and provide differentiated instruction. The assessment will be administered three times per school year. Testing data will track student growth during the period of time they are enrolled at Phoenix Secondary. Teachers are implementing Project Based Learning (PBL) on a school-wide basis. Students are developing critical thinking skills, interpersonal skills, and leadership skills through projects that combine an emphasis both on course content and real world applications. Continued training has been provided to all teachers during professional learning days and Lead teacher meetings. An academic profile of each student will be provided to receiving schools during		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	the transition process. Teachers participate in multiple levels of professional learning designed to enhance instruction: Department PLC meetings, School-wide PLC meetings, Targeted Support Team Meetings, District Professional Learning, Regional Buyback Professional Learning, Instructional Leadership Team meetings, and Regional Instructional Leadership Team Meetings. Academic tutoring is provided four days per week during lunch time. The tutorial is staffed by a teacher with a special education credential and a paraprofessional instructional aide. <u>Climate and Culture Initiatives</u> Eight Phoenix Secondary staff members attended the national Safe and Civil Schools Conference in Portland, Oregon last July. Conference attendees provided an in-service to their colleagues upon their return. The staff identified school-wide agreements on multiple strategies designed to support positive behavior. Climate and Culture Team was developed to analyze systems and protocols that affect students' behavior, connectivity, and overall performance. The team consists of representatives from the following roles: math teacher,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	science teacher, social science teacher, ELA teacher, elective teacher, special education teacher, school social worker (SSW), school psychologist, safety assistant, vice principal and principal. 2018/19 Student Engagement: • 100% of Phoenix Secondary students participate in a club • 75% of students participate in intramural sports • 50% of students participate in interscholastic sports Restorative Circles are implemented when a student reaches a certain threshold of misbehavior in a specific class. The circles involve the teacher, student, SSW and an administrator. A school newsletter is generated by students in the Multimedia class. The newsletter contains pictures of interscholastic sports games, pictures of school-wide events, a calendar of upcoming events, and other items of interest to students and staff. Phoenix Secondary and Cambridge High School recently collaborated to hire a Job Developer to coordinate College and Career Readiness activities including soft skills development, college visits, CTE		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	exposure, internship placement, job placement, and career fairs. The Fresno County Probation Department placed a full-time probation officer at Phoenix Secondary to support with the behavior and progress of juvenile offenders. Ongoing development is happening in the area of student transitions. Increased discussion and participation of receiving school sites is being added to ensure that students have a successful transition plan when they return to their comprehensive high school. This plan developed by the school with the support of student/parents, teachers, social workers, and administration from both the sending and receiving sites to better provide the students a successful return.		

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After School Tutoring Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.	**After School Tutoring** All elementary sites offer an after school program through one of our District's three options: Grant Funded ASES, 21st Century, the Green Shack District funded	**Total $7.0 Million** $2.0 Million (LCFF) $0.9 Million (21st Century) $4.1 (ASES)	**Total $7.0 Million** $1.8 Million (LCFF) $1.0 Million (21st Century) $4.1 (ASES)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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.	program, or Extended Day (a fee based after school program). <u>Elementary and Middle School</u> 31 sites have an after school program funded through the ASES Grant from the state. 3,641 students participate in these programs. The number of students enrolled at each elementary site is based on the site grant award; elementary sites must maintain a student-to-staff ratio of no more than 20-to-1. Middle school sites are open to all students that are enrolled in the school. Programs support student achievement and include a literacy element, tutoring, homework support, physical fitness activities, snacks, and enrichment activities that reinforce and complement the site academic program. The following curriculum is utilized in the after school program: Wonders, Go Math, Khan Academy, Social Emotional Learning, Curiousityville. All after school program curriculums are aligned with the district GVC and are not limited to the programs listed. <u>High School</u> High schools are funded through the 21st Century Community Learning Centers - After School Safety and Enrichment for Teens (ASSETs). 9,282 students participate in the 4 ASSETs after school	$ 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 $ 1.6 M Classified Salaries $ 1.2 M Employee Benefits $ 1.2 M Materials and Supplies $1.8 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	program. Edison High School is the newest member of the ASSETs after school program for the 2018/19 school year. <u>Extended Day Enrichment Program</u> School-age fee based program for elementary school sites that are not receiving grant funded after school programs. Nine sites participate in the Extended Day Enrichment Fee Based Program. 718 students are currently enrolled in the program. <u>Green Shack Program</u> District funded recreation style program to support families needing short term supervision after school. Five sites participate in the Green Shack Program 219 students are currently enrolled. <u>Expanded After School Tutoring</u> In connection with LCAP action #15, expanded library hours allow for additional tutoring at all school sites. Libraries are used for after school tutoring which is most often provided by a certificated teacher, though some programs utilize Teaching Fellows from Fresno State or a site classified employee.		

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 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** The Summer Learning Program was held from July 2 to July 12, 2018 and served a total of 12,744 students. Teachers were paid per diem rates for their time. The Summer Learning Program will continue from June 11 to June 28, 2019 with anticipated enrollment of approximately 13,800 students. Elementary For the July 2 to July 12, 2018 session, Kindergarten through 2nd Grade Foundational Skills - 117 teachers were hired to support 1,327 students EL Redesignation support was expanded to include all regions and summer host sites. 686 of students with disabilities attended the summer learning program Anticipating 3,900 students for the upcoming June 11 to June 28, 2019 session. Middle For the July 2 to July 12, 2018 session, Middle School Math Intervention - 50 teachers were hired to support 943 students who participated in the Math	**Total $8.9 Million** $ 4.1 Million (LCFF) $ 4.8 Million (Title I) $ 5.5 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.3 M Employee Benefits $ 0.8 M Materials and Supplies $ 0.3 M Services and Operating Expenses	**Total $8.5 Million** $ 3.9 Million (LCFF) $ 4.6 Million (Title I) $ 6.0 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.3 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
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	Intervention transition to middle school program. The session offered from June 11 to June 25, 2019 will include 11 instructional days with a focus on math intervention and transitioning to high school. <u>High</u> For the July 2 to July 12, 2018 session, out of 8,687 students enrolled, the number of those who earned credit or grades was 6,570. 3,958 students who participated in the second session of the high school program were able to recover credits or accelerate their learning. For the 2017/18 school year there were 119 High School graduates. Anticipating 8,500 students for the upcoming June 11 to June 28, 2019 session(s). The Multilingual/Multicultural Office serves English Learner students during extended summer school learning through elementary and secondary programs. These programs support the efforts to redesignate English Learners (EL) as well as prevent the creation of more Long Term English Learners by sustaining growth in content literacy and language development. The elementary program supports 1,200 EL students in grades third through fifth, through		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	language development in science, and the secondary program supports 700 EL students in grades 7 and 8 through language/literacy development in integrated math and science instruction. Additionally, K-2 students in FUSD's dual immersion programs receive foundational literacy skills instruction in Spanish in summer school.		

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supports for Students in Foster Care Foster youth face greater challenges to high school graduation than their peers. For Fresno Unified, this student subgroup is of the lowest performing in suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance, illuminated through the California School Dashboard. The targeted supports summarized below aim to improve academic and social emotional services leading to increased student performance.	**Supports for Students in Foster Care** Nine Project ACCESS School Social Workers were assigned to school sites to address needs, provide crisis intervention, stability and support for foster and homeless youth. At the end of fall semester, 456 foster and homeless students grade 7-12th received the following services: • 53 students received individual counseling • 190 intensive case management • 213 case management One Social Worker is assigned to support transition and provided case	**Total $ 2.1 Million** $1.4 Million (LCFF) $0.7 Million Title I $ 1.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Other Services & Operating Expenses	**Total $ 2.2 Million** $1.5 Million (LCFF) $0.7 Million Title I $ 1.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.6 M Employee Benefits $ 0.2 M Other Services & Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 • Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Continue the increase in 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 • Continue the social worker and academic counselor support	management to 90 sixth grade foster/homeless students. 76% of the students receiving individual counseling or intensive case management had a decrease in behaviors leading to suspension from the prior year. 33% of the students had an increase in GPA from the previous year. 31% of the students had an increase in their attendance rate. In an effort to address foster youth suspensions and academic achievement, Project ACCESS in partnership with Equity and Access identified four pilot schools to launch Pivot Team support. The schools were Bullard High, Tenaya Middle, Hoover High and Ahwahnee Middle. This process guided each site through their foster youth data, captured student voice, and supported each of the sites in developing a unique approach to supporting their foster youth. Additionally, this led to the establishment of a foster youth club and advisory council at each of the pilot sites, led by the Project ACCES social worker. Project ACCESS has two Academic Counselors that supported foster and homeless students in grades 8-12, servicing 13 high schools and 16 middle schools. Their duties consist of transcript		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
added in 2017/18 to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.	analysis, waiver completion, academic support, FASFA and college application support. The following services have occurred to date: • 363 transcripts have been analyzed • 80 graduation waivers have been completed • 25 seniors are on target to attend a California State University • 96 seniors are on target to attend a State Community College All identified foster and homeless students within the district have access to monetary assistance with school activities, athletics, clubs and senior obligations. The Project ACCESS social worker coordinates with the Goal 2 department to issue vouchers ensuring students have the supplies needed to fully participate in extracurricular activities. In the 2018/19 academic school year, the Department of Prevention & Intervention (DPI) partnered with CASA (Court Appointed Special Advocates) Journey of Hope program, designed to provide training and resources to adult advocates supporting the educational success of district foster youth. DPI staff co-facilitated with CASA providing guidance		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to advocates regarding navigating the educational system and policies. One Project ACCESS social worker is assigned to support students and families who reside in the Marjaree Mason Center or other shelters in the community. The department also participates as a member of the Fresno Madera Continuum of Care to advocate for resources that can have an impact family and students within the district. Recognizing that housing insecurity can contribute to other issues leading to child welfare involvement, DPI continues to seek community partnership opportunities to address both homelessness and child abuse prevention. In January 2019, the district entered a family wellness partnership with the Department of Social Services, Health Services, Behavioral Health and others to improve outcomes for families in the community.		

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers are teachers of English Learner (EL) students	**All teachers are teachers of English Learner (EL) students**	**Total $13.3 Million**	**Total $14.2 Million**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Four Teachers on Special Assignment (TSAs) continue to provide job-embedded professional learning to teachers at schools with high numbers of EL students. The TSAs were assigned to specific elementary and secondary school sites. Actions taken at these sites included, but were not limited to the following: <u>Elementary</u> Participated in job-embedded professional learning at eight sites (Ewing, Jackson, Leavenworth, Olmos, Rowell, Turner, Sunset, Vang Pao) through: • Three Buy Back days (August 8, October 29, March 4) • Five cycles of intentionally planning followed with in-classroom coaching • Leader support through differentiated Buy Back and on site walks • Language Team support to build site ownership and capacity for the lab school project <u>Secondary</u> Five secondary TSAs are assigned to four middle schools: Scandinavian, Sequoia, Tehipite, and Yosemite, and	$ 9.3 Million (LCFF) $ 2.0 Million (Title I) $ 0.4 Million (Migrant) $ 1.6 Million (Title III) $ 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	$ 9.4 Million (LCFF) $ 2.6 Million (Title I) $ 0.6 Million (Migrant) $ 1.6 Million (Title III) $ 5.2 M Certificated Salaries $ 2.0 M Classified Salaries $ 3.0 M Employee Benefits $ 1.5 M Materials and Supplies $ 2.5 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 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.	selected teachers at one high school: Roosevelt. Job-embedded learning based on the ELD standards and language demands of four disciplines (ELA, Math, HSS, Science) leverages off of four key activities of lab school work which include: • Two rounds of strategic lesson planning followed by guided observation and reflection • Two days of principal PL and support with weekly ongoing walkthrough reflections based on the Instruction Practice Guide (IPG) and concepts learned during PL sessions • Five days of language lead teacher PL focused on the teaching and learning cycle as it pertains to the relationship between complex texts and tasks • Ongoing Professional Learning Community (PLC) embedded lesson planning and coaching based on teaching and learning cycles to reinforce concepts and shore up deficits revealed during strategic lesson planning cycles. Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	of English Language Development (ELD) standards and effective strategies to provide instruction. Additional support to site based TSAs is provided as requested. The challenge was to provide support that built upon each session as attendance was not consistent. Elementary Lab School Students SBAC Met/Exceeded Standards results: | | ELA | Math | | 2016/17 | 32.9% | 28.4% | | 2017/18 | 37.4% | 33.6% | | Change | +4.5% | +5.2% | Middle School Lab School Students SBAC Met/Exceeded Standards results: | | ELA | Math | | 2016/17 | 21.8% | 9.7% | | 2017/18 | 27.2% | 13.2% | | Change | +5.4% | +3.5% | All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses. Each school has added Hmong as a Heritage Language II (HHL), providing students with an opportunity to become fluent in their		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	home language and to receive the California Seal of Bi-literacy. Additional support was provided through the expansion of after school programs for additional EL students at 20 elementary sites. The additional supports included: • Providing intervention for Long Term English Learners (LTELs) through homework and tutoring support • Targeted literacy intervention at schools with high number of identified EL students for K-1 intervention using a technology based literacy program • Supporting a strong literacy foundation through an online computer reading foundational skills support Saturday school is now being offered at three middle schools: Sequoia, Tehipite and Yosemite; and at five elementary schools: Jackson, Jefferson, Rowell, Slater and Williams. The target students for the Saturday schools are those who are at-risk of becoming Long Term English Learners or who already are Long Term English Learners. <u>Elementary Data</u>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Over 1,200 EL students were served through summer programs that included Reading foundational skills, ELD through Science and the Hmong heritage program during the 2018 summer program <u>Secondary Data</u> 250 middle school LTEL students were enrolled in Academic Reading at six middle schools this summer (Fort Miller, Gaston, Scandinavian, Sequoia, Terronez, Yosemite)		

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Expansion of Dual Language Immersion Programs</u> English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments. Dual Language Immersion Programs remove barriers while providing access to the core curriculum in the primary language. • An expansion of a well-established English learner program	**<u>Expansion of Dual Language Immersion Programs</u>** The Hmong/English DI program was launched at Vang Pao. This a Teacher on Special Assignment (TSA) was added to help develop the Hmong curriculum for Dual Language Immersion program at Vang Pao and to support the implementation of the Hmong Language and Culture after school programs at Greenberg, Banderas, and Turner elementary schools.	$1.5 Million (LCFF) $ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.1 M Services and Operating Expenses	$1.4 Million (LCFF) $ 0.9 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.1 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 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.	The Spanish/English Dual Language Immersion (DI) program was expanded in the 2018/19 school year at the following sites: • Burroughs, Calwa, Centennial, Jackson, Lane, Roeding All schools opened the program with a minimum of two kindergarten classes, each serving up to 24 students. Five of the seven schools also offer Pre-Kinder classes and four offer Transitional Kindergarten. This represents a total of over 500 students now accessing DI education. The make-up of the classes is approximately 50% English Learner students whose primary language is Spanish or Hmong and the other 50% English-Only students. Although it is too early to measure student achievement for this group of students new to the DI program, data from the program at schools that have implemented DI for over 15 years, indicate that students in the DI program continue to outperform students who do not participate in the program. For example, 50.3% of students in grades 3-6 who participate in the DI program meet or exceed grade level standards in English language arts compared to 37.3% of students in the same grade levels who do		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	not participate in DI programs. Similarly, 47.8% of students in DI meet or exceed grade level standards in mathematics compared to 32.0% of students who do not participate in the DI program.		

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 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	**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 All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	**Total $ 372.9 Million** $ 320.9 Million (LCFF) $ 13.6 Million (Lottery) $ 38.4 Million (Other Revenue) $ 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	**Total $ 372.3 Million** $ 329.0 Million (LCFF) $ 14.2 Million (Lottery) $ 29.1 Million (Other Revenue) $ 238.3 M Certificated Salaries $ 13.6 M Classified Salaries $ 106.9 M Employee Benefits $ 6.9 M Materials and Supplies $ 4.9 M Services and other operating Expenses $ 1.7 M Other Expenses

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Total $4.4 Million** $ 4.1 Million (LCFF) $ 0.3 Million (Title I) $ 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	**Total $4.4 Million** $ 4.2 Million (LCFF) $ 0.2 Million (Title I) $ 0.3 M Certificated Salaries $ 2.5 M Classified Salaries $ 1.3 M Employee Benefits $ 0.3 M Services and operating expenses

Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Total** $135.5 Million $ 70.6 Million (LCFF) $ 64.9 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) $ 60.1 M Certificated Salaries $ 22.1 M Classified Salaries $ 43.1 M Employee Benefits	**Total** $141.0 Million $ 74.0 Million (LCFF) $ 67.0 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) $ 59.2 M Certificated Salaries $ 23.7 M Classified Salaries $ 43.1 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$ 0.7 M Materials and Supplies $ 7.9 M Services and other operating Expenses $ 1.6 M Other Expenses	$ 2.1 M Materials and Supplies $ 11.1 M Services and other operating Expenses $ 1.8 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** Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	**Total $18.2 Million** $ 10.2 Million (LCFF) $ 4.4 Million (Title II) $ 3.6 Million (Grants) $ 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	**Total $11.1 Million** $ 3.0 Million (LCFF) $ 6.1 Million (Title II) $ 2.0 Million (Grants) $ 6.6 M Certificated Salaries $ 0.3 M Classified Salaries $ 1.7 M Employee Benefits $ 0.6 M Materials and Supplies $ 1.9 M Services and other operating Expenses

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology Access and Support • Data Center • Networks	**Technology Access and Support** • Data Center • Networks	**Total $13.2 Million**	**Total $15.4 Million**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	• Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	$ 11.6 Million (LCFF) $ 1.6 Million (E-Rate) $ 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	$ 12.0 Million (LCFF) $ 3.4 Million (E-Rate) $ 0.2 M Certificated Salaries $ 4.9 M Classified Salaries $ 2.4 M Employee Benefits $ 1.4 M Materials and Supplies $ 6.5 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** $ 0.2 Million (LCFF) $ 0.6 Million (Local Funding) $ 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	**Total $800,000** $ 0.8 Million (Local Funding) $ 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equity and Access • Research • Evaluation • Assessments Eliminating disproportionality	**Equity and Access** • Research • Evaluation • Assessments • Eliminating disproportionality	**Total $2.5 Million** $ 1.3 Million (LCFF) $ 0.7 Million (Title I) $ 0.5 Million (Private Foundation Grant) $ 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	**Total $2.7 Million** $ 1.5 Million (LCFF) $ 0.6 Million (Title I) $ 0.6 Million (Private Foundation Grant) $ 0.2 M Certificated Salaries $ 1.4 M Classified Salaries $ 0.7 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.3 M Services and operating expenses

Action 37

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
African American Academic Acceleration The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the	**African American Academic Acceleration** A data analyst, principal on special assignment, and a program manager were all hired near the beginning of the school year. The team is focused on	$ 2.4 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.6 M Employee Benefits	$ 2.1 Million (LCFF) $ 0.6 M Certificated Salaries $ 0.4 M Classified Salaries $ 0.4 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
lowest levels of suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this subgroup. **<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 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	academic acceleration for African American (AA) students. <u>Resource Counseling Assistant Program</u> In 2017/18, seven resource counseling assistants (RCAs) provided support to seven elementary school sites targeting 147 students (84% AA, 9% HISP, 7% all other groups). During this time 1,131 unique social emotional learning intervention supports were provided and measurement outcome are as follows: • Targeted students experienced a slight decline in GPAs • Increases in D-Fs, suspensions and attendance For the 2018/19 school year, the RCA Program improvement launch began with the question of "How can we move African American students academically?". The redesign focused on tracking 160 AA students at four sites with the support of three RCAs. They were each tasked with implementing academic interventions to 40 elementary students throughout the year. The elementary sites selected with the highest academic need for intervention included King, Thomas, Roeding and Pyle. RCAs focused on accelerating African American student achievement by	$ 0.1 M Materials and Supplies $ 0.3 M Services and other operating Expenses	$ 0.1 M Materials and Supplies $ 0.6 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 • Support for an administrator position to facilitate Districtwide implementation • Teacher professional learning to implement the standards, be culturally responsive, and	providing targeted interventions and supports to students. In collaboration with staff and families, the RCAs help bridge the achievement gap for students by developing positive relationships, using research-based and culturally responsive interventions, and supporting students in setting and achieving appropriate academic goals. RCAs use Curriculum & Associates, i-Ready Diagnostic as well as the prepared lessons to identify, diagnose, measure, and provide academic interventions. Due to the structure of the program changing, the baseline for this program (measuring GPAs and DFs) will be determined during 2018/19. Continuous improvement strategies will be utilized to identify indicators that lead to student academic improvements. Academic Advisor Program The 2017/18 Academic Advisor program began in the Spring of 2018 for 13 weeks. 19 personnel on supplemental contracts supported 18 secondary sites (13 middle schools & 5 high schools). A total of 466 students (85% AA, 7% HISP, 8% all other groups) were supported at each site for five hours per week. During this time 8,251 unique contact/interventions were provided.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
implement alternative discipline strategies • Eight 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 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	For the 2018/19 school year, the academic advisor (28 personnel) improvement launch began with the question of "How can we move African American students academically?". The redesign focuses on tracking 540 AA students at 27 school sites with the support of Academic Advisors implementing academic interventions throughout the year. Forms and tracking documents will be used to monitor academic growth to enhance and foster student accountability. The baseline for the program will be determined in the 2018/19 academic year due to changes in how the program is structured. The improvement cycle will focus on identifying quality interactions and contacts that lead to student academic improvements (increase in GPAs and a decline in D & F's). Suspension and attendance data were used to create a score ranking system though it is not the concentrated focus of academic student outcomes. Academic Advisors are provided for each middle and high school. The Advisor(s) focused on accelerating African American student achievement by providing targeted interventions and supports to students identified with at risk indicators. In collaboration with staff and families, the Advisor(s) helped bridge the achievement gap through positive relationships,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	research-based and culturally responsive interventions and student engagement strategies. <u>Summer Literacy Program</u> A summer literacy program was held in June and July at Baird Middle School. Over 400 students who reside within the district boundaries enrolled in a five-week (Elementary) or three-week (Middle) literacy program aimed at offsetting the potential three-month summer reading loss. Elementary scholar participants had an average summer reading gain of 4.9 months, see program outline table below for more details: **Elementary** / **Middle** Grade Levels Served: Rising 1st – 4th / Rising 5th – 7th Duration: 23 days / 14 days # Hours of Literacy Instruction: 69 hours / 42 hours Subjects Taught: Literacy / Literacy, Ethnic Studies, Scholars, Athletics, Inspiration Enrollment: 198 / 220 Parent Participation Rate: 87% / 68%		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<table><tr><td>Success Rate (exceeded goal)</td><td>73%</td><td>58%</td></tr><tr><td>Average Reading Increase</td><td>4.9 months</td><td>*</td></tr><tr><td colspan="3">*length of program not long enough to administer a statistically reliable post-test</td></tr></table> Surveys from students, staff and parents were also used to demonstrate success.		

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.

Investment actions and services were implemented largely as anticipated for items aligned with the district's Goal 1. Included below are some notable implementation examples.

40 elementary "designated schools" continue to receive 30 minutes of additional instructional time, additional professional development days and an additional certificated staff member. Overall, as mentioned in more detail in the next prompt, these cohort of schools continue to show solid progress as measured by the Smarter Balance Assessment Consortium (SBAC).

As planned, the district launched the eLearning Companion Device (eLCD) initiative where nearly 7,000 tablet devices were provided to students in PreK through Kindergarten and grades ninth through eleventh.

In order to eliminate any combination classes at the elementary school level, a total of 45 teaching positions were added.

The continued expansion of dual immersion programs included new programs at Burroughs, Calwa, Centennial, Lane and Roeding elementary schools. Vang Pao elementary launched the first Hmong language immersion program.

Investments focused on supporting African American student achievement were implemented as planned, which included the hiring of staff. Additionally, for the first time a summer literacy program was held at Baird middle school aimed at avoiding summer literacy loss.

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

Results from the most recent Smarter Balance Assessment Consortium (SBAC) show gains in both ELA and Math including Low Income and English Learner student groups. A highlight is the performance of the designated school cohorts. These schools are selected by the proportion of students living in disadvantaged circumstances (Low Income, English Learners and Foster Youth). Each cohort of schools has experienced greater growth in both ELA and Math as compared to non-designated schools. The results have also outpaced county and statewide performance.

Investments in technology, by way of the eLCD initiative, show that nearly 7,000 devices have registered over 82,000 hours of use for early learning and college prep applications through the early part of the second semester.

The summer literacy program, designed to target summer reading loss of African American students resulted in an average reading increase of 4.9 months for the nearly 200 elementary students who participated.

Lastly, the effectiveness of many of the actions are additionally described in the “actual” column in the action descriptions above.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

41 Designated Schools (Action #1), Maintain Middle and High School Redesign (Action #6) – Though these actions were implemented as planned, the difference in estimated actuals compared to budget are due to salary and benefit savings; the result of both temporarily vacant positions or teachers hired at amounts lower than budgeted.

Implementation of State Standards (Action #7) – Planned initiatives originally targeted for use of Local Control Funding Formula resources were instead expensed from resources of a new grant that the district received mid-year. The activities were still carried out as planned.

Eliminate Elementary Combination Classes (Action #8) – Estimated Actuals are higher than budgeted, since additional teaching positions were needed above the amount originally projected in order to maintain the commitment of no combination classes at elementary schools.

All teachers are teachers of English Learner (EL) students (Action #23) – Estimated Actuals are higher than budgeted due to additional teaching positions to support the expansion of the district Dual Immersion programs

African American Academic Acceleration (Action #37) – The action was implemented as planned however some activities were funded from the Low Performing Student Block Grant that the district received mid-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.

Student Technology Access and Annual Refresh (Action #3) – The eLCD pilot, which provides access to technology beyond the classroom, will be expanded to include additional grade levels beyond PreK, Kindergarten, Transitional Kindergarten and 9th through 11th grades.

3% Professional Learning Column (Action #5) – This initiative will be phased out over time out since actual participation did not match anticipated outcomes.

Further Develop Early Childhood Education (Action #14) – Investments are being expanded to increase instructional aide support in Pre-school and Transitional Kindergarten classrooms in an effort to bring more stability to filling these position types and matching instructional coverage.

Special Education (Action #27) – Investments serving students with disabilities are being expanded guided by a report from the Council of Great City Schools and in collaboration with bargaining partners through a Special Education Committee.

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 Measureable Outcomes

Expected	Actual
School attendance rate ***(Atlas)*** Baseline: 2015/16 Status: **94.73%** TARGET: **94.9%**	94.34% (2017/18)
Chronic absenteeism ***(California School Dashboard)*** Baseline: 2015/16 Status: **16.38% of students** **LI: 16.08%** **EL: 14.40%** **FY: 28.52%** TARGET: **14.57%** **LI: 14.58%** **EL: 13.65%** **FY: 27.39%**	15.80% LI: 16.50% EL: 10.20% FY: 24.50% (2017/18)
Middle School dropout rate ***(Dataquest - CDE)*** Baseline: 2014/15	All Students: 0.73% LI: Data not available on Data Quest EL: 0.43%

Expected	Actual
Status: **0.7% of students** **LI: 0.0%** **EL: 0.5%** **FY: 0.0%** TARGET: **.57%** **LI: .57%** **EL: .41%** **FY: .57%**	FY: Data not available on Data Quest (2016/17)
High School dropout rate ***(Dataquest - CDE)*** Baseline: 2014/15 Status**: 12%** **LI: 12%** **EL: 17%** TARGET: **10.7%** **LI: 10.7%** **EL: 15.0%**	10.30% LI: 10.80% EL: 16.20% (2016/17)
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	88.2% LI: 87.7% EL: 79.5% (2017/18)

Expected	Actual
Status: **91.4% (high)** Change: **5.7% (increased significantly)** _____ **LI: 90.8% (high)** **EL: 87% (medium)** TARGET: **91.6%** **LI: 91.6%** **EL: 87.9%**	
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%** TARGET: **68.44%** **LI: 68.12%** **EL: 59.87%** **FY: 62.01%**	66.59% LI: 66.37% EL: 59.67% FY: 53.85% (2017/18)

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 • 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	All seven high schools and seventeen middle schools continue on a uniform rotation/replacement schedule for to ensure equity across schools and sports. Regional event planning sessions continue and include high school athletic directors, campus culture directors, & middle/high school site leaders to increase regional participation of district elementary and middle school students. Regional supports for athletic events include transportation, cheerleaders, band participation, spirit wear, activities, and parades. All seven comprehensive high schools continue to have full-time certified athletic trainers. A Medical Spotter has been provided at each stadium in the press box to help identify potential on-field injuries for high school junior varsity and varsity football. In partnership with the Department of Prevention and Intervention, a business process for Homeless/Foster youth has	$8.3 Million (LCFF) $ 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	$10.3 Million (LCFF) $ 3.2 M Certificated Salaries $ 2.7 M Classified Salaries $ 1.0 M Employee Benefits $ 2.3 M Materials and Supplies $ 1.1 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	been implemented to provide athletic supplies. Through the Collective Bargaining Agreement, high schools have access to 119 supplemental contracts and middle schools have access to 48 supplemental contracts. Specialty schools supplemental contracts vary by site. All seven comprehensive high schools will field a competitive Sport Cheer team for the 2018/19 season. Unified sports continues to promote social inclusion through shared athletic training and competitive experiences, by including students receiving special education services and their general education peers on the same team. All seven comprehensive high schools will field a Unified soccer and basketball team for the 2018/19 season with the plan of adding track and field in the Spring of 2019. Data is used to inform decision making pertaining to engagement opportunities, student participation, and budget utilization. • Currently five out of the seven high schools have participated in regional athletic events		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Currently all 7 high schools have a full-time certified athletic trainer • Partnering with Department of Prevention/Intervention to create a business process to support Homeless/Foster youth athletic needs • Ratification of the Collective Bargaining Agreement Phase I of the high school weight/fitness room renovations at Duncan, Edison, and Fresno are nearing completion. Concurrently, Phase II has begun at Bullard, Roosevelt, and Sunnyside. Phase III which includes Hoover and McLane will begin upon completion of Phase II. Renovations include flooring, weight equipment, cardio machines, and new paint. In the Fall of 2018, five out of the seven high school regions (McLane & Roosevelt excluded due to pool projects) participated in middle school water polo. All necessary equipment (balls, caps, and storage cages) have been purchased to support this new league. In the Fall of 2018, all elementary schools were provided an opportunity to field a girls' soccer team. Currently, Fresno Unified has 51 elementary site fielding a		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	soccer team. Of the 51 teams, 42 are co-ed, 9 are all girls, and 9 are all boys.		

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 times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd o TK: Pumpkin Patch, Fresno Art Museum, Storyland	**District-Funded Educational Enrichment Trips** Each elementary school student, grades Transitional Kindergarten through sixth grade, had the opportunity to experience a common educational enrichment trip. This represents more than 42,880 students. The overall student participation rates percentage is 95.5%. Currently, over 98% of the possible TK-6 enrichment trips (549) are scheduled with the various destinations. This confirmation percentage is important because it's an indication the elementary sites have embraced the enrichment trip opportunity. Teachers and site leaders are making the enrichment trip a priority during their first quarter planning. Of the 549 trips to take place this year, 234 (44%) took place during the first semester, allowing students to develop relationships with their teachers and peers that will help support a positive	$4.8 Million (LCFF) $ 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	$4.7 Million (LCFF) $ 1.0 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.7 M Materials and Supplies $ 2.6 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	campus experience for the remainder of the school year. 2018/19 Student Participation Rates • Transitional Kindergarten = 97.9% • Kindergarten = 97.8% • First Grade = 97.1% • Second Grade = 96.3% • Third Grade = 96.5% • Fourth Grade = 95.5% • Fifth Grade = 94.8% • Sixth Grade = 88.2% Adult volunteers are able to complete the fingerprinting process at Parent University with primary language support available. So far in 2018/19, 1,500 fingerprints have been processed. During the 2017/18 school year, 2,500 fingerprints were processed and a similar amount is anticipated for the 2018/19 year. This investment ensures parents do not have to pay for fingerprinting required for enrichment trips and that an inability to pay is not a barrier to participation in these trips or classrooms activities throughout the school year. Students attending enrichment trips engage in hands-on instruction in a setting outside the four walls of the traditional classroom. Students receive		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
improved state and local assessments for foster youth and low income students.	relevant curriculum, experience science standards, and develop relationships with their peers and adults in ways not otherwise possible. Achieving this level of learning and can only take place through a constructivist hands-on experience. The impact of the enrichment trips on student attendance, engagement, and academic achievement is significant because the enrichment trips embed strategies that are known to have a positive influence on student achievement and motivation. Research by John Hattie reveals that teachers who “forge strong relationships with their students” are more likely to have a positive impact. Sixth grade outdoor education allows staff and students to work together outside the traditional classroom setting to build new and stronger relationships. Specific areas of impact include Conceptual Change Programs, Student Teacher Relationships, Integrated Curriculum, Outdoor Adventure Programs, and Classroom Cohesion to name a few (Hattie, 2015) • Enrichment Trip student participation rates • Student Attendance Rates		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Student Achievement Data As students become more engaged in academic enrichment trips, on-campus clubs and activities, opportunities to connect, and build positive relationships with their peers and adult champions increases		

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	**District Arts Collaborative Project** Teachers from all seven regions teaching grades Kindergarten through high school are now participating in professional development and collaboration sessions. Curated ArtHop exhibits started in October and will continue through May on the first Thursday of the month. Schools with teachers and students participating in 2018/19 from all seven regions include: • McLane High School • Edison High School • Hoover High School • Sunnyside High School • Roosevelt High School	$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
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	• Hamilton K-8 • Tehipite Middle School • Yosemite Middle School • Wawona TK-MS • Kings Canyon Middle School • Figarden Elementary • Lincoln Elementary • Bullard TALENT • Easterby Elementary • Heaton Elementary • Manchester GATE • Aynesworth Elementary • Rowell Elementary In 2018/19 the collaborative work focuses on human trafficking and building student self-esteem and advocacy. Gallery One at M Street Arts Complex has been leased and will host Art Collaborative student exhibits each month. Students, parents, staff and other community members attend ArtHop events each month as evidenced by guest sign-in.		

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 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	**Increased Funding for Music** Funding for this action continues to classroom music instruction in the elementary grades and support classroom instrument purchase, and band and string repair and replacement. Five new music teaching positions have been filled. As a result, music instruction is being provided weekly for all second, third and fourth grade classes as well as self-selected music classes for fifth and sixth grade students at all elementary schools. There are 5,111 fifth and sixth grade students that have self-selected into music classes in 2018/19. Over time the following outcomes will be evident through a variety of measures: • Improved language acquisition for students receiving music instruction over time (increased redesignation for EL students) • Improved attendance and social emotional behaviors for students receiving music instruction over time • Elementary student music participation rate will increase	$1.3 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.4 M Employee Benefits $ 0.1 M Services and other operating Expenses	$1.1 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 basis. • 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.			

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	**Campus Culture Position at Birney Elementary School** The Birney Pilot has been expanded to include three additional schools: Addams, Heaton, and Pyle Elementary Schools. The Elementary Campus Culture TSA splits time at all four campuses each	$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
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 student performance on state and local assessments.	week and has one floating day to address specific site needs and attend events. Each school has selected at least one action from a menu of options and will be tracked progress towards engaging all students in arts, activities, and athletics, and improving school performance. Addams - currently at 47.35% of student engagement: • Intramural Sports - 17.42% engagement • Clubs/Activities - 38.41% engagement Birney - currently at 94.61% of engagement: • Walk/Run Club - 72.02% engagement • Intramural Sports - 15.61% engagement • Reading Club - 24.66% engagement • Meaningful Work - 9.33% engagement • Clubs/Activities - 94.24% engagement Heaton - currently 89.17% of student engagement		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Walk/Run Club - 83.76% engagement • Meaningful Work - 9.64% engagement • Clubs/Activities - 42.3% engagement Pyle - currently 80.90% of student engagement • Intramural Sports - 20.81% engagement • Walk/Run Club - 62.03% engagement • Meaningful Work - 13.28% engagement • Clubs & Activities - 46.73%% engagement Students now have more opportunities through these actions to grow, learn, have fun, and build student/staff relationships. Students who are connected and engaged should have fewer behavior referrals, increased attendance rates, and increased student performance. Success is measured by an increase in school Goal 2 activity participation rates and academic achievement, and a decrease in absenteeism and behavioral		

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

referrals for those students participating in the additional actions.

Using data reports from ATLAS engagement tool, SPSA District Goal 2 dashboard, District Student Survey, Active4Me/EZTally, Houghton Mifflin Reading Counts, SBAC reports, and Power BI Dashboard (school attendance, behavior and subgroups participating in a Goal 2 activity) data provided from the school principal.

Below is a summary of 2017/18 data compared to 2018/19 year to date. Some data is not available due to the new schools added this year not participating last year, or assessments not yet taken.

Student Engagement Participation

	2017/18	2018/19 YTD
Addams	16.41%	47.35%
Birney	95.82%	94.61%
Heaton	95.55%	89.17%
Pyle	17.03%	80.90%

Attendance

	2017/18	2018/19 YTD

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

Addams	94.41%	94.61%
Birney	94.46%	94.81%
Heaton	93.79%	94.22%
Pyle	93.93%	94.28%

Suspensions

	2017/18	2018/19 YTD
Addams	174	112
Birney	113	66
Heaton	174	103
Pyle	168	51

The data used is an improvement cycle tool. Our students living in disadvantaged circumstances will continually be monitored to ensure that access and opportunities are available through the programs at all sites. Additional disaggregated data specifically focused on students living in disadvantaged circumstances for program participation is used to support and encourage participation and remove barriers of participation.

Student Subgroup Participation

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

Addams	2017/18	2018/19 YTD
Special Ed	25.5%	58.6%
English Learners	13.7%	41%
Foster Youth	21.4%	37.5%
Homeless	29.4%	60%

Birney	2017/18	2018/19 YTD
Special Ed	94.1%	93.2%
English Learners	98.5%	98.3%
Foster Youth	100%	94.1%
Homeless	90.5%	77.8%

Heaton	2017/18	2018/19 YTD
Special Ed	100%	66.1%
English Learners	100%	82.4%
Foster Youth	100%	100%
Homeless	100%	80%

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Pyle 2017/18 2018/19 YTD Special Ed 25.5% 62.1% English Learners 15.9% 67.7% Foster Youth 55.6% 61.5% Homeless 21.1% 43.8%		

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.

Investments aligned to the district's Goal 2 have been implemented as planned.

Resources provide opportunities for students to engage in arts, activities and athletics. A noteworthy example was the expansion of "Unified Sports", which promotes social inclusion of students receiving special education services by providing an athletic experience. This year the program expanded to include a track and field league at the comprehensive high schools, in addition to soccer and basketball.

A committee developed a business process to ensure the removal of barriers preventing the participation of any Foster Youth, in the various activities.

Support for enrichment trips continue to allow for students in Kindergarten through sixth grade (nearly 43,000 students) to have an educational experience beyond the classroom. Fingerprinting support for parent chaperones is also provided in order to encourage parental involvement.

The additional five music teaching positions have all been filled, which has allowed for music instruction in second through sixth grades.

In an effort to support student engagement in extra-curricular activities, the elementary campus culture pilot was expanded to include four schools. These schools were selected largely due to their high proportion of students living in disadvantaged circumstances.

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

Enrichment trips have provided access to educational experiences beyond the classroom for nearly 43,000 elementary students. To date, almost 96% of students have participated in a trip and 1,500 adult volunteers have received fingerprinting support to encourage involvement.

Music instruction is available to all second through fourth graders, and over 5,000 students in fifth and sixth grade have opted in to a music experience as well.

The elementary campus culture pilot originated at Birney and this year the school has experienced almost 95% of the student body participating in an extra-curricular activity. The three schools added this year to the program were Addams, Heaton and Pyle they have participation rates of 47.35%, 89.17% and 80.90% respectively. Additionally, all schools in the pilot have experienced improvements in attendance and suspension rates in the 2018/19 school year so far.

Overall, investments aligned to the district's second goal have supported sustained improvement in chronic absenteeism, high school dropout rates and an increase in the of unique students engaging in an extracurricular activity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase School Allocations for Athletics (Action #32) – This action was implemented as intended, however estimated actuals are higher than budgeted because additional resources were allocated to the action after the adopted budget/LCAP to support one-time equipment needs aligned to the scope of services.

Increased Funding for Music (Action #35) – This action was implemented as intended, however there were salary and benefit savings due to temporarily vacant teaching positions.

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.

Investment actions were implemented as planned and there are not any anticipated changes for this goal area in the 2019/20 year.

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 Measureable 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**
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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 o Demanding technical and academic courses o Personalized student supports o Work-based learning components o Dual Enrollment opportunities to earn college credit	**Linked Learning, ROP and CTE Pathway Development** 14 Linked Learning Pathways received Silver Certification during the 2017/18 school year. The Linked Learning Conference was held during March 19th through the 21st and pathway certifications for the 2018/19 school year were announced during the conference. Linked Learning Pathways expanded additional grade levels at the following sites: • Bullard Biomedicine Grade 12 • Bullard Law and Social Justice Grade 11 • Duncan MASH Grade 12 • Edison Biomedical Sciences Grade 12 • Edison Engineering Grade 11 • Hoover Eco-Technology Grade 12 • Hoover Media Design & Production Grade 11 • McLane Banking Grade 12 • McLane Business Grade 12 • McLane Medical Grade 12 • Roosevelt Health Grade 12	**Total $25.5 Million** $ 14.1 Million (LCFF) $ 10.5 Million (State and Federal CTE Grants) $ 0.9 Apprenticeship $ 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	**Total $24.2 Million** $ 11.0 Million (LCFF) $ 12.4 Million (State and Federal CTE Grants) $ 0.8 Apprenticeship $ 5.7 M Certificated Salaries $ 2.1 M Classified Salaries $ 3.1 M Employee Benefits $ 8.2 M Materials and Supplies $ 5.0 M Services and other operating Expenses $ 0.1 Other Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
○ Industry certifications for entry-level employment opportunities ○ Continuation of pathways expanded in 2017/18 • CTE Courses offered throughout the District ○ Grades 7-12 ○ Taught by a CTE credentialed teacher ○ One class period in length ○ Career-themed or skill-specific curriculum ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit when appropriate ○ Industry certifications for entry-level employment opportunities when appropriate • ROP Courses ○ Classes for 11th and 12th grade students ○ Taught by a teacher with industry-relevant experience ○ Career-themed and skill-specific curriculum ○ Work-based learning components	• Roosevelt Public Service Grade 12 • Sunnyside Health Grade 12 • Sunnyside Marketing grade 12 Fresno IB Career Programmes launched three new programs in August 2018: • Digital Media • Construction Design and Applied Technology • Junior ROTC – Army 19 New CTE courses were added including to the current offerings at various sites: • Advanced Digital Photography and Marketing • Advanced Interior Design • Art Fashion and Design • Athletic Training • Computer Science and Software Engineering • Design and Marketing • Digital Photography I • Digital Photography II • Fire Science I • HVAC Introduction • Introduction to Public Safety • Medical Health Careers		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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,	• Natural Resources I • Natural Resources II • Medium-Heavy Truck • Project Management • Social Justice and Advocacy • Sports Medicine • Urban Innovations and Certifications California Partnership Academies are located at the following high school sites: • Edison Green Academy • McLane Medical Education and Research • McLane ArtVenture • McLane Business and Finance • Roosevelt Health • Sunnyside Video Production Academy CTE enrollment for secondary students: 9th-12th: 8,292 7th-8th: 4,355 7th-12th: -12,647 Increased the percentage of CTE courses receiving a-g credit:		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
improved school climate, and reduce dropout rate.	149 courses; 131 of offered courses receive a-g credit = 88% of CTE courses receive a-g credit Increased postsecondary opportunities by expanding Dual Enrollment courses for students: • 2016/17 - 306 students participated in a dual enrollment course • 2018/19 – 863 students participating in a dual enrollment course (Spring completion projected) Increased the number of industry Certifications earned by students: • 2016/17 - 1,176 students earned an industry-recognized certification • 2018/19 – 1,773 students earned in industry recognized certifications in Fall Semester alone (awaiting results from Semester Two, however already surpassed certifications in one semester, as compared to entire 2016/17 school year) Piloted Geometry in Construction course in Summer 2018		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Continue to offer Geometry in Construction course in Summer 2019 35 Regional Occupational Program (ROP) course sections from 24 unique ROP courses were offered: • Allied Health Careers • Art & Design • Auto Systems Technology • Banking and Finance Services • Careers in Education • Careers in Educational Leadership • Computer Integrated Manufacturing & Product Development • Construction Technology – Exterior • Construction Technology – Interior • Culinary Arts • Digital Video Production and Broadcasting • Emergency Medical Technician • Engine Technology • Graphic Design • Marketing Communications • Medical Careers • Nursing Services • Pre-Employment Preparation		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Rehabilitation Therapy Careers • Rehabilitation Therapy Services • Small Business Management • Virtual Enterprise • Welding Fabrication & Application • Welding Processes & Fabrication In support of professional learning for staff, District ROP teachers and staff attended various events hosted by Fresno ROP that included but were not limited to: New Teacher Inservice, August 2018; ROP Fall Conference, September 2018; Manufacturing Day, October 2018; Career Tech Expo, October 2018; Career Skills Challenge, March 2019; and Spring Advisory Night, April 2019.		

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.	**Kids Invent!** 80% of the fastest growing occupations in the United States depend upon the mastery of mathematics and scientific knowledge and skills (Bureau of Labor Statistics)	$1.4 Million (LCFF) $ 0.2 M Certificated Salaries $ 0.1 M Employee Benefits $ 1.1 M Services and other operating Expenses	$1.2 Million (LCFF) $ 0.1 M Certificated Salaries $ 0.1 M Materials and Supplies $ 1.0 M Services and other operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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	The STEM group that is projected to grow fastest from 2014 to 2024 is the mathematical science occupations group at 28.2 percent, compared with the average projected growth for all occupations of 6.5 percent. Over the past 10 years, growth in STEM jobs was three times greater than that of non-STEM jobs. Employment in STEM occupations grew by 10.5 percent, or 817,260 jobs, between May 2009 and May 2015, compared with 5.2 percent net growth in non-STEM occupations. (Bureau of Labor Statistics) Contracted with the California State University Fresno Lyles Center for Innovation and Entrepreneurship to provide STEM tailored learning for every 5th and 6th grade student / classroom in the district. • Fifth grade – 6,085 students in 207 classes engaged in STEM 5 lessons • Sixth grade – 5,380 students in 191 classes engaged in Kids Invent! • 45 Special Day Classes in fourth through sixth grade mild to moderate (special education) classrooms are also included in STEM 5 participation		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	College and Career Readiness and Curriculum and Instruction staff contributed to curriculum development in partnership with Lyles Center staff. The curriculum embeds Next Generation Science Standards and problem solving. Lessons include 60 minute weekly modules with all supplies provided to teachers. Each fifth grade lesson embeds a "Career Connection" component. Sixth grade lessons include an Inventor's Log for student reflection as an increased literacy focus.		

Action 40

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Patiño Entrepreneurial High School** Patiño continues to work with low income students to increase achievement in ELA and mathematics and also integrate entrepreneurship skills throughout the curriculum. The addition of a ninth grade has increased the number of students that are served at Patiño. A total of 88 ninth graders are currently enrolled. This expansion helped reduce the number of	$3.0 Million (LCFF) $ 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	$2.9 Million (LCFF) $ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.5 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 was the first year the school had 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	student transitions and has helped to create a stronger school wide culture. This expansion also enabled students to take coursework that introduces skills critical to success within the program. Ninth graders scored 22% met/exceeded on the 1st Interim Assessment which is 9% higher than the district average. Ninth graders also scored 39% met/exceeded on the ELA 1st Interim which is 10% above the district average. The 2nd Interim for 2018/19 also shows Patiño students scoring 9% higher than the district average in ELA and 23% higher than the district average in Algebra 1. Student achievement has also increased on the SBAC. Both math and ELA performed more than 10% higher than the district average in 2017/18 and scores have steadily increased each year. The 3 year change from 2015 to 2018 is 9% in ELA and 8.5% in math. The staff additions at Patiño have increased the number of courses adding a Project Management and Geography course to better prepare students. 100% of graduating seniors in 2018 developed, pitched, and launched their own companies.		

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 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 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	These resources have helped Patiño successfully recruit students, increase academic achievement, and help more students become college and career ready graduates.		

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 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** Although discussions are occurring between the district and Fresno City College (FCC), the campus is still located across the street from the Fresno City College campus. The plan is for the campus to move to FCC and utilize existing classrooms for the 2019/20 school year. This move to the Fresno City College campus will remove the barrier of unreliable transportation that low income students face. Additionally, moving the facility to the FCC campus will enable Design Science to potentially increase enrollment which will allow for more low income students to be served. Design Science Early College High School has 80.8% unduplicated students and averages over a 90% four-year college acceptance rate. In 2018, 100% of seniors were accepted to a four-year college and 100% of the 2019 graduating class has been also accepted to a four-year college. Design Science Students scored higher than the district, county and state averages in math with 66% of students scoring Met or Exceeded and 83%	$6.0 Million (LCFF) $ 6.0 Other Expenses	$0.3 Million (LCFF) $ 0.3 Other Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 program access therefore, increasing college readiness for low income students.	scoring Met or Exceeded in English Language Arts on the 2018 SBAC. The current enrollment at Design Science is 274 students. Relocating on the FCC campus will allow Design Science to potentially expand its enrollment to serve approximately 375 students. When the new facility is in place, there will be an increase in college supports and services and the campus will potentially serve approximately 100 additional 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.

Investment actions were largely implemented as intended for items aligned to the District's Goal 3.

In the 2018/19 school year, 14 new Linked Learning pathways and 19 new career technical education courses were added, providing increased opportunities for high school students.

Dual enrollment opportunities were also expanded in partnership with Fresno City College, with class offerings available at some district high school campuses.

Work with California State University Fresno Lyles Center continues to provide STEM tailored learning for district fifth and sixth grade students.

As planned, Patiño Entrepreneurial High School expanded to include a ninth grade class.

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

Career technical education (CTE) course offerings have continually expanded leading to increased access for students. In 2018/19, 12,647 secondary students were enrolled in a CTE course, with 88% of the course offerings receiving A-G credit. The 2018/19 school year has also resulted in an increased amount of students earning an industry recognized certification, with nearly 1,800 students receiving certification in the Fall semester. At the elementary level, 6,085 fifth grade students and 5,380 sixth grade students have engaged in STEM learning via Kids Invent!.

Patiño's expansion has resulted broader access to include 88 ninth graders in the 2018/19 school year. Additionally, the expansion of dual enrollment opportunities has resulted in 836 students accessing the programs versus 306 in the prior year.

Actions and services aligned to the district's Goal 3 have resulted in exceeding targets for CTE Pathway and Linked Learning enrollment, with the exception of one student group as displayed on page 23. All targets for the Percent of 4-year cohort that completed a Linked Learning Pathway were exceeded as shown on page 24.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Linked Learning, ROP and CTE Pathway Development (Action #38) – Savings estimated for this action, resulting a reduction from what was budgeted, are largely due to salary and benefit savings and one-time projects that will be carried over to the 2019/20 school year. Salary savings were for supplemental service contracts not unfilled permanent positions.

Kids Invent (Action #39) – This action was implemented as intended, however savings were the result of lower than anticipated uses of supplemental service contracts.

Design Science Early College High School (Action #41) – Though this work is moving forward, the delay in implementation has resulted in estimated savings. However, the collaborative work with the State Center Community College District (SCCCD) will continue and these funds will be carried over to 2019/20 in order to move forward with implementation.

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.

Investment actions were implemented planned and there are not any anticipated changes for this goal area in the 2019/20 year.

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 Measureable 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:** **1. I feel welcome to participate at this school.** ***93% favorable (Agree or Strongly Agree)*** **2. School staff treats me with respect.**	1. 92.90% 2. 94.43% 3. 89.93% 4. 89.92% (2017/18)

Expected	Actual
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 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.** ***70% favorable*** **2. I feel like I am part of this school.** ***67% favorable***	62.91% 58.54% (2017/18)
Student Suspension Rate ***(California School Dashboard)*** **Baseline: 2015/16**	7.3% LI: 7.6% EL: 4.8%

Expected	Actual
Status: **6.4% (high)** Change: **-0.9% (Declined)** _____ **LI: 6.9% (high)** **EL: 4.5% (medium)** **TARGET:** **5.8%** **LI: 6.2%** **EL: 4.5%**	(2017/18)
Student Expulsion Rate ***(Dataquest - CDE)*** Baseline: 2014/15 Status: **0.2%** TARGET: **0.2%**	0.25% (2017/18)

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.	**Student Peer Mentor Program** The Peer Mentoring Program trains and mobilizes high school students to mentor middle school students (mentees) within the same feeder area. Below is a	$600,000 (LCFF) $ 0.1 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.1 M Employee Benefits	$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
• 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 • Continuation of expansion from 2017/18 resulting in over 400 students served through the program • 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	summary of schools involved and emphasis areas: • Bullard/Tenaya (Athletics, Arts, Activities, English Learners) • Bullard/Wawona (Athletics, Arts, Activities, English Learners) • Edison/Gaston (Athletics & English Learners) • Roosevelt/Tehipite (Steve Scholars, English Learners) • McLane/Yosemite (Southeast Asian Students) • Roosevelt/Sequoia (Southeast Asian Students) • Fresno/Fort Miller (English Learners) • Sunnyside/Kings Canyon (English Learners) • Hoover/Ahwahnee (English Learners) This year included an expansion to include Wawona & Yosemite middle schools with a continued focus on students needing additional social emotional and academic support. There has been an increase in English Learner students that have not yet been re-designated and Southeast Asian students. Currently there are 400 students participating in the Peer Mentoring program. Mentee selection was based on application, references,	$ 0.1 M Materials and Supplies $ 0.1 M Services and Other Operating Expenses	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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).	staff recommendation, and utilizing the following criteria: • Marginal GPA • Attendance Rate below 96% • Minimal engagement in extracurricular activities Stipends are provided to Peer Mentors for facilitating weekly peer mentoring sessions, goal setting, monthly training, relationship building retreats, and service learning projects. Expected outcomes for students participating in the Peer Mentoring program include increased academic engagement, behavioral improvement, increased self-efficacy and school connectedness. Historically, the program has shown positive student outcomes for not only the mentees, but also the mentors. The Department of Prevention and Intervention is working with Equity & Access to develop indicators to evaluate program effectiveness. Supports were principally directed toward low income and foster youth students including student subgroups providing eligibility for Differentiated Assistance (African American & Foster Youth).		

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) • 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	**Men's and Women's Alliance** During the 2018/19 school year, Men's and Women's Alliance was expanded to include new programs at Fulton Special Education School and Duncan Polytechnical High School. The Alliance Program is now at all comprehensive middle and high schools including Cambridge and Duncan and specialty schools, Fulton and Phoenix Secondary. Students learn skills to develop personal responsibility, self-management, social skills, and how to improve academically. The targeted population are students with behavioral, academic, and attendance issues. School site team members consist of principals, facilitators, teachers, and counselors. The Alliance Program consists of a daily elective class utilizing specific curriculum, student employment opportunities; Collaborative tutoring; educational field trips; service learning; Mentoring; weekly binder checks, grade tracker, missing assignment logs. 2018/19 improvements to the Men's and Women's Alliance include: • Continuing college preparation support through the	$1.3 Million (LCFF) $ 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	$1.2 Million (LCFF) $ 0.3 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
• 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 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).	implementation of Student Success Strategies (AVID-like strategies) • Implementation of enhanced curriculum with an increased focus on reading, writing, student ownership and academic discourse • Goal setting workshops for all students • Increased professional learning for Alliance teachers, including multiple sessions focused on social emotional learning During the 2017/2018 school year, 74% of Alliance students had academic improvement, 26% had attendance improvement, and 51% showed improvement in behavior. While the primary goal of the Alliance program is improvement of student behavior and social emotional skills, student attendance and academic improvement will continue to be assessed. The Department of Prevention & Intervention is working with Equity & Access to develop indicators to monitor student progress.		

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) • 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	**Social Emotional Supports** Six Resource Counseling Assistants provided conflict resolution, social skills groups, and individual supportive counseling to students. Three social workers provided social emotional supports and interventions at Hidalgo, Mayfair and Wilson elementary schools. This included providing individual and group counseling to students, and working with parents to address interfamilial issues and home stressors. Child Welfare & Attendance Specialist (CWAS) positions continued to provide truancy intervention services districtwide with personnel stationed at 25 high-need elementary schools to provide intensive attendance interventions. They utilized home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence. The CWAS partnered with the Fresno County District Attorney's office to address chronic absence at eight elementary school sites with high chronic absence rates. Services provided are preventative attendance meetings and DA intervention meetings for students	$2.8 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.9 M Employee Benefits $ 0.2 Services and other Operating Expenditures	$2.7 Million (LCFF) $ 0.7 M Certificated Salaries $ 0.9 M Classified Salaries $ 0.9 M Employee Benefits $ 0.2 Services and other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
o Provide conflict resolution, social skills and individual supports to students **Elementary School Supports** • Continuation of three social workers added in 2017/18 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, 98.8% 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	and families that have not responded to district interventions. Multi-tiered System of Support (MTSS) 2018/19 Expansion <u>Tier II Supports</u> Began the development of Tier II Targeted Supports with 19 identified sites. Tier II Intervention Specialist hiring was completed in November, and they have been assigned to sites to begin implementation of Tier II work. Tier II Intervention Specialists have each identified 10-15 students per site to begin supporting by providing small skill building in a group setting as well as Check In/Check Out intervention tied to academic and behavior goals. Progress monitoring of student behavior occurs every two weeks to make appropriate recommendations and adjustments to support student needs. • 18 Tier II Intervention Specialists (CWAS) positions have been hired and are currently working with 311 students across 19 sites. Students are participating in social skills and/or coping skills		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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.	groups. Tier II Intervention Specialists progress monitor student growth for 8 weeks. Goals include reduction of student office discipline referrals and suspensions, attendance improvement and increased school connectedness. Of the 311 students, 66 are participating in Check In/Check Out an intervention tied to goals identified by the student. Tier II Intervention Specialist supports by checking in/out with the students and supporting in building skills to accomplish goals. Goals identified by students are academic or behavioral goals. The Department of Prevention & Intervention is partnering with Equity & Access to create indicators to monitor the impact of the Tier II services. • A Community Education Specialist was hired in October 2018 and is supporting the expansion of peer mentoring and other mentoring programs districtwide. • The Tier II Manager has designing and implementing infrastructure for Tier II supports at 19 identified sites. Sites have established Targeted Support Teams to identify students in		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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-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.	need of Tier II supports, progress monitor and make appropriate recommendations of interventions and supports that match student needs. Identified sites have engaged in four learning sessions to help implement Tier II structures. School site leaders are provided coaching and consultation from the Manager and staff to support application of the learning Tier III Supports: • Nine Behavior Intervention Specialists have been hired and are providing site-based behavioral analysis and support for high-need students, preschool-second grade. The district is supporting the Behavior Intervention Specialists in completing the requisite coursework to obtain their Applied Behavior Analysis Certification. All nine staff members are participating in the certification process which began in January. • Project Hope - A partnership with Fresno County Superintendent of Schools to support expelled students requiring intensive individualized support launched in March. Twelve students were identified to participate in the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	program, which will provide community based, individual instruction, mentoring and intense social emotional support to students that have been unsuccessful in traditional and community day school settings. A social worker has been identified to provided targeted support to these students. • Social Work Services - Social Workers support 29 school sites and provide individual and group counseling, intensive case management and supportive counseling. Additionally, social workers complete suicide risk assessments and crisis intervention as needed. During the Fall 2018 semester, 1,444 Intake Assessments were completed, 3,425 supportive counseling sessions were facilitated, 236 group counseling sessions were held and 285 Suicide Risk Assessments were completed. Outcome Data for students receiving social work services: • 76% decrease in suspensions from the previous year of those who participated in social work services		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 contributing to increased performance in suspension and graduation rates for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).	• 43% increase in GPA from the previous year of those who participated in social work services • 53% increase in attendance rate from the previous year of those who participated in social work services • 78% decrease in the Depression, Anxiety, and Stress scale of students who received individual counseling services		

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 Climate and Culture Expansion** In collaboration with other departments the district has defined and established their MTSS framework. The district has defined each tier and teaming structures. Learning is occurring across the district with district and site leaders, lead teachers, instructional coaches, and sites to develop common understanding. Tier I Support Update The district Climate and Culture team has continued to expand the implementation of Social Emotional Learning by supporting learning across the district to	$6.5 Million (LCFF) $ 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	$5.8 Million (LCFF) $ 2.4 M Certificated Salaries $ 1.1 M Classified Salaries $ 1.6 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
• 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 climate, including integration of social emotional learning • Supports include:	school sites, classified staff and the Special Education department. Teachers who have participated in intensive Social-Emotional Literacy (SEL) learning are continuing to build their capacity, sharing ideas and planning lessons that infuse SEL into instruction through our bi-monthly accountable community meetings. 12 Social Emotional Support Specialists provide mental health, suicide intervention and crisis interventions. Social emotional support is provided at all middle schools in the form of group and individual counseling. Additional work focus includes: • Facilitated the Signs of Suicide Curriculum in eighth grade as a response to AB2246 • Providing intensive mental health services to a caseload of 40 students with high mental needs • Supervising elementary attendance personnel to create a continuum of services for the family Hired 12 of 15 Climate & Culture Specialist (CCS) positions. The site		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 ratio has decreased from 14:1 to 6:1 as a result of the expansion. CCS have provided over 1,900 supports to teachers and other site staff and over 125 district or regional level professional growth supports. Establishment of Levels of Misbehaviors is a school site process overseen by the site Climate-Culture team. The process is part our Safe & Civil Schools PBIS work and is supported by the Climate & Culture Specialists. Climate & Culture Specialists will continue to support sites in the establishment and refinement of their Levels of Misbehavior to improve teachers and administrator response to student misbehavior. Increased efforts will be focused on strengthening the fidelity of implementation. In 2018/19, school sites are in the process of refining their office disciplinary referral processes. To date, 75% of all schools have completed an evaluation of their office disciplinary process. The development of Tier III Intensive Interventions • Behavior Intervention Specialists (BIS) continue to support		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Improvements will contribute to increased performance in graduation rates. 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, Foster Youth and Students with Disabilities).	Transitional Kindergarten through third grade general education students exhibiting Tier III intensive behaviors • Behavior Intervention Specialists have serviced 45 students exhibiting Tier III Intensive Behaviors • Thus far, BIS support has resulted in 11 of 45 students having a reduction in overall misbehaviors (comparing 2017 /18 Aug – Jan vs. 2018/19 Aug – Jan) ranging from 10% to 100% • Of the 45 students supported 33% are kindergarten, 13% first grade, 18% second grade, 16% third grade, and 20% fourth through sixth (these students were assigned to BIS to support transition students from Phoenix Elementary to their comprehensive elementary school) • The Inter-Agency Empowerment Team continues to provide supports to transitional kindergarten to sixth grade students displaying social emotional and behavioral needs. The team includes a partnership with Fresno County Mental Health, Uplift Family Services, and Department of Social Services. They have begun using		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	data collection tools to monitor student progress and interventions or supports. • The addition of nine BIS shows impact in the number of referrals for Tier III Inter-agency Child Empowerment Team meetings: 2017/18 school year (Aug – Jan) 84 referrals; 2018/19 school year (Aug- Jan) 43.		

Action 46

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restorative Practices / Relationship Centered Schools Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including those student groups identified for the State's Differentiated Assistance (African American, Foster Youth and Students with Disabilities). • 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	**Restorative Practices / Relationship Centered Schools** Eighteen Restorative Practices counselors are providing ongoing Tier II/III services at 32 sites which include peer-based restorative justice programs, restorative conferences, conflict mediation and re-entry circles. They also provide restorative interventions for targeted students, peer-based restorative justice programs, coaching/consulting on building, affirming and repairing relationships and culturally responsive and trauma informed practices aligned to restorative principles.	**Total $3.6 Million** $800,000 (LCFF) $2.8 Million (Title I) $ 2.3 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.9 M Employee Benefits $ 0.3 M Services and Other Operating Expenses	**Total $3.0 Million** $ 0.6 M (LCFF) $ 2.4 Million (Title I) $ 2.0 M Certificated Salaries $ 0.7 M Employee Benefits $ 0.3 M Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Progress data from August through December 2018 is below: • 244 Post-suspension reentry circles have been held • 95% of students who completed a signature restorative intervention increased in their sense of belonging and connectedness as measured by a standard pre/post intervention tool. • 97% of African American and Hispanic/Latino students with five or more days of suspension in the 2017/18 school year who completed a signature restorative intervention (SRI) have shown a decrease in days suspended. • Peer Mediators/Peacemakers and programs have been established and supported at 15 schools. • Nine schools were provided Restorative Practices and Positive Discipline parent learning across five regions and in three languages. Community Justice Conferencing (CJC) through the Center for Peacemaking is being contracted to provide Victim Offender Reconciliation Mediation (VORP) and family group conferencing for students who commit select first time misdemeanor crimes on secondary campuses in the four restorative regions.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 **<u>Student Voice / Relationship Centered Schools Campaign</u>**	This program complements our existing Youth Court programs. Progress data from August through December 2018: • 28 responsible youth have participated in 77 mediations and family group conferences related to select misdemeanor crimes committed on campuses. Relationship Centered Schools Campaign is an on-going partnership with Californians for Justice (CFJ) at McLane, Edison and Roosevelt. Each site team is in various stages of selecting their targeted action to increase student voice and improve student/teacher relationships. CFJ will be providing the necessary training to students and staff in support of the targeted action.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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 as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).			

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	**Parent Engagement Investments** Served more than 47,000 parent participants to date at 87 school sites by providing 616 sessions in English, Hmong, and Spanish languages. Provided parent learning opportunities in the areas of Early Learning, Elementary School, Middle School, High School, Local Control Accountability Plan, Special Education, English Learner, English Language Proficiency Assessment, Dual Immersion Programs, Transition to	**Total $3.5 Million** $ 2.3 Million (LCFF) $ 1.2 Million (Title I) $ 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	**Total $3.9 Million** $ 2.2 Million (LCFF) $ 1.7 Million (Title I) $ 0.2 M Certificated Salaries $ 1.1 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 1.7 M Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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) **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	Middle School, High School, and Transition from Junior to Senior year of High School. Live parent experiences and exposure to the middle schools, high schools' environments, new campus visits to Center for Advanced Research and Technology (CART), the newly renovated Adult Transition Program, and a college campus tour to UC Davis Provided 88 Local Control Accountability Plan (LCAP) parent engagement workshops collecting over 500 parent feedback surveys at fifty 51 school sites. Monthly leadership training to over 90 parents through our Parent Leadership Academy and weekend Leadership Camp Facilitated District Advisory Committee meetings, serving 191 parents during the 2018/19 school year. Supported the deployment of the new eLearning companion device initiative. Expansion of curriculum/Training/Partnerships:		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	• 21 English Language Proficiency Assessment (ELPAC) • 30 Dual Immersion Programs • 104 “Opening Doors” elementary school workshops • Quarterly Student Athlete Parent workshops • 18 Family Science Night workshops • 24 “Let’s go to College” workshops • Three new Fresno Unified Student Scholarship workshops to support English, Hmong, and Spanish families in the application process • New Special Education Curriculum • Two Screenager Family Digital Awareness Viewing at Kratt Elementary School and the Parent Resource Center • African American Parent/Student - Athlete Symposium at Gaston Middle School • Asian Education Family Conference at Fresno Pacific University serving Hmong, Laotian, Cambodia, and Punjabi families.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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.	• English Learner Summer Learning Workshop • Hmong Suicide Prevention Focus group(s) in partnership with Department of Prevention and Intervention • Five Data Strategic Planning focus groups in partnership with Equity and Access • Duncan Student to Parent, Mosquito Awareness Parent Focus Group • Integrated Parent Leadership Academy Financial Preparation to College Workshop with Fresno State University tour featuring financial aid, admission, and FSU Student Programs • Monthly professional development Parent Action Plan trainings for Home School Liaisons • Monthly childcare enrichment trainings specific to child safety and enrichment training action plans • Recruit and host a total of six Community Advisory Committee (CAC) meetings in partnership with the Special Education Department • Introduced three new communities to address housing and community concerns through		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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.	the Neighborhood Revitalization efforts to Addams, Fort Miller, and Williams • The Fresno Police Department, Hispanic Resident Academy workshops at Kings Canyon Middle School attracting 68 neighborhood and school community residents • Fresno EOC, Street Saints increase delivery of culturally appropriate outreach and recruitment strategies to the African American Community. Expansion included parent facilitators to serve King, Columbia, Sunset, McLane, Roosevelt, and Gaston families. • The Fresno Center expanded targeted efforts to McLane Region in addition to the current Sunnyside Regions serving Hmong, Laotian, Khmer and Punjabi families. • Since July 1, 2018 to current over 4,000 have visited the District Parent Resource Center that includes parent engagement training, community resource center, and volunteer fingerprinting. • 1,788 Chaperone fingerprint services in partnership with		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Human Resources and The Parent Resource Center • Added a new Office Assistant position to support customer services and operations support for the Parent Resource Center families • Staff professional learning and scholarship academic counseling support for parents and families		

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	**Expanded Student, Parent and Community Communication** 11 monthly issues of the district's Building Futures publication keep parents and our community up to date on board initiatives, academic programs/progress, facility improvements, upcoming deadlines for special programs and events and showcases both student and staff successes. The publication reaches 150,000 homes within the Fresno Unified boundaries. Monthly television outreach in English, Spanish and Hmong provides an	$200,000 (LCFF) $ 0.2 M Services and Operating Expenses	$100,000 (LCFF) $ 0.1 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(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 • 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.	additional layer of community engagement, connecting parents and the community to district resources including: student supports, adult learning opportunities, community input sessions, district safety practices, teacher recruiting efforts, district initiatives, parent and student deadlines (registration, school choice, transfer, college scholarships windows), volunteer opportunities and scholarship donation windows. Our annual Fresno Unified Scholarship Banquet brings students, school leaders and families together to celebrate and award scholarships to deserving graduating seniors. Marketing this event encourages community involvement and employee donations in hopes of serving and awarding more students each school year. I Am Ready campaign featuring students, staff and community members continues to focus on elevating Fresno Unified students towards 100% graduation rates. Increasing accessibility on the district website promotes new visitors, increases parent engagement and provides students a more user friendly tool for finding supports.		

Action 49

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 • 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	**High Quality School Site Health Services** The ten additional credentialed school nurse positions for the 2018/19 school year have been hired and assigned to school sites. All LVN positions have been filled. Currently there are three health aide vacancies in the district. When fully staffed, every school site has at least one health services staff member every day. The 2018/19 staffing parameters include additional staffing to open a new School-Based Health Center (SBHC) at Addams Elementary School in the Summer of 2019. In partnership with Clinica Sierra Vista, a Mobile Health Unit has been placed at Addams Elementary School to serve health care needs while the facility under construction is being prepared.	$6.1 Million (LCFF) $ 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	$5.5 Million (LCFF) $ 2.1 M Certificated Salaries $ 1.2 M Classified Salaries $ 2.1 M Employee Benefits $ 0.1 M Services and Operating Expenses

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

Action 50

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students	**Mental Health Support** The five additional School Psychologists allocated for the 2018/19 school year have been hired and assigned to school sites to support students and families. Combined with the five additional School Psychologists in 2017/18, ten have been hired over the last two years. Every school site either increased or maintained the level of School Psychologist support from the previous year. School Psychologists assignments are approximately 80% regionalized allowing for teams to serve groups of schools and common students. The additional School Psychologists has allowed more time overall to be allocated for the planning and implementation of	$ 1.2 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Services and Operating Expenses	$ 1.1 Million (LCFF) $ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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).	Multi-tiered Systems of Support (MTSS) at school sites. School psychologists are assigned to school sites based on a variety of factors. These factors include, number of special education classrooms, size of school, and school demographics such as poverty, homelessness, foster care, suspension, expulsions, and students that need social emotional support. Specifically, in 2018-2019, due to significant needs, including high suspension rates additional school psychologist support was deployed to Hoover High School, Ahwahnee Middle School and Tioga Middle School.		

Action 51

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Expanded Transportation Services** Two bus driver positions continue to be funded to support the expansion of enrichment trips (see Action #33). These trips allow for engagement experiences beyond the classroom, where traditionally	**Total $ 2.5 Million** $200,000 (LCFF) $2.3 Million (Title I)	**Total $ 0.4 Million** $ 0.3 M (LCFF) $ 0.1 M (Title I)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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.	low-income students are disproportionality affected.	$ 0.1 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Materials and Supplies $ 2.2 M Services & Other Operating Expenses	$ 0.2 M Classified Salaries $ 0.1 M Employee Benefits $ 0.1 M Services & Other Operating Expenses

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	**Upgrading Access to Technology** During the 2018/19 school year, the Teacher Computer Refresh Program included the purchase of 1,100 computers to refresh teacher computers and equip new teacher hires with	$700,000 (LCFF) $ 0.7 M Materials and Supplies	$700,000 (LCFF) $ 0.7 M Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	computers. In 2018/19, 350 computers were provided to new hires and 750 computers were deployed to refresh teacher's computers. A teacher's assigned computer is eligible to be refreshed (exchanged for a new computer) after 3 full years of service during the next refresh cycle. The program moved from a two phase deployment to a one phase deployment that will occurred in the fall. This change was made possible by the improved department's computer "imaging" capabilities and deployment process; and through collaboration with Teacher Librarians and Librarian Techs at school sites. Teachers are more likely to leverage technology for assessments, instruction and to facilitate rich, digital learning tasks when they have current, working computers. Such shifts in the use of digital tools for instruction can lead to students more engaged and better prepared for college and career. For example, the Teacher Computer Refresh combined with the Student Computer Refresh allows teachers and students in the Personalized Learning Initiative (PLI) to collaborate in digital space, experience dynamic digital		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	curricula, and become better prepared for a more digital world. It has paved a pathway for students and teachers to gauge where improvements can be made to effectively address gaps in learning. The interactive tools and collaboration make teachers and students partners in the learning process. The Teacher Refresh Program also afforded teachers with a method of high-quality instruction from the teachers to the students through technology. This meaningful use of technology will help our students graduate with higher tech literacy. Teachers access to current, working computers allows them to model effective use of technology for students, and, when used effectively to tailor learning experiences to students can result in gains for all student groups.		

Action 53

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Department of Prevention and Intervention • Student Attendance/SARB • Student Discipline	**Department of Prevention and Intervention** • Student Attendance/SARB • Student Discipline	**Total $ 5.0 Million** $ 2.9 Million (LCFF)	**Total $ 6.6 Million** $ 4.3 Million (LCFF)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	• Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	$ 2.1 Million (Title I) $ 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	$ 2.3 Million (Title I) $ 3.3 M Certificated Salaries $ 1.0 M Classified Salaries $ 1.5 M Employee Benefits $ 0.2 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.

The implementation of investments and actions aligned with Goal 4 were implemented as planned.

2018/19 expansion include supports for social emotional needs resulted in the hiring 18 Child Welfare Specialists, a Community Education Specialist to support districtwide mentoring programs, 9 Behavior Intervention Specialists. Additionally, 12 of 15 new Climate & Culture Specialists have been filled to support the district multi-tiered system of support.

In support of high quality health services 10 new school nurse positions were filled allowing for every school site to have a health professional on campus every day of the week.

Five new school psychologist positions were hired to address mental health needs.

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

Investments aligned to the district's Goal 4 are aimed at improving a student's sense of school connectedness. Evidence of these strategies having affect can be seen in the area of Chronic Absenteeism, where improvements were experienced for multiple student groups; all students, low income, foster youth and English learners.

Social workers are supporting 29 high need sites with individual and group counseling. Of students receiving these services 76% showed a decrease in suspensions from the prior year, 43% had an increase in GPA, 53% had an increase in attendance and 78% had a decrease on the Depression, Anxiety and Stress scale.

Parent engagement investments have resulted in 47,000 parent participants through the early part of the second semester at 87 school sites. 90 parents participated in the Parent Leadership Academy culminating in a weekend leadership camp.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School Climate and Culture Expansion (Action #45), High Quality School Site Health Services (Action #49) – Though these actions were implemented as intended, there were salary and benefit savings as the department ramped up to the new service level through the hiring of new positions.

Department of Prevention and Intervention (Action #53) – Estimated Actuals are projected higher than the original budget due to the implementation of a new Saturday School offering that was implemented mid-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.

High Quality School Site Health Services (Action #49) – In 2019/20 investment expansion will include two additional school nurses, a manager position and the conversion of health assistant positions to licensed vocational nurse positions.

Mental Health Supports (Action #50) – In 2019/20 investment expansion will include an additional five school psychologist positions.

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 Measureable Outcomes

Expected	Actual
See Metrics / Indicators above for each of the four district goals	See Metrics / Indicators above for each of the four district goals

Action 54

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 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	**<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 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 worked with School Site Councils to inform stakeholders of goals and targets, and incorporate data and	**Total $25.1 Million** $19.3 Million (LCFF) $ 5.7 Million (Title I) $ 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	**Total $23.3 Million** $ 18.7 Million (LCFF) $ 4.6 Million (Title I) $ 5.9 M Certificated Salaries $ 3.0 M Classified Salaries $ 3.4 M Employee Benefits $ 6.2 M Materials and Supplies $ 4.8 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific	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 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,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 support improved 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	**Supplemental Student Supports** Fresno Unified School District's unduplicated student populations are	**Total $28.1 Million**	**Total $25.5 Million**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 accountable communities and analyze data; for low income, English learner, and foster youth subgroups	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 accountable communities and analyze data; for low income, English learner, and foster youth subgroups	$ 13.8 Million (LCFF) $ 14.3 Million (Title I) $ 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	$ 13.9 Million (LCFF) $ 11.6 Million (Title I) $ 10.4 M Certificated Salaries $ 5.2 M Classified Salaries $ 9.2 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.4 M Services and Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 well, it has the	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		

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.	Supplemental Supports are necessary due to the high needs of Fresno Unified School District's unduplicated student population. The actions implemented support improved 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	**$ 4.8 Million** $ 1.6 Million (LCFF) $ 3.2 (other revenue) LCFF, Other Revenue – Interest, Credit Card Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics Revenue, HR fingerprinting revenue $ 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	**$ 5.0 Million** $ 5.0 (other revenue) LCFF, Other Revenue – Interest, Credit Card Rebate, Civic Center Revenue, Athletic Gate Revenue, Purchasing/Graphics Revenue, HR fingerprinting revenue $ 0.6 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.1 M Employee Benefits $ 0.5 M Materials and Supplies $ 0.7 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 • Grant Office	**Administrative Services** • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	**Total $9.9 Million** $8.9 Million (LCFF) $1.0 Million (Title I) $ 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	**Total $9.7 Million** $8.7 Million (LCFF) $1.0 Million (Title I) $ 0.4 M Certificated Salaries $ 3.9 M Classified Salaries $ 2.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.1 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 $151.0 Million** $ 134.7 Million (LCFF) $ 16.2 Million (Other Revenue) LCFF, Other Revenue – Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community	**Total $149.6 Million** $ 135.4 Million (LCFF) $ 14.2 Million (Other Revenue) LCFF, Other Revenue – Child Nutrition funding, Prop 39, Drought Response funding, Deferred Maintenance, Community

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Redevelopment and Transportation Grants $ 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	Redevelopment and Transportation Grants $ 46.3 M Employee Benefits $ 27.3 M Materials and Supplies $ 10.5 M Materials and Supplies $ 38.2 M Services and other Operating Expenses $ 21.8 M Capital Outlay $ 5.5 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 $33.1 Million** $ 2.1 Million (LCFF) $ 31.0 Million (STRS) $ 31.0 M Employee Benefits $ 2.1 M Other Expenses	**Total $33.1 Million** $ 2.1 Million (LCFF) $ 31.0 Million (STRS) $ 31.0 M Employee Benefits $ 2.1 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.

All supplemental supports to schools were implemented as planned. $2.5 million in additional resources were allocated for site planning, which includes a requirement to plan for services supporting English learner students. All of these resources are anchored in a review of school performance data, developed by the school's site council and approved by the district.

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

Schools received training on the latest release of the CA school dashboard, including a detailed overview of the State's new accountability model for school level performance. In addition to the dashboard, schools are equipped with analytic tools designed by the department of Equity & Access to assist in performance and effectiveness monitoring. Annual needs assessment based on the CA school dashboard and internal data were completed at each site to rate overall effectiveness and drive action planning. During the the school year, site leaders analyzed current data and assessed outcome effectiveness in six to eight-week cycles. Cycles were conducted in collaboration with instructional superintendents and site staff. Effectiveness ratings identified evidence-based site needs, lending to adjustments in the planning cycle and investment strategies. To obtain further feedback, findings and actions were shared with parent/community groups, such as the English Learner Advisory Committee and School Site Council. Data from these reviews informs the planning cycle and investment strategies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School Site Allocations to be Prioritized by School Site Council (Action #54), Supplemental Student Supports (Action #55) – Both actions were implemented as intended, however projected savings is largely due to salary and benefit savings for unfilled or position cost that was lower than projected.

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 (Action #54) – Increases to this action include federal funds received to support schools identified as needing Comprehensive Support and Improvement (CSI).

Supplemental Student Supports (Action #55) – In 2019/20 investment expansion will include an additional nine academic counselors to reduce student to adult ratios at middle and high schools.

Stakeholder Engagement

LCAP Year: **2019-20**

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?

Ongoing stakeholder engagement is an integral part of the planning process and district efforts continue to exceed statutory requirements. As listed in this section below, numerous meetings held throughout the year provided students, families, staff, bargaining partners and community groups an opportunity to provide feedback. All engagement experiences were organized around three important elements; 1) an update on current LCAP initiatives/investments, 2) an update on the improvement in student outcomes demonstrated with data visualizations and 3) an opportunity to provide feedback.

As in previous years, eight regional workshops hosted throughout the district provided a unique opportunity for stakeholders with varying perspectives to offer feedback and discuss effective strategies for improving student outcomes. This year the district experienced the highest level of participation at the workshops. Invitation to participate included a postcard mailer sent to every parent of a student attending a district school, phone messages to families, targeted invitations to all staff members, radio and television public service announcements and local media interviews inviting the public.

This year particular emphasis was made to increase student voice and outreach in the LCAP process. This was accomplished by transitioning to a model where each high school campus had an LCAP student advisory committee. Through a series of workshops, students learned the importance of the LCAP and LCFF, and worked to provide recommendations and feedback on investment strategies. Towards the end of the school year, student representatives from each campus came together and presented their ideas to each other. In addition to the LCAP student advisory work, increased emphasis on foster youth resulted in the formation of a student committee at schools with larger populations of foster youth. These students were able to share their experiences and provide insight into particular challenges faced and how the district can better support their educational experience. Nowhere were these increased efforts more evident than in the participation in the LCAP survey.

The LCAP survey was available starting November 14, 2018 with opportunities to respond through the end of January. Below is a summary of the level of participation by stakeholder group.

Year	Certificated	Parents	Community Members	Classified	Administrators	Students	Students Fresno Adult	Total
2017/18	1,802	823	91	298	173	90	416	3,693
2018/19	1,995	924	326	364	197	9,918	683	14,407
	11%	**12%**	**258%**	**22%**	**14%**	**10,920%**	**64%**	**290%**

A draft of the LCAP was available beginning April 18, 2019 with opportunities for feedback. The draft was presented to the District Advisory Committee on May 2nd and to the District English Learner Advisory Committee on May 9th. Responses to comments and feedback from these committees were posted to the District website. The public hearing was held on May 29, 2019 and the adoption on June 14, 2019.

Meeting Location/Participant Group	Targeted Audience	Meeting Date
African American Academic Acceleration Saturday Academy	Student	5/29/18
African American Academic Acceleration Saturday Academy	Student	6/27/18
African American Academic Acceleration Saturday Academy	Student	8/28/18
Californians for Justice	Community Partners	8/31/18
Cambridge High Recruitment Student Meeting	Students	9/10/18
Sunnyside High Recruitment Student Meeting	Students	9/11/18
Duncan High Recruitment Student Meeting	Students	9/12/18
Roosevelt High Recruitment Student Meeting	Students	9/13/18
Fresno High Recruitment Student Meeting	Students	9/14/18
Hoover High Recruitment Student Meeting	Students	9/17/18
DeWolf High Recruitment Student Meeting	Students	9/18/18
Bullard High Recruitment Student Meeting	Students	9/19/18
Design Science High Recruitment Student Meeting	Students	9/20/18
Patiño High Recruitment Student Meeting	Students	9/21/18
Edison High Recruitment Student Meeting	Students	9/24/18
McLane High Recruitment Student Meeting	Students	9/25/18
African American Academic Acceleration Saturday Academy	Student	9/26/18
LCAP Train the Trainer	Staff	9/26/18
EL Master Plan Parent Meeting	Parents, Staff	9/27/18
District Advisory Committee (DAC)	Parents	10/4/18
Foster Youth Roundtable	Community Partners, Staff, Students	10/4/18
Bullard High Foster Youth Student Meeting	Students	10/4/18
Burroughs Parent Coffee Hour	Parents	10/11/18
EL Master Plan Parent Meeting	Parents, Staff	1011/18

Hoover Foster Youth Student Meeting	Students	10/11/18
Sunnyside High Student Meeting	Students	10/15/18
Fresno High Student Meeting	Students	10/16/18
Roosevelt High Student Meeting	Students	10/17/18
District English Learners Advisory Committee (DELAC)	Parents	10/18/18
Hoover High Student Meeting	Students	10/19/18
FUSD Home School Liaison Professional Learning	Staff	10/22/18
Bullard High Student Meeting	Students	10/22/18
Design Science High Student Meeting	Students	10/23/18
Edison Parent Coffee Hour	Parents	10/24/18
Patiño High Student Meeting	Students	10/24/18
Californians for Justice	Community	10/25/18
McLane High Student Meeting	Students	10/26/18
Bullard High Foster Youth Student Meeting	Students	10/29/18
African American Academic Acceleration Saturday Academy	Student	10/30/18
Tioga MS Foster Youth Student Meeting	Students	10/30/18
Tenaya MS Foster Youth Student Meeting	Students	10/4/18
Homan Parent Coffee Hour	Parents	10/30/18
Duncan High Student Meeting	Students	10/30/18
Fresno High Student Meeting	Students	11/1/18
Hoover High Foster Youth Student Meeting	Students	11/4/18
Cooper Parents	Parents	11/6/18
Kirk Parents	Parents	11/6/18
Olmos Parents	Parents	11/6/18
Scandinavian Parents	Parents	11/6/18
Winchell Parents	Parents	11/6/18
Gaston Parents	Parents	11/6/18
Fort Miller Parents	Parents	11/7/18

Hamilton Parents	Parents	11/7/18
Holland Parents	Parents	11/7/18
Rowell Parents	Parents	11/7/18
Sequoia Parents	Parents	11/7/18
Tehipite Parents	Parents	11/7/18
Tioga Parents	Parents	11/7/18
Wawona Parents	Parents	11/7/18
Ahwahnee Parents	Parents	11/7/18
Holland Parents	Parents	11/7/18
Sequoia Parents	Parents	11/7/18
Columbia Parents	Parents	11/8/18
Hidalgo Parents	Parents	11/8/18
Kings Canyon Parents	Parents	11/8/18
Roeding Parents	Parents	11/8/18
Wawona Parents	Parents	11/8/18
Jackson Parents	Parents	11/8/18
Vinland Parents	Parents	11/8/18
Hoover High Student Meeting	Students	11/8/18
Bullard High Foster Youth Student Meeting	Students	11/9/18
Hoover High Foster Youth Student Meeting	Students	11/9/18
Fremont Parents	Parents	11/9/18
Greenberg Parents	Parents	11/9/18
Jackson Parents	Parents	11/9/18
Jefferson Parents	Parents	11/9/18
Pyle Parents	Parents	11/9/18
Yosemite Parents	Parents	11/9/18
Bullard High Student Meeting	Students	11/9/18
Hoover High Foster Youth Student Meeting	Students	11/14/18

Tenaya MS Foster Youth Student Meeting	Students	11/14/18
Patiño High Student Meeting	Students	11/14/18
District Advisory Committee (DAC)	Parents	11/15/18
Hoover High Foster Youth Student Meeting	Students	11/16/18
Hoover High Foster Youth Student Meeting	Students	11/20/18
Tioga MS Foster Youth Student Focus Group	Students	11/27/18
Tioga MS Foster Youth Student Meeting	Students	11/27/18
Duncan High Student Meeting	Students	11/27/18
Hoover Community Engagement Workshop	Parents, Community Partners, Staff, Students	11/27/18
Sunnyside High Student Meeting	Students	11/28/18
Patiño Community Engagement Workshop	Parents, Community Partners, Staff, Students	11/29/18
Roosevelt High Student Meeting	Students	11/30/18
Edison High Student Meeting	Students	12/3/18
Tenaya MS Foster Youth Student Meeting	Students	12/4/18
Ewing Elementary HSL Training	Staff	12/4/18
Design Science High Student Meeting	Students	12/4/18
Bullard High Student Meeting	Students	12/5/18
African American Academic Acceleration Saturday Academy	Student	12/6/18
Hoover High Foster Youth Student Meeting	Students	12/6/18
McLane Community Engagement Workshop	Parents, Community Partners, Staff, Students	12/6/18
Tenaya MS Foster Youth Student Meeting	Students	12/7/18
Hoover High Foster Youth Student Meeting	Students	12/7/18
Tenaya MS Foster Youth Student Meeting	Students	12/10/18
Tenaya MS Foster Youth Student Meeting	Students	12/11/18
Student Advisory Board (SAB)	Students	12/11/18
Edison Community Engagement Workshop	Parents, Community Partners, Staff, Students	12/11/18
Californians for Justice	Community	12/12/18
English Learners Advisory Committee (ELAC)	Parents	12/14/18

Hoover High Student Meeting	Students	1214/18
Service Employees International Union (SEIU)	Staff	12/18/18
International Association of Machinists & Aerospace Workers (IAM & AW)	Staff	12/18/18
Parent University LCAP Staff Training	Staff	1/9/19
Bullard Community Engagement Workshop	Parents, Community Partners, Staff, Students	1/14/19
Ewing Parents	Parents	1/15/19
Easterby Parents	Parents	1/15/19
Norseman Parents	Parents	1/15/19
Powers-Ginsburg Parents	Parents	1/15/19
Yokomi Parents	Parents	1/15/19
Addams Parents	Parents	1/15/19
Forkner Parents	Parents	1/15/19
Patiño High Student Meeting	Students	1/15/19
Ericson Parents	Parents	1/16/19
Ayer Parents	Parents	1/16/19
Storey Parents	Parents	1/16/19
Webster Parents	Parents	1/16/19
Williams Parents	Parents	1/16/19
Eaton Parents	Parents	1/16/19
Viking Parents	Parents	1/16/19
Greenberg Parents	Parents	1/17/19
Lane Parents	Parents	1/17/19
Birney Parents	Parents	1/17/19
Thomas Parents	Parents	1/17/19
Sunset Parents	Parents	1/17/19
Robinson Parents	Parents	1/17/19
Californians for Justice	Community Partners	1/18/19
Lawless Parents	Parents	1/18/19
King Parents	Parents	1/18/19

Lincoln Parents	Parents	1/18/19
Lowell Parents	Parents	1/18/19
Mayfair Parents	Parents	1/18/19
McLane High Student Meeting	Students	1/16/19
Duncan High Student Meeting	Students	1/17/19
Fresno Community Engagement Workshop	Parents, Community Partners, Staff, Students	1/17/19
Californians for Justice	Community	1/18/19
California School Employees Association (CSEA) 125	Staff	1/22/19
FTA	Staff	1/22/19
Sunnyside High Student Meeting	Students	1/22/19
Roosevelt Community Engagement Workshop	Parents, Community Partners, Staff, Students	1/22/19
Fresno High Student Meeting	Students	1/23/19
Sunnyside Community Engagement Workshop	Parents, Community Partners, Staff, Students	1/23/19
District English Learners Advisory Committee (DELAC)	Parents	1/24/19
Lowell Parent Coffee Hour	Parents	1/25/19
Roosevelt High Student Meeting	Students	1/25/19
Edison High Student Meeting	Students	1/28/19
Student Advisory Board (SAB)	Students	1/29/19
Design Science High Student Meeting	Students	1/29/19
Bullard High Student Meeting	Students	1/30/19
Hoover High Student Meeting	Students	1/31/19
District Advisory Committee (DAC)	Parents	1/31/19
Cambridge High Student Meeting	Students	2/5/19
DeWolf High Student Meeting	Students	2/6/19
Community Advisory Committee (CAC)	Parents	2/19/19
Bitwise LCAP Student Meeting	Students	2/20/19
Foster Youth Roundtable	Community Partners, Staff, Students	2/20/19
Vinland Parent Coffee Hour	Parents	3/6/19

Fresno Center	Parents	3/7/19
Californians for Justice	Community Partners	3/8/19
McLane High Student Meeting	Students	3/12/19
Patiño High Student Meeting	Students	3/13/19
District English Learners Advisory Committee (DELAC)	Parents	3/14/19
Duncan High Student Meeting	Students	3/18/19
Sunnyside High Student Meeting	Students	3/19/19
Fresno High Student Meeting	Students	3/20/19
Roosevelt High Student Meeting	Students	3/21/19
Edison High Student Meeting	Students	3/22/19
Design Science High Student Meeting	Students	3/25/19
Bullard High Student Meeting	Students	3/28/19
Hoover High Student Meeting	Students	3/29/19
Californians for Justice	Community Partners	4/9/19
California School Employees Association (CSEA) 143	Staff	4/11/19
FASTA	Staff	4/16/19
McLane High Student Meeting	Students	4/26/19
District Advisory Committee (DAC)	Parents	5/2/19
District English Learners Advisory Committee (DELAC)	Parents	5/9/19
Student Advisory Board (SAB)	Students	5/14/19
Foster Youth Roundtable	Community Partners, Staff, Students	5/14/19
Greenberg English Learners Advisory Committee (ELAC)	Parents	5/16/19
EL Parent Leaders	Parents	5/21/19

Impact on LCAP and Annual Update

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

Summarized below are action and investments aligned to stakeholder feedback that was received throughout the engagement efforts summarized in the previous section.

Stakeholder input for classroom instructional aide support

Action #14 - Further Develop Early Childhood Education (Expanded)

Stakeholder input to reduce class sizes

Action #6 – Middle and High School Redesign

Action #8 – Eliminate Elementary Combination Classes

Action #11 – Additional Teachers Above Base Staffing

Stakeholder input for classroom technology

Action #3 – Student Technology Access & Annual Refresh (Expanded)

Stakeholder input for free enrichment/field trips

Action #33 – District Funded Education Enrichment Trips

Stakeholder input for CTE course offering, job search skills and professional/etiquette behavior training

Action #38 – Linked Learning, ROP and CTE Pathway Development

Action #39 – Kids Invent!

Action #40 – Patiño Entrepreneurial High School

Stakeholder input for academic counselor and mental health supports

Action #50 – Mental Health Supports (Expanded)

Action #55 – Supplemental Student Supports (Expanded)

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:

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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)***	**2016/17** 93.5% of teachers fully credentialed in the area taught	96%	97%	93%
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)***	**2016/17** Teachers Misassigned: .4%	.4%	.4%	.6%
SARC Report on teacher credentialing ***(SARC Report on teacher credentialing)***	**2016/17** Teacher Vacancies: .8%	.4%	.4%	.5%
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%	97.0%
3rd -8th grade SBAC Math Points below level 3 proficiency	**2015/16 Status** **Status:** 73.4 points below level 3 (Low)	69.9 points below	66.3 points below	DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(California School Dashboard)	**Change:** +7.1 points (Increased) LI: 80.2 points below EL: 84.6 points below	LI: 76.8 points below EL: 81.3 points below	LI: 73.4 points below EL: 77.9 points below	calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.
3rd -8th & 11th grade SBAC Math Points below level 3 proficiency ***(California School Dashboard)***	**2017/18 Status** **Status:** 68.5 points below level 3 **Change:** +5.9 points (Increased) LI: 74.7 points below EL: 77.2 points below			65.6 points below LI: 71.7 points below EL: 73.6 points below
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	DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				previous targets set are no longer applicable.
3rd -8th & 11th grade SBAC English Language Arts Points below level 3 proficiency ***(California School Dashboard)***	**2017/18 Status** **Status:** 38.3 points below level 3 **Change:** +7.1 points (Increased) LI: 45.2 points below EL: 56.0 points below			34.8 points below LI: 41.6 points below EL: 51.9 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	DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.
11th grade SBAC English Language Arts Points below level 3 proficiency	**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	DISCONTINUED (With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(California School Dashboard)				Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th.Therefore, the previous targets set are no longer applicable.
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 ***(Dataquest - CDE)***	**2014/15 Status** **Status:** 34% **Change:** +1% LI: 31% EL: 42%	34.5% LI: 33% EL: 42%	35.0% LI: 35% EL: 42%	35.5% 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 Language Proficiency Assessment for California (ELPAC)			Performance targets to be determined once assessment results are available	Performance targets to be determined once assessment results are available
English Learner Redesignation ***(Dataquest - CDE)***	**2015/16** **Status:** 18.1%	11.4%	11.6%	11.8%
Broad Course of Study ~~***(Atlas)***~~ **(CA School Dashboard)**	**2016/17** AP sections offered: 285 IB sections offered: 78 English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	AP sections offered: 288 IB sections offered: 78 English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	AP sections offered: 291 IB sections offered: 78 English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659	2019/20 Update: Metric definition and source changed to align with new CA School Dashboard local indicator released in the Fall of 2018 % of students enrolled in and that have access to a Broad Course of Study (1st – 6th grade): 100% % of students enrolled in and that have access to a Broad Course of Study (7th – 12th grade): 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Assessment Program for College Readiness - English Language Arts ***(CAASPP)***	**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 ***(CAASPP)***	**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	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):

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, 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	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	**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	**41 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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18.0 Million (LCFF)	$19.4 Million (LCFF)	$19.2 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	$14.9 M Certificated Salaries $3.7 M Employee Benefits $0.5 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):

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	**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	**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 as well as Multi-Tiered System of Support-MTSS) to students living in poverty, English learners, and foster youth not identified as students with disabilities. Teachers whose ability to identify essential representations of the subject; guide learning through classroom interactions; monitor

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 These actions will increase student performance on local and statewide assessments for the unduplicated student population	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 These actions will increase student performance on local and statewide assessments for the unduplicated student population	learning and provide feedback improves instructional outcomes for our students being served by specific interventions show an effect size of 1.0 (Hattie, 2009) • The RSP teacher document’s case load for time spent with unduplicated students, this action is funded only for this documented time o MTSS 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 MTSS 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 learners' students with disabilities have been added to support students as necessary. • By combining these two supports, MTSS and RTI led by teachers who are able to guide students through the specific phases of intervention show the most impact.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		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)	$2.6 Million (LCFF)	$2.6 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 $0.8 M Employee Benefits

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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 student's 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	**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 class sets of student computers (by 2019/20) to support ELA and Math curriculum adoptions Resolves logistics issues related to technology for assessments and instruction

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
• Investment includes: o Student Devices 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	• Keeps student's computers current at all school sites with a regular refresh cycle • 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	• Keeps student's computers current at all school sites with a regular refresh cycle • 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. 2019/20 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
		The eLCD pilot, which provides access to technology beyond the classroom, will be expanded to include additional grade levels beyond PreK, Kindergarten, Transitional Kindergarten and 9th through 11th grades in the 2019/20 school year.

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	$0.1 M Certificated Salaries $0.3 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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	**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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.	action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.	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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Modified
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 • 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	**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: o Supporting English Learners o Social Emotional supports for students	**3% Professional Learning Column** This initiative will be phased out over time out since actual participation did not match anticipated outcomes.

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 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 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)	$0
Source	LCFF	LCFF	N/A
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	N/A

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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 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.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 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 and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor	• 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 and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement	• 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 and Melinda Gates Foundation, 2014) o According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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) 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	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. 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 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. 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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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 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 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	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 instructional practices with the intent of improving student learning” (Coggshall, et. al, 2010) o Loss of instructional time results in significant decreases

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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	$ 6.9 M Certificated Salaries $ 3.1 M Employee Benefits $ 0.7 M Materials and Supplies $ 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	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	**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	**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 three (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 supports as a part of an induction model that include on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New site leaders are

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	assigned an administrative coach for two years who mentor all aspects of leading a site, including building capacity of teachers and teams of teachers to effectively implement state and ELD 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.

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 $19.0 Million** $18.9 Million (Title I) $0.1 Million (Grant)
Source	LCFF, Title I	LCFF, Title I	Title I, Grant

Year	2017-18	2018-19	2019-20
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	$7.9 M Certificated Salaries $0.5 M Classified Salaries $2.8 M Employee Benefits $5.9 M Materials & Supplies $1.9 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged

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 • 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	**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	**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	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$900,000 (LCFF)	$2.9 Million (LCFF)	$3.9 Million (LCFF)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	$ 0.6 M Certificated Salaries $ 0.3 M Employee Benefits	$ 2.0 M Certificated Salaries $ 0.9 M Employee Benefits	$ 2.7 M Certificated Salaries $ 1.2 M Employee Benefits

Action 9

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

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

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
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 • Effective first teaching is essential to learning state standards and will	**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 • Effective first teaching is essential to learning state standards and will improve	**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 • Effective first teaching is essential to learning state standards and will

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
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.	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.	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	$0.01 Million (LCFF)	$0.01 Million (LCFF)	$0.08 Million (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 $32,000 Books and Supplies $17,000 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.	**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.	**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.

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
• 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 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	• 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 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	Evaluation of Fresno Unified School District's implementation of the State Standards will come from a review of student state test scores and monitoring of teacher participation in trainings provided by the District. • 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 • Utilizes multiple sources of quantitative data to assess and monitor instruction/improvement, creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement. • Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes. • Develops and nurtures highly effective PLC's. • Assist with school/department performance results in order to show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps. • Developing and implement process to monitor the school's/department's

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
standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.	standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.	progress over time in meeting state, district and school/department goals to ensure all students are graduating, in a system of shared accountability. • Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement. • Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals. • Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with all stakeholders. • Staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom. Resources aligned to this action will contribute to improved student academic outcomes.

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 $ 0.2 M Materials & Supplies $ 0.3 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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) • Refer to the “annual update” for data on reduced class sizes • 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) • Refer to the “annual update” for data on reduced class sizes • 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
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.	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)	$11.2 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	$ 7.5 M Certificated Salaries $ 3.6 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)	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: 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	**Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts** Since introducing additional vice principals, Fort Miller continues to see improvement in academic achievement, suspension and expulsions. Meanwhile Gaston has seen improvement in academic achievement, while attendance rates have changed from 93.61%	**Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts** Since introducing additional vice principals, Fort Miller continues to see improvement in academic achievement, suspension and expulsions. Meanwhile Gaston has seen improvement in academic achievement, while attendance rates have changed from 93.61%

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
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. <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	in 2014/15 to 94.09% in 2017/18. Suspensions decreased from 2016/17 but are above 2015/16 levels. 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. <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 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	in 2014/15 to 94.09% in 2017/18. Suspensions decreased from 2016/17 but are above 2015/16 levels. 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. <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 97.6% • Fort Miller unduplicated percent is 95.9% • 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 97.8% unduplicated • Olmos 98.8% unduplicated • Vang Pao 98.3% unduplicated • Ewing 90.3% unduplicated • Addams 99.4% unduplicated • Thomas 92.8% unduplicated • Pyle 96.3% 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
Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.	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.	• Burroughs 98.4% unduplicated • Hamilton 90.9% 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
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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 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	With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 This action will lead to increased student performance on state and local assessments for unduplicated students.	investment will be reflected in the Base Instruction action within the LCAP.	investment will be reflected in the Base Instruction action within the LCAP.

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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Further Develop Early Childhood Education 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 • 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	**Further Develop Early Childhood Education** 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 • 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	**Further Develop Early Childhood Education** 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 Creative Curriculum and the Visual Arts Integrated Curriculum, • Teachers receive five days of professional learning to continue previous year work of Creative Curriculum, best practices to support Dual Language Learners using Personalized Oral Language Learning strategies, Teaching Pyramid, Adult-Child Interactions, Engaging Conversations, and Desired Results Developmental Profile Assessment. • Provide support to children using a holistic model that includes supporting both children and families. • Support the internal and external transition of children from early learning programs to Transitional Kindergarten and Kindergarten

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
• 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	• 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	**Transitional Kindergarten** • Teachers are using curriculum from McGraw Hill "World of Wonders" as a supplemental resource to the Visual Arts Curriculum. • Implementation of Creative Curriculum in the Dual Immersion Transitional Kindergarten classrooms. • Professional learning Modules in Social Emotional Learning and Math and Music Integration. <u>2019/20 Update</u> Beginning with the 2019/20 school year the instructional aide support for Transitional Kindergarten classrooms will increase from a 3-hour position to a 6-hour position. This change will ensure aide support is provided throughout the instructional block. Additionally, the change should lead to a reduction of vacancies and mid-year transitions in these position types, resulting in stability for students. 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.

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	$6.5 Million (LCFF)	$6.6 Million (LCFF)	$14.2 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	$ 7.1 M Certificated Salaries $ 1.8 M Classified Salaries $ 4.8 M Employee Benefits $ 0.2 M Materials and Supplies $ 0.3 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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	**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

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
• 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.	• 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 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.	• Elementary, middle and high school libraries will maintain additional funding • As of 2017/18, Library Technicians at elementary schools are working 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.5 Million (LCFF)	$2.6 Million (LCFF)	$0.5 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	$ 0.5 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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. • 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	**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. • 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	**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. • 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

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 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 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	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 • 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	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 • 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.

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 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 $ 0.7 M Classified Salaries $ 0.5 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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** • 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	**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 • All Manchester GATE teachers were GATE certified by the end of 2017/18 and Yokomi will complete the certification by the end of 2018/19 • Professional learning focused on strategies for accelerated learners • Summer professional learning	**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 • All Manchester GATE teachers were GATE certified by the end of 2017/18 and Yokomi will complete the certification by the end of 2018/19 • Professional learning focused on strategies for accelerated learners • Summer professional learning at the California Association for the Gifted

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
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 US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention	**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 US History, Biology, Chemistry, and Calculus • AP tutoring o Tutorial hours given to each high school to support AP retention • Summer classes for students	Institute will be available to all 2018/19 certified GATE cohort participants **Middle Schools** • IB Training for Cooper Academy • GATE cohort certified teachers can attend 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 • Spring & Summer professional institute for AP • Fall & Summer professional learning for IB • AP Insight Online tools – College Board technology tool resources for providing planning and teaching

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
• 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 students will be successfully involved in these accelerated programs.	• 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 students will be successfully involved in these accelerated programs.	support for AP teachers in all AP content areas • 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.

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	$ 0.8 M Certificated Salaries $ 0.3 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.1 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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	**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

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 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 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 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 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.	- 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 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)	$ 1.3 Million (LCFF)
Source	LCFF	LCFF	LCFF
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	$ 0.8 M Certificated Salaries $ 0.4 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 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	**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 • 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	**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 • 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

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 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 ▪ 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 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 ▪ 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 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 ▪ 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)	$2.2 Million (LCFF)
Source	LCFF	LCFF	LCFF
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 $ 0.7 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 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	**After School Tutoring** 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	**After School Tutoring** 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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
efforts will lead to increased student performance on state and local assessments.	efforts will lead to increased student performance on state and local assessments.	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 $7.1 Million** $1.8 Million (LCFF) $1.1 Million (21st Century) $4.2 (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	$ 1.3 M Certificated Salaries $ 1.6 M Classified Salaries $ 1.4 M Employee Benefits $ 1.1 M Materials and Supplies $ 1.7 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.	**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.	**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.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 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 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	• 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 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	• 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 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 $9.3 Million** $ 4.4 Million (LCFF) $ 4.9 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 $ 0.8 M Materials and Supplies $ 0.3 M Services and Operating Expenses	$ 6.3 M Certificated Salaries $ 0.8 M Classified Salaries $ 1.5 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.4 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 • Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities	**Supports for Students in Foster Care** Foster youth face greater challenges to high school graduation than their peers. For Fresno Unified, this student subgroup is of the lowest performing in suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance, illuminated through the California School Dashboard. The targeted supports summarized below aim to improve academic and social emotional services leading to increased student performance. • 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	**Supports for Students in Foster Care** Foster youth face greater challenges to high school graduation than their peers. For Fresno Unified, this student subgroup is of the lowest performing in suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance, illuminated through the California School Dashboard. The targeted supports summarized below aim to improve academic and social emotional services leading to increased student performance. • 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

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 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.	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 • Continue the increase in 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 • Continue the social worker and academic counselor support added in 2017/18 to serve as a liaison for foster youth In combination, these efforts will lead to increased attendance and graduation rates.	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 • Continue the increase in 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 • Continue the social worker and academic counselor support added in 2017/18 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 $ 2.3 Million** $1.6 Million (LCFF) $0.7 Million Title I

Year	2017-18	2018-19	2019-20
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I
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	$ 1.4 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.7 M Employee Benefits

Action 23

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	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
All teachers are teachers of English Learner (EL) students 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 teachers are teachers of English Learner (EL) students** 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 teachers are teachers of English Learner (EL) students** 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

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
• 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.	• 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 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.	• 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 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 $13.4 Million** $ 9.3 Million (LCFF) $ 1.9 Million (Title I) $ 0.4 Million (Migrant) $ 1.8 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
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	$ 5.3 M Certificated Salaries $ 2.1 M Classified Salaries $ 3.0 M Employee Benefits $ 1.5 M Materials and Supplies $ 1.5 M Services and Operating Expenses

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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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	**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	**Expansion of Dual Language Immersion Programs** English Learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level on state and local assessments than several other student groups. Dual Language Immersion Programs remove barriers while providing access to the core curriculum by: • Providing a well-established English learner program prek-12 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
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 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.	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 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.	• Providing instruction in the English learner student's primary language. • Having access to increase English literacy while maintaining the primary language as 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. To support this effort, the district added • Add a Teacher on Special Assignment to develop Hmong curriculum and to teach in the after school program at assigned schools Current Dual Immersion Programs: Ewing, Leavenworth, Rowell, Sunset, Wawona, Yosemite and McLane 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

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
		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)	$1.7 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	$ 1.0 M Certificated Salaries $ 0.4 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	**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 All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities	**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 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 $ 381.9 Million** $ 348.9 Million (LCFF) $ 15.1 Million (Lottery) $ 17.9 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	$ 239.2 M Certificated Salaries $ 15.4 M Classified Salaries $ 111.0 M Employee Benefits $ 9.1 M Materials and Supplies $ 5.4 M Services and other operating Expenses $ 1.8 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)

All

Location(s):

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

All schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 $4.7 Million** $ 4.4 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	$ 0.2 M Certificated Salaries $ 2.7 M Classified Salaries $ 1.5 M Employee Benefits $ 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Modified

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 2019/20 expanded investments are rooted in the focus areas the district received as part of the Council of Great City Schools comprehensive review. Initiatives are also informed by various strategic partnerships including a Special Education Committee with labor partners.

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 $143.5 Million** $ 65.8 Million (LCFF) $ 77.7 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
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	$ 59.6 M Certificated Salaries $ 24.0 M Classified Salaries $ 46.1 M Employee Benefits $ 1.1 M Materials and Supplies $ 10.6 M Services and other operating Expenses $ 0.1 M Capital Outlay $ 2.0 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)

All

Location(s):

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

All schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 $23.1 Million** $ 10.2 Million (LCFF) $ 10.4 Million (Title II) $ 2.5 Million (Grants)

Year	2017-18	2018-19	2019-20
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	$ 8.5 M Certificated Salaries $ 0.6 M Classified Salaries $ 2.6 M Employee Benefits $ 8.1 M Materials and Supplies $ 3.3 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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** $ 12.0 Million (LCFF) $ 1.2 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	$ 0.2 M Certificated Salaries $ 4.7 M Classified Salaries $ 2.5 M Employee Benefits $ 1.3 M Materials and Supplies $ 4.5 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	**Early Learning** • Infants and toddlers • Preschool • Prekindergarten	**Early Learning** • Infants and toddlers • Preschool • Prekindergarten

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Transitional Kindergarten	• Transitional Kindergarten	• Transitional Kindergarten

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total $0.8 Million** $ 0.3 Million (LCFF) $ 0.5 Million (Local Funding)	**Total $0.8 Million** $ 0.2 Million (LCFF) $ 0.6 Million (Local Funding)	**Total $0.9 Million** $ 0.9 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	$ 0.2 M Certificated Salaries $ 0.2 M Classified Salaries $ 0.2 M Employee Benefits $ 0.1 M Materials and Supplies $ 0.2 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 $2.7 Million** $ 1.6 Million (LCFF) $ 0.9 Million (Title I) $ 0.2 Million (Private Foundation Grant)
Source	LCFF, Title I, Private Foundation Grant	LCFF, Title I, Private Foundation Grant	LCFF, Title I, Private Foundation Grant

Year	2017-18	2018-19	2019-20
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	$ 0.1 M Certificated Salaries $ 1.5 M Classified Salaries $ 0.7 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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,	**African American Academic Acceleration** The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest levels of suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this subgroup. **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	**African American Academic Acceleration** The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest levels of suspension rates and academic achievement. The level of low performance provided eligibility for the State of California's Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this subgroup. **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

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
is critical to school connectedness. In schools with positive climates, 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	• 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) 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 • Support for an administrator position to facilitate Districtwide implementation	• 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) 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

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
• 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.	• 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 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.	• Support for 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 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

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
	• 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 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	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 will be provided to help continue a student's learning and mitigate loss of instructional time • 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.

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
	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)	**Total $4.0 Million** $ 2.5 Million (LCFF) $1.5 Million (Grant)
Source	LCFF	LCFF	LCFF, Grant
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 $ 0.6 M Classified Salaries $ 0.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 1.7 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:

State Priorities: 5

Local Priorities:

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 (Baseline year updated from 2015/16)** **Status:** 0.7% of students	.63% LI: .63%	.57% LI: .57%	.51% LI: .51%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	LI: 0.0% EL: 0.5% FY: 0.0%	EL: .45% FY: .63%	EL: .41% FY: .57%	EL: .36% FY: .51%
High School dropout rate ***(Dataquest - CDE)***	**2014/15 (Baseline year updated from 2015/16)** **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%	88.3% LI: 88.3% EL: 79.9% MODIFIED With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying Graduation results. Therefore, the previous targets set are no longer applicable.
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)	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
Increase School Allocations for Athletics Low income students report a lack of participation in extracurricular activities due to the cost	**Increase School Allocations for Athletics** Low income students report a lack of participation in extracurricular activities due to the cost	**Increase School Allocations for Athletics** Low income students report a lack of participation in extracurricular activities due to the cost of equipment, camps, etc.

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
• 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 o Full time athletic trainers at high schools o Supports for athletics will assist students living in	• 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 o Full time athletic trainers at high schools o Supports for athletics will assist students living in poverty to have equal access for participation	• 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 o Full time athletic trainers at high schools o Supports for athletics will assist students living in

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
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 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	poverty to have equal access for participation o Increased for 2018/19 - Stipends for after-school activities o Implement Unified 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)	$8.8 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	$ 3.6 M Certificated Salaries $ 2.2 M Classified Salaries $ 1.3 M Employee Benefits $ 1.3 M Materials and Supplies $ 0.4 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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
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	**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	**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 • 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 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: Storyland, Pumpkin Patch, Chaffee Zoo

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 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 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 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 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 Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland o First Grade: Discovery Center, Chaffee Zoo, CSUF Planetarium o Second Grade: Fossil Discovery Center, Chaffee Zoo, Discovery Center • 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, Mariposa Mining Museum 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.

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	$4.7 Million (LCFF)	$4.8 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 $ 0.2 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 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	**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	**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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 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	• 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	• 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	$0.1 Million (LCFF)	$0.1 Million (LCFF)	$0.1 Million (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	Unchanged
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	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 basis. • Classroom music benefits students in language acquisition, social emotional growth, and academic development

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 combined actions above will lead to improved student performance on state and local assessments for low income students.	The combined actions above will lead to improved student performance on state and local assessments for low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.8 Million (LCFF)	$1.3 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 M Certificated Salaries $ 0.4 M Employee Benefits $ 0.1 M Services and other operating Expenses	$ 0.8 M Certificated Salaries $ 0.4 M Employee Benefits

Action 36

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Modified
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	**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	**Elementary Campus Culture Experience** Beginning in 2018/19 this pilot was expanded to include three additional schools: Addams, Heaton, and Pyle Elementary Schools. These schools were selected in large part due to the proportion of students living in disadvantaged circumstances. The unduplicated pupil percentage for these sites are as follows: • Addams – 99.4% • Birney – 97.8% • Heaton – 95.0% • Pyle – 96.3% The Elementary Campus Culture TSA splits time at all four campuses each week and has one floating day to address specific site needs and attend 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
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 student performance on state and local assessments.	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 student performance 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. 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). • Lunch League Intramural Sports League • Walk/Run Club • Academic Bear Readers Club • Meaningful Work • Expansion of Clubs and Activities The actions listed above are principally directed to low income 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	$0.1 Million (LCFF)	$0.1 Million (LCFF)	$0.1 Million (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:

State Priorities: 4, 7, 8

Local Priorities:

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			
Percentage of Students who pass AP Exams	See Goal 1			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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	**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, 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.

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 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 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	• Linked Learning pathways grade-level expansion o Grades 9-12 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 o Continuation of pathways expanded in 2017/18 • 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	• Linked Learning pathways grade-level expansion o Grades 9-12 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 o Continuation of pathways expanded in 2018/19 • 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

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 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.	o Taught by a teacher with industry-relevant experience o Career-themed and 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 • 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	o Taught by a teacher with industry-relevant experience o Career-themed and 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 • 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

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
	increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.	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 $19.7 Million** $ 14.2 Million (LCFF) $ 4.0 Million (State and Federal CTE Grants) $ 1.5 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	$ 5.8 M Certificated Salaries $ 2.2 M Classified Salaries $ 3.3 M Employee Benefits $ 3.4 M Materials and Supplies $ 3.3 M Services and other operating Expenses $1.7 M Capital Outlay

Action 39

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**Kids Invent!** Fresno Unified School District's low income student populations are some of the lowest	**Kids Invent!** Fresno Unified School District's low income student populations are some of the lowest

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
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	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	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) • Research indicates that instructional approaches or learning opportunities that engage students actively increase skill acquisition and information retention, encourage more positive attitudes toward STEM disciplines, and strengthen retention of students in STEM majors. (Committee on STEM Education National Science and Technology Council, May 2013) • 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 • Quarterly training opportunities provided for grade level liaisons on

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
		lesson facilitation and feedback (added for 2019/20) 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)	$1.3 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 $ 1.0 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)	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; 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	Unchanged
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.	**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.	**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.

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
• 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 • 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	• 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 • 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	• 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 • 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

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 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	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 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	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 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)	$2.9 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	$ 1.6 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.8 M Employee Benefits $ 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 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	**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 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	**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 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 • Utilizing current classrooms 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

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 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 program access therefore, increasing college readiness for low income students.	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 program access therefore, increasing college readiness for low income students.	• Design Science Early College High School has 73.3% 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 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)	$5.7 Million (LCFF)

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	$ 6.0 Other Expenses	$ 6.0 Other Expenses	$ 5.7 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:

State Priorities: 3, 5

Local Priorities:

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 measured by the student survey	**Student Survey 2015/16:** 1. There is a teacher or some other adult who really cares about me. *65% 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.	**TARGET:** 1. There is a teacher or some other adult who really cares about me. *70% favorable*	**TARGET:** 1. There is a teacher or some other adult who really cares about me. *72% favorable*

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2. I feel like I am part of this school. *63% favorable*	*65% favorable*	2. I feel like I am part of this school. *67% favorable*	2. I feel like I am part of this school. *69% favorable*
Student Suspension Rate ***(California School Dashboard)***	**Baseline: 2015/16 (Baseline year updated from 2014/15)** **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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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	**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

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
• 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 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.	• Purpose is to guide and support in academic, social and emotional development • Continuation of expansion from 2017/18 resulting in over 400 students served through the program • 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).	• Purpose is to guide and support in academic, social and emotional development • Continuation of expansion from 2017/18 resulting in over 400 students served through the program • 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	$0.4 Million (LCFF)	$0.6 Million (LCFF)	$0.5 Million (LCFF)
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 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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
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	**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	**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

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
• 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 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.	• 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 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	• 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 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

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
	Differentiated Assistance (African American and Foster Youth).	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)	$1.4 Million (LCFF)
Source	LCFF	LCFF	LCFF
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 $ 0.5 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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** 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** 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 (Clinical Social Worker)** • 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,

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
• 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 o Using absenteeism as a trigger for early intervention could be especially important for closing the achievement	• 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** • Continuation of three social workers added in 2017/18 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, 98.8% 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	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** • Continuation of three social workers added in 2017/18 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, 98.6% unduplicated o Mayfair, 98.6% unduplicated o Wilson, 95.3% unduplicated **Child Welfare & Attendance Specialist (CWAS) 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

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
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.	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 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.	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 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.

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
	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-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: 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-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.

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
	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 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-	• 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 income students by increasing attendance and social emotional support. The actions listed above will identify and reduce the barriers to learning by providing

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
	being has a strong positive impact on academic achievement. This action is designed to improve social emotional wellbeing contributing to increased performance in suspension and graduation rates for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).	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 contributing to increased performance in suspension and graduation rates 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)	$3.8 Million (LCFF)
Source	LCFF	LCFF	LCFF
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	$ 1.5 M Certificated Salaries $ 0.9 M Classified Salaries $ 1.3 M Employee Benefits $ 0.1 M 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	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	**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	**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

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
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 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	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 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	• 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 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 targeted interventions for identified student groups

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
• 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	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. 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	o Tier III -intensive interventions targeted interventions for individual students Climate and Culture Specialist Positions (2018/19 Expansion): • Add 15 positions to build the capacity of and provide support to classroom teachers as they improve Tier 1 conditions 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 job imbedded professional learning opportunities for all staff, including teachers, noon-time assistants, 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 classroom conditions, build community, and develop social-emotional literacy. 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

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
	and student sense of belonging. Increased positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Improvements will contribute to increased performance in graduation rates. 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, Foster Youth and Students with Disabilities).	positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Improvements will contribute to increased performance in graduation rates. 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, Foster Youth and Students with Disabilities).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2.8 Million (LCFF)	$6.5 Million (LCFF)	$7.8 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	$ 3.6 M Certificated Salaries $ 1.2 M Classified Salaries $ 2.3 M Employee Benefits $ 0.3 M Materials and Supplies $ 0.4 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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	**Restorative Practices / Relationship Centered Schools** Fresno Unified School District has identified the need to reduce suspension and	**Restorative Practices / Relationship Centered Schools** Fresno Unified School District has identified the need to reduce suspension 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
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 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	expulsions for unduplicated students, including those student groups identified for the State's Differentiated Assistance (African American, Foster Youth and Students with Disabilities). • 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) • 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	expulsions for unduplicated students, including those student groups identified for the State's Differentiated Assistance (African American, Foster Youth and Students with Disabilities). • 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) • 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

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 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) • 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 **<u>Student Voice / Relationship Centered Schools Campaign</u>**	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) • 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	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) • 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

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
• 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.	**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 as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).	**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 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** $0.8 Million (LCFF) $2.6 Million (Title I)	**Total $3.6 Million** $0.8 Million (LCFF) $2.8 Million (Title I)	**Total $3.5 Million** $0.7 Million (LCFF) $2.8 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I

Year	2017-18	2018-19	2019-20
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	$ 2.2 M Certificated Salaries $ 0.9 M Employee Benefits $ 0.4 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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	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
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 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	**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 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	**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 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

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 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 • 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	• 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 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	• 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 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

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
• 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.	• 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 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	• 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 the 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 the pre-school registration process. 2018/19 will include increased partnerships with the listed community-based organizations to reflect additional service 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.

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 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.	• 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 district's 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 $3.9 Million** $ 2.3 Million (LCFF) $ 1.6 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 $ 1.2 M Classified Salaries $ 0.7 M Employee Benefits $ 0.2 M Materials and Supplies $ 1.6 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	**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	**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) • Community outreach campaign through English, Spanish and Hmong television to encourage community engagement and feedback, Parent University learning sessions, teacher

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
• 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.	• 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.	recruiting efforts, student safety, early learning registration, attendance and student supports. • Maintain 11 monthly issues of the district's Building Futures publication reaching 150,000 homes • Fresno Unified Scholarship Banquet to celebrate and award scholarships given to graduating seniors • Update district website to improve accessibility for 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	$0.1 Million (LCFF)	$0.2 Million (LCFF)	$0.2 Million (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)	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
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.	**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	**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

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
• 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.	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 • 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.	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 • Expansion in 2018/19 includes 10 registered nursing positions • Expansion in 2019/20 includes two additional school nurses, a manager position and the conversion of health assistant positions to licensed vocational nurse 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4.6 Million (LCFF)	$6.1 Million (LCFF)	$9.0 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	$ 3.5 M Certificated Salaries $ 2.0 M Classified Salaries $ 3.2 M Employee Benefits $ 0.3 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 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.	**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 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	**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 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.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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).	2019/20 investment expansion will include an additional five school psychologist positions. 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)	$ 3.1 Million (LCFF)
Source	LCFF	LCFF	LCFF
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	$ 2.1 M Certificated Salaries $ 0.1 M Classified Salaries $ 0.9 M Employee Benefits

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 income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to	**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 income students were disproportionately affected. • Enrichment trips give low income students equal opportunity to	**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 income students were disproportionately affected. • Enrichment trips give low income students equal opportunity 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
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.	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.	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** $0.1 Million (LCFF) $2.2 Million (Title I) $0.5 Million (Other Transportation Revenue)	**Total $ 2.5 Million** $0.2 Million (LCFF) $2.3 Million (Title I)	**Total $ 2.0 Million** $0.2 Million (LCFF) $1.8 Million (Title I)
Source	LCFF, Title I, Other Transportation Revenue	LCFF, Title I	LCFF, Title I

Year	2017-18	2018-19	2019-20
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 $ 1.8 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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

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
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 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	**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 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	**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 o Computers for students and teachers o Technology infrastructure The actions above will ensure technology in use for 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.

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 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 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)	$700,000 (LCFF)	$1.1 Million (LCFF)
Source	LCFF	LCFF	LCFF
Budget Reference	$ 0.7 M Materials and Supplies	$ 0.7 M Materials and Supplies	$ 1.1 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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 $ 5.0 Million** $ 2.9 Million (LCFF) $ 2.1 Million (Title I)	**Total $ 8.3 Million** $ 5.9 Million (LCFF) $ 2.4 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	$ 3.5 M Certificated Salaries $ 1.3 M Classified Salaries $ 1.8 M Employee Benefits $ 0.7 M Materials and Supplies $ 1.0 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:

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 Measureable 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)

[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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged
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 income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students	**<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 income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students	**<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 youth student populations, to assure plans focus on addressing the needs of unduplicated 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
• 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 correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific	• 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 correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific	• 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 correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a 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
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.	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.	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 $29.6 Million** $ 20.4 Million (LCFF) $ 9.2 Million (Title I)
Source	LCFF, Title I	LCFF, Title I	LCFF, Title I

Year	2017-18	2018-19	2019-20
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	$ 6.6 M Certificated Salaries $ 3.9 M Classified Salaries $ 4.1 M Employee Benefits $ 7.9 M Materials and Supplies $ 7.1 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Modified

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
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 accountable communities 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 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 accountable communities 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 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 accountable communities 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
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”	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	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) • 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 o 2019/20 investment expansion will include an additional nine academic counselors to reduce student to adult ratios at middle and high 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.

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.		

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 $31.2 Million** $ 11.6 Million (LCFF) $ 19.6 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	$ 12.1 M Certificated Salaries $ 5.8 M Classified Salaries $ 11.5 M Employee Benefits $ 1.0 M Materials and Supplies $ 0.8 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 Million (other revenue)	**$ 4.8 Million** $1.6 Million (LCFF) $ 3.2 Million (other revenue)	**$ 4.7 Million** $ 0.2 Million (LCFF) $ 4.6 Million (other revenue)

Year	2017-18	2018-19	2019-20
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
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	$ 0.5 M Certificated Salaries $ 2.1 M Classified Salaries $ 1.1 M Employee Benefits $ 0.4 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)

All

Location(s):

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

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)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[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 • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	**Administrative Services** • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office	**Administrative Services** • Fiscal Services • 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 $10.2 Million** $9.1 Million (LCFF) $1.1 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	$ 0.4 M Certificated Salaries $ 4.1 M Classified Salaries $ 2.6 M Employee Benefits $ 0.1 M Materials and Supplies $ 3.0 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	**Operational Services** • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security	**Operational Services** • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Utilities • Transportation	• Utilities • Transportation	• 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 $138.7 Million** $ 129.3 Million (LCFF) $ 9.4 Million (Other Revenue)
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	$ 46.4 M Employee Benefits $ 29.8 M Materials and Supplies $ 12.4 M Materials and Supplies $ 37.5 M Services and other Operating Expenses $ 9.3 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)

All

Location(s):

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

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 $32.8 Million** $ 1.8 Million (LCFF) $ 31.0 Million (STRS)
Source	LCFF, STRS Pension Contribution	LCFF, STRS Pension Contribution	LCFF, STRS Pension Contribution

Year	2017-18	2018-19	2019-20
Budget Reference	$ 22.4 M Other Expenses	$ 31.0 M Employee Benefits $ 2.1 M Other Expenses	$ 31.0 M Employee Benefits $ 1.8 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%

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

LCAP Year: 2018/19

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.

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 appropriating $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 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 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.

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**
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

LCAP Year: 2019/20

Estimated Supplemental and Concentration Grant Funds:	$ 198 Million	Percentage to Increase or Improve Services:	34.61%

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.

Using the calculation tool provided by the California Department of Education, Fresno Unified School District has calculated that it will receive $198 million in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) for the 2019/20 school year. Using the same calculation tool, the proportionality percentage has been calculated at 34.61%. Fresno Unified has demonstrated that it has met the 34.61% proportionality percentage by appropriating $199 million of additional funding included in the 2019/20 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 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 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.

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	**41 Designated School Investment**
2	**Student Interventions**
3	**Student Technology Access and Annual Refresh**
4	**Additional Teacher Supply Funds**
6	**Middle and High School Redesign**
8	**Eliminate Elementary Combination Classes**
9	**National Board Certification**
10	**Instructional Supports**
11	**Additional Teachers Above Base Staffing**
12	**Additional School Site Administration 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/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 Language 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	**Elementary Campus Culture Experience**
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 Support**

51	**Expanded Transportation Services**
52	**Upgrading Access to Technology**
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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 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;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) “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).

(e) “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?

Prepared by the California Department of Education, January 2019

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Fresno Unified School District

CDS code:

10 62166 0000000

Link to the LCAP:
(optional)

https://www.fresnounified.org/dept/stafed/Pages/lcff.aspx

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

TITLE I, PART A -- TITLE II, PART A -- TITLE III, PART A -- TITLE IV, PART A

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

Instructions

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

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

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

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

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

Strategy

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

Fresno Unified School District serves a diverse population of more than 74,000 students in preschool through grade 12, with more than 63 languages spoken by students and their families. With a mission of 'Preparing Career Ready Graduates', the district is focused on offering exciting educational experiences achieved through high quality instruction. The district is committed to improving student outcomes by utilizing a model of continuous improvement with investment priorities rooted in a review of performance on a variety of state and local indicators. These indicators provide an assessment of student progress in academic achievement and illuminate performance gaps by student groups. Investment strategies are also informed by valuable feedback gathered through stakeholder engagement. Input received from a variety of stakeholder groups helps to craft the district's strategy for investment.

As investment priorities are developed and refined, considerations for use of federal funding received by the district are integrated into the Local Control and Accountability Plan to supplement other state and local funds received for planned actions. Federal funds are used to enhance the scope of the investment, which would otherwise not be possible.

Alignment

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

The district's Local Control and Accountability Plan (LCAP) illustrates the coordination of the following in order to improve student outcomes: the four district goals; the assessment of performance; and, the investment priorities. Each investment priority is described as an action and connected to one of the four district goals:

1) All students will excel in reading, writing and math

2) All students will engage in arts, activities and athletics
3) All students will demonstrate the character and competencies for workplace success
4) All students will stay in school, on track to graduate

Throughout the assessment and planning phase, contemplated utilization of federal resources take into consideration the focus of investment priorities and fund the enhancement and/or expansion of the planned initiatives. Within the individual action or priority the district's LCAP demonstrates this alignment and captures a representation of where and how all federal funding sources are utilized.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

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

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

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

High quality teaching throughout the district is supported through various opportunities. The teacher pipeline is an umbrella of programs that supports aspiring, new and existing teachers. The Teacher Development department was created in 2009 with a vision to ensure that every classroom has a highly effective teacher and a purpose. There are three overarching goals for the department that include recruitment, selection, training, and retention strategies working in collaboration with Human Resources:

Increasing the diversity within the teacher pipeline to support closing the achievement gap
Implementing a pre-service to in-service, teacher preparation model that is rich in Science, Technology, Engineering, and Mathematics (STEM) and Socio-Emotional learning
Advancing communities of practice that include: internal departments, institutions of higher education, other school districts, and national organizations

Aspiring Teachers
Fresno Unified recognizes teacher and leader quality as the top factors in raising student achievement. The "grow our own" teacher program is the most efficient and sustainable strategy for developing a diverse, effective teaching force that is committed to high academic expectations for all learners. This method of recruiting and training teachers is research-based and proven to develop

loyal, well-trained educators who will be retained through a deep commitment to our students and district. Fresno Unified has created seven aspiring teacher preparation programs.

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

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

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

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

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

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

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

New Teachers
Each new teacher receives a minimum of 50 hours of transitional learning to support the retention of their new role. Once hired, all new teachers receive additional supports. Some examples include, one-on-one coaching, attendance at conferences, Accountable Community and Leader Teacher support, and other professional learning opportunities.

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

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

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

Instructional Coaches/Teacher on Special Assignment - Teacher leaders fully released or site-based to support the implementation of curriculum, instruction, and assessment

Accountable Community teams and Lead Teachers - Grade level or content area support teams with a lead teacher to support planning and development of instructional content.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is committed to and places a high value on quality parent and family engagement. Various committees; such as the District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC) and the district's Migrant Parent Committee allow for opportunities to provide parents information and skills to contribute. These committees provide parents an opportunity to participate in school level budget planning through the School Plan for Student Achievement (SPSA) process and develop policies such as the district's Parent and Family Engagement Policy. In addition to these examples, the district is proud to offer an array of engagement opportunities through Parent University.

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

Collaboration
The mission to empower, engage, and connect families to support student achievement would not be possible without the dedication of Primary Language Instructional Specialists. Specialists are proficient in English, Hmong, or Spanish and present parent-learning curriculum in families' native languages and in a way that is culturally relevant and better meets their needs. The Specialists must pass the district Proficiency Language Exam to demonstrate proficiency in their assigned second language. Primary Language Instructional Specialists are also available at school sites to create a welcoming environment for children and parents. Each Specialist is assigned to represent families at the seven comprehensive high schools and surrounding feeder schools. Two Liaisons direct parent engagement efforts within 13 school communities as part of the district's partnership with the City of Fresno's Neighborhood Revitalization efforts. The Liaisons are responsible for coordinating resources provided by the City of Fresno to help families address concerns to ensure sure students have a safe route to and from school.

Building Capacity
In addition to year-round parent learning opportunities, Parent University empowers parents with shared responsibility and continuous parent leadership opportunities. Parent engagement and school site actions brought about the Parent Leadership Academy. Parent leaders participate in cohort workshops focused on issues such as the Local Control and Accountability Plan, district curriculum decisions, and School Site Council training. Training includes a tour of Fresno City departments to better connect parents with housing resources. Parent leaders also have the opportunity to attend a three-day leadership camp focused on school site action plans that address school needs. Here they also learn helpful skills such as team building, communication, problem solving, and mutual support activities.

The continuous growth of Parent University sparked a need for increasing professional learning for the district's school site liaison staff. To increase staff capacity and shared responsibility, Parent University opened the district Parent Resource Center. The facility provides year-round

professional learning to liaisons and parent leaders districtwide. The resource center is equipped with a training center, full service call center, resource room, community meeting space, and a child enrichment center for childcare development needs.

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

Connecting families to districtwide resources is a key component of the Parent Resource Center and critical to the mission. In addition to housing Parent University, the center hosts the eLearning Companion Device rollout and districtwide volunteer fingerprinting. The partnership between the Information Technology department and Parent University will provide students 24/7 access to learning resources and activities on and off campus

Parent University listens to what parents want and responds with new classes and continues to evolve based on the needs of our parents. These efforts to strengthen partnerships between parents and school communities plays a vital role in preparing career-ready graduates.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All school sites participate in a Schoolwide Program. Support is provided to the schools through collaborative efforts with representatives from various departments. The support includes planning sessions and online tools to assist school level needs assessment and data review. Here schools review past performance and develop actions aimed at improving the academic program. This review includes student group performance to ensure schools are addressing specific student needs.

The SPSA is developed and monitored through an online portal where improvement targets are set, including student group targets, in alignment with the district goals. The plan is developed and approved by the School Site Council composed of staff, parents/community and students, as prescribed in the regulations. The web-based planning template ensures that all required elements are included detailing how the school will improve the academic program.

Project ACCESS (Achievement in Core Curriculum for Equity and Student Success) provides services to foster, homeless and group home students.

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

The district also offers a community day school program to support students and families.

Phoenix Community Day School serves students in grades 1-12. The school seeks to offer students small class sizes, counseling services, and a structured behavior modification system. The school uses the district-adopted curriculum to support the academic readiness of all students in preparation for transition to their comprehensive school sites.

Phoenix Secondary has partnered with NWEA to implement MAP testing for all students in grade 7-10. MAP (Measurement of Academic Progress) is a nationally renowned assessment tool that provides detailed reports of students' skill levels and growth areas. The data supports teachers in their efforts to design lessons to fill learning gaps and provide differentiated instruction. Testing data will track students' growth during the period of time they are enrolled at Phoenix Secondary. An academic profile of each student will be provided to receiving schools during the transition process. Teachers participate in multiple levels of professional learning designed to enhance instruction.

Academic tutoring is provided 4 days per week during lunch time. The tutorial is staffed by a teacher with a special education credential and a paraprofessional instructional aide.

Phoenix provides a rich offering of elective courses for a community day school. Students have the opportunity to pursue course work in the following areas: Art, Technology, Spanish, Men's and Women's Alliance, and Construction Technology. A Job Developer provides workforce readiness activities, career fairs, and job placement. Students make trips to Fresno Pacific, Fresno State, Fresno City College Vocational Campus, and Fresno City main campus.

All students attending Phoenix Secondary participate in one of nine clubs. Phoenix Secondary competes in the Charter School Athletic League and currently offers several sports.

A Climate and Culture Team was developed to analyze systems and protocols that affect students' behavior, connectivity, and overall performance. The team consists of representatives from the following roles: math teacher, science teacher, social science teacher, ELA teacher, elective teacher, SPED teacher, School Social Worker, School Psychologist, Safety Assistant, Vice Principal, and Principal.

Restorative Circles are implemented when a student reaches a certain threshold of misbehavior in a specific class. The circles involve the teacher, student, SSW, and an administrator.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless students are identified by the completion of Project ACCESS Affidavits. Affidavits are issued for families living in motels, shelters, cars, trailer parks, abandoned buildings, parks, or substandard housing. They are also issued for families living with others due to loss of housing or economic hardship. Unaccompanied Youth are able to complete affidavits when they are experiencing homelessness while not living in the physical custody of a parent or guardian. Students that are primarily eligible for this are seniors in high school.

Once identified, the Project ACCESS department connects homeless families/students with referrals to community resources such as housing, food, and clothing. Transportation is provided through bus tokens and hygiene supplies are made available. Students are managed by two district community liaisons within Project ACCESS for additional support. Homeless students who are identified as high risk are assigned to a Project ACCESS School Social Worker. Students are provided with individual/group counseling, case management services, school supplies and vouchers to pay for school graduation supplies, activities/trips. Homeless students also receive academic support from Project ACCESS Academic Counselor. Project ACCESS has one School Social Worker that is assigned to provide targeted support to families/students living in shelters and motels.

Student Transitions

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Childhood Education Programs
In partnership with external agencies and private child care providers, the district offers presentations to families whose children will be moving to transitional kindergarten or kindergarten classrooms for the following year. These presentations help inform parents of program options within the district, including curriculum, assessments, and contact information throughout the school year. A School Leadership/Principal Early Learning Academy is available to ensure that principals and vice-principals have an understanding of developmentally appropriate practice and the skills necessary to support young children and families.

Transitions from Elementary to Middle School
Middle school counselors coordinate classroom visits at each of their regional elementary schools to inform students about course options.
6th grade students and parents receive a welcoming letter from their middle school, informing them of their courses for the coming year, and providing the parent with information on how to contact their middle school counselor. Students have the opportunity to tour one of our local community colleges. Incoming 7th grade students and their parents are invited to attend informational sessions on the middle school campus in order to learn important transition. Students are invited to the middle school for fun campus culture activities led by their older peers. Targeted students are invited to attend summer school programs located on their middle school campus.

Transition from Middle to High School
Students visit their regional high school for a campus tour, to learn about programs, activities, clubs and pathways available. Each middle school campus has at least one school counselor who provides supports for students in the Academic, Career and Personal/Social domains. High school and middle school counselors work together to coordinate classroom visits and presentations in which students learn about high school course options and rank elective preferences.

8th grade students and parents receive a letter welcoming them to the campus, informing them of courses for the coming year, and providing information on how to contact the high school counselor. Students and their parents are invited to attend sessions on the campus in order to learn important transition information, have questions answered and learn about specific program offerings.

Incoming 9th grade students are invited to attend a summer bridge program at the high school. The week before the start of school, 9th grade students are invited to the school for fun campus culture activities led by their older peers.

Both 7th and 8th grade students complete career exploration using a web-based tool to identify career skills and interests. All 8th grade students are given the opportunity to tour a CSU.

High School to Post-secondary Education
Each high school has a team of school counselors that support students in the Academic, Career and Personal/Social domains.

Students in grades 8-11 take a free, school day PSAT. All eligible juniors are provided with a free, school day SAT Administration on their campus.

Each school provides field trip opportunities for students to learn about and visit college campuses.

Local college fair opportunities are promoted and transportation is provided.

Counselors hold workshops to assist and support students in applying to college.

Counselors assist students and their parents in creating a Federal Student Aid ID (FSA ID) and completing the Free Application for Federal Student Aid (FAFSA)/Dream Act in order to qualify for aid to help pay for college. Counselors work to ensure that all Cal-Grant eligible students submit their applications, resolve submission errors before the deadline and provide ongoing support to all students to ensure maximum completion before they graduate.

Following admission to college, students submit their Student Intent to Register (SIR) and complete additional matriculation steps prior to attendance. Part-time Counselors work on campuses throughout the summer to offer targeted support to graduating seniors. They also provide workshops on financial aid and budgeting, support students in submitting housing documents and final transcripts, and are available to respond to students' questions and concerns.

The district has developed strong partnerships with local community colleges, CSU and UC. The partnerships have resulted in data sharing agreements that allow us to track students, develop multiple measures for English and Math placement, develop summer support programs, increase a-g completion rates, connect students to special programs on the college campuses, and plan for better matriculation of students into college.

The district works with local colleges to align CTE pathways to increase enrollment and persistence of students matriculating. Dual enrollment opportunities as part of CTE pathways allow students to complete prerequisites while in high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Fresno Unified School District works to support all students to ensure that all children are receiving a high quality education. Though supported primarily with State funds, the district utilizes a mix of

resources to provide programs for gifted and talented students, programs for effective school libraries and opportunities for students to develop digital literacy skills.

Supports for Gifted and Talented Students

The identification of Gifted and Talented Students (GATE) is conducted through: a Cognitive Abilities Test (CogAT) measuring learned reasoning abilities, and a Naglieri Nonverbal Abilities Test (NNAT3) used as a universal GATE screener administered to all second grade students. A team of education professionals is trained to make decisions regarding which students need and benefit most from gifted services based on a student profile of aptitude and achievement included in a blind holistic review.

Students in Advanced Placement are identified by: demonstrating grade level mastery through one or more assessments (PSAT, SAT, Interim Assessments, SBAC), demonstrating grade level readiness through course proficiency, by earning an A, B, or C in the previous course in the course sequence, or by student or parent request.

The district has a variety of acceleration programs including Manchester Elementary GATE School, Yokomi Elementary GATE Program, and a Young Scholars summer school provided to GATE potential second graders in every region with ongoing monitoring of participants for growth. The Parent University program provides parents/families/caregivers information on the various programs, timelines and student characteristics.

Fresno Unified continues to support staff to ensure that all students are receiving a high quality education. The district offers a GATE certification cohort. Cohort participants attend the California Association for the Gifted (CAG) summer institute for three days of professional learning. The district provides ongoing GATE support for certificated staff at Manchester GATE Elementary School. On-going professional development opportunities are offered to Fresno Unified staff in support of gifted and talented students and details are summarized below:

Cohort Certification - 10 monthly sessions (3 hours each) with job-embedded application, site Accountable Community support with GATE TSA Coaching and GATE manager support, and classroom visits with site leaders.

Site Support with Institute Days and Site Professional Learning Support.

In partnership with College Board, Fresno Unified provides AP teachers with official College Board training both in the spring and in the summer. The College Board training includes deep content learning, growth mindset training, and a focus on student collaboration.

New AP teachers attend training during the summer and all AP teachers are provided in-house College Board training in the spring on a 5-year content rotation.

AP students are supported through peer mentoring via AP Ambassadors, Khan Academy, and after school AP tutorials.

Promoting Library and Digital Literacy Programs

Resources for the district's library programs were increased in recent years to support extended hours for student and parent access. All secondary schools have two full-time library positions and elementary schools have one full-time library position. Additionally, all school libraries receive discretionary funds to support their programs. Funding is used in a variety of ways including the purchase of books, digital tools, computers, and related equipment. Resources are also provided in order to staff the library during after school hours with credentialed teachers and/or tutors providing tutoring support. The district has increased the amount of professional learning for library staff to a total of 71 hours, including elementary (24 hours), secondary (27 hours), Library Launch (8 hours) and Substitute Library Media Technicians (12 hours). Professional learning for library staff includes training on the following: Lenovo Tablets, Follett Destiny, online databases, Digital Citizenship, Khan Academy, and reading strategies. Libraries are also equipped with E-books and E-readers that allow students to listen to books, and to support readers for whom English is not the primary language spoken at home.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's professional growth pipeline is an umbrella of programs and professional learning opportunities for teachers, principals, and other school leaders. Three overarching goals include:

Increasing the diversity within the teacher pipeline to support closing the achievement gap
Implementing a pre-service to in-service, teacher preparation model that is rich in Science, Technology, Engineering, and Mathematics and Socio-Emotional learning
Advancing communities of practice that include: internal departments, institutions of higher education, other school districts, and national organizations

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

Teacher Academy - provides experiences for students in grades 9-12 with an interest in education
Para Academy - a program for paraprofessionals interested in teaching to support their credential work
Grow 2 Teach - paraprofessionals identified to finish their credential within five years
Transition to Teaching – a program that focuses on "hard to fill" areas such as math, science, and special education
Teacher Residency Program - an intensive teacher preparation program for aspiring teachers with a focus on Science, Technology, Engineering and Math
Student Teachers - Fresno Unified places all student teachers and provides professional learning to the Master Teachers with their student teachers on co-teaching and working together within the classroom
Substitute Teachers – Identify current substitutes with a credential who want to become full-time teachers or subs working towards a credential and providing long-term substitute positions for them to gain experience

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

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

Instructional Coaches/Teachers on Special Assignment teacher leaders on-site and with a full release to support the implementation of curriculum, instruction, and assessment.

Accountable Community teams and Lead Teachers - Grade level or content area support teams with a lead teacher to support the planning and development of content

Aspiring Leaders

A one year preparation program called the Leadership Cohort for employees interested in pursuing an administrative credential.
The Leadership Academy is a program targeting educators who have participated in administrative pre-service programs and hold a preliminary services credential but have not moved into administrative positions.

New Leaders
The Clear Administrative Services Credential Program is a partnership with Fresno County Superintendent of Schools where new administrators participate to clear their preliminary credential once hired into an administrative position. All new leaders are provided two years of support whether or not they are clearing their administrative services credential.

Existing Leaders
Administrative Coaches are successful leaders who have been selected to mentor and coach new administrators through the induction process.

Mentor Academy is a cohort of high performing administrators involved in professional learning to provide learning opportunities to aspiring and new administrators.

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

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

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

Lead Teachers exist on all campuses to support Professional Learning Communities. Sessions provide a venue to ensure a common learning experience for all lead teachers and administrators.

Skillful Leader Training is a series of professional learning sessions focusing on developing the capacity of individuals and teams through skillful supervision and evaluation practices.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In combination of the funding allocation (CSI schools only), CSI and ATSI/TSI school sites shall also have exclusive access to support assurances from district level personnel that are designed to increase site leader expertise and staff capacity to improve student achievement for the student

groups in need. The teaming structure that will guide each CSI and ATSI/TSI school in their strategic planning for improvement will be known as Cross Functional Pivot Teams.

The purpose of the Cross Functional Pivot Team is to function as a professional learning community where educators use an ongoing process to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The Cross Functional Pivot Team will include site leaders and district office representatives from departments that may include two or more of the following:

- School Leadership
- Equity and Access
- Curriculum and Instruction
- Special Education
- Prevention and Intervention
- Early Learning
- English Learner Services
- African American Acceleration
- Human Resources
- State and Federal
- Leadership and Development

Cross functional pivot teams are exclusive to CSI and ATSI/TSI schools and will engage in the following practices:

- Root cause analysis to determine area of focus for student group needs
- Identify actions and metrics as part of the 6-8 week improvement plan for each site
- Monitor SPSA actions and outcomes
- Share progress with District Cabinet personnel at least twice a year and if needed, request additional supports/resources the Cross Functional Pivot Team believes will accelerate progress
- Deployment of additional resources and content experts to meet the needs of the individual school sites based upon the identified student groups

CSI and ATSI/TSI school sites will receive professional learning for site personnel who work and support the identified student groups. Supervisor and/or designee shall also provide one on one coaching for site leaders (bi-weekly for CSI and monthly for ATSI/TSI schools).

A manager, under the direction of the Equity and Access department, will provide direct support to CSI and ATSI/TSI schools and district department representatives to ensure ongoing monitoring and improvement of student learning as measured by identified metrics in the 6-8 week plans and School Plans for Student Achievement (SPSA). In addition, CSI school administrators will have exclusive access to a District Administrative Support Team. They will be available to relieve site leaders of their daily duties, to create time for engaging in professional learning best practice strategies that impact school improvements aligned to their CSI identified student groups.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Five teams will facilitate the use of data for decision making at all levels to ensure that improvement cycles are executed. A Leadership Team will facilitate collaboration with external partners, district departments, and sites. The Leadership will harness the strategic use of data to services others, particularly underserved student groups experiencing achievement gaps. A Management Team will share best practices, determine areas of need and opportunity, apply resources effectively, measure progress, evaluate impact, and ensure continual learning and growth of staff. Department Liaison Teams work as collaborative partners with district departments as thinking partners to work through data and improvement plans. Regional Teams work with principals of school regions as collaborative partners to think through data and to address the improvement of positive student outcomes. Pivot Teams, composed of department and site staff, apply research-based strategies and change ideas in improvement cycles to advance educational equity.

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

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

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

Professional learning is provided to all site leaders to promote professional growth and ensure improvement. The effectiveness of growth is based on the leaders' improvement in the Fresno Unified Leadership Standards (as measured in the evaluation process) and the growth of identified student achievement indicators at the site of supervision.

Site leaders have multiple opportunities to receive professional learning. Throughout the year, site leaders attend meetings designed to support common needs and student equity. All site leaders attend Instructional Practice Walks (IPW) at various sites within the district. Data obtained during the

IPWs is utilized for reflection and designed to promote knowledge building around improving challenging content and high quality instruction.

Instructional superintendents differentiate one on one site coaching based on the specific needs of the site. All sites receive support from district leaders. New principals and sites not displaying sufficient growth will receive increased support. Leaders define site needs through reviewing leadership standard ratings, student achievement data, and social-emotional indicators. Regional training is provided to leaders to support common needs and provide alignment. External consultants are contracted to meet alongside site leads and their instructional superintendents. During the consultations, the utilization of data defines the specific areas of growth for each site to determine topics for professional learning.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner (EL) and Reclassified English Proficient (RFEP) students constitute approximately 40% of the district's 74,000 enrollment. State English language and content assessment data indicate that while RFEP students outperform all other student groups in meeting or exceeding grade-level standards in English language arts and in mathematics, 30% of EL students are categorized as Long-Term English Learners and the proficiency rate for the EL student group ranks in the lowest of the student groups. Local assessment data also indicate a need for EL students to have access to highly effective instruction that meets their linguistic, as well as their academic needs.

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

In partnership with staff from WestEd professional learning addresses the following four areas:
1) Fostering collaborative conversations, abundant writing and interactive reading around complex texts and rich content,
2) Engaging in text-oriented talk about language in complex texts and rich content tasks,
3) Observing students closely to provide "planned" and "just-in-time" scaffolding, and
4) Creating positive and culturally responsive learning environments.

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

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

The district provides focused, sustained, professional learning for district leaders, site administrators, instructional coaches, other support personnel and for teachers as described in the Master Plan for English Learner Success. The 5-year action plan ensures comprehensive professional learning sequenced to continually increase depth and knowledge of effective EL instructional practices. Two main structures are employed. For schools that have low numbers of EL students, the district employs a trainer-of-trainer model. Each school has an English Learner Representative who receives support to be able to provide the training to their teachers at each site. For schools with high numbers of EL students, (35% or more), the district works directly with teachers, site administrators, and support staff. The professional learning for both groups is on going and it includes face-to-face sessions, on-line resources, and instructional coaching.

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

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

Resources are principally dedicated to improving instruction for EL students through the provision of professional learning for teachers and school administrators. Funding is used to provide seven TSAs, developing or purchasing materials for professional learning, and for securing substitutes to enable classroom teachers to attend professional learning sessions.

The District’s Instructional Division’s Theory of Action, which includes the Instructional Practice Guide is our guiding document that ensures professional learning is aligned and coherent. Each year and based on student achievement data, the district’s leadership team identifies areas of focus, which then drive the professional learning provided by all departments. The English Learner Department staff collaborates closely with departments such as Curriculum and Instruction, Early Learning and Teacher Development to ensure all professional learning is aligned and coherent.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Extended support services for immigrant students are coordinated with services for migrant students and other English Learner students. Upon identification of students, site principals are notified of the students that qualify for additional support as immigrant students. The site principal, in consultation with teachers, prioritize the services they select for qualifying students. Enhanced instructional services include academic guidance, grade monitoring, financial aid

guidance, college exploration, and career awareness for qualifying high school students and tutoring, homework assistance, and language support for elementary school students.

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

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the sub-grant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs and activities in support of the academic achievement of English Learner (EL) students are described in detail in the Master Plan for English Learner Success, last revised in April 2016. The revision of the plan was guided by the English Learner Services Department Assistant Superintendent with support from WestEd English Learner experts. The committee includes 46 members who are community members and parents, teachers and site administrators, district leaders and non-profit organization leaders.

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

Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content-area classes create multiple, well-scaffolded opportunities for students to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The District Language Development Approach includes: 1) Integrated and designated English language development instruction 2) Three, research-based instructional models: Content and Language Standards-based model, Bilingual/Bi-literacy Education 3) Dual Language Immersion, and 4) A commitment to developing the competency skills of educators to meet the educational needs of EL students.

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

The effectiveness of the activities described in the plan are measured by State and local language and content assessments, reclassification rates, and graduation. Achievement data for EL

students is shared with the Board of Education throughout each year in quarterly communications. A minimum of one time per year a presentation is provided to the Board and Committee members describing the impact of the activities on student learning.

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

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

All tools and protocols for classroom observation developed from the Vision for EL students and the CA ELA/ELD Framework align with the Instructional Practice Guide. As all educators develop knowledge about effective instruction for EL students, we engage groups of teachers in classrooms by using the tools in their professional learning.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

The EL Services staff works with district departments and schools to establish a culture of shared responsibility for providing rigorous and engaging instruction for all EL students, by embracing an

approach to academic language development that acknowledges the importance of rich language acquisition in tandem with content learning. We all focus our efforts in developing all teachers and leaders to understand and foster rigorous learning environments for EL students in all classrooms throughout the district.

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is applying for Title IV funds and plans to transfer amounts to Title II, as allowed, to support professional learning opportunities. Required Title IV provisions are addressed through the following actions and activities:

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

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

Consistent use of technology is promoted in all classrooms. Full class sets of computers for ELA and Math classes in support of curriculum and student technology access. The district provides personnel to support classroom technology with an emphasis on building educator and student capacity and delivering rigorous technology assisted courses. The eLearning Companion Device (LCD) program provides early learning students with devices that support literacy and 9th-11th grade students will have better access to college preparatory content. LCD will expand grade levels in upcoming years. In support of high quality instruction, the district launched the Personalized Learning Initiative (PLI). Educators receive professional learning to create impactful learning experiences for all students with the utilization of technology. PLI includes a blended learning model to support students at various proficiency levels.

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