



Fresno Unified School District

*Preparing Career Ready
Graduates!*





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District Goals

The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day.

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 target to graduate



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Theory of Action

Profound and dramatic improvements are required at all levels of the Fresno Unified School District. This Theory of Action outlines a significant increase in expectations for all, including:

- Aligned Instructional System. An Aligned Instructional System is a comprehensive theory of action that is at the heart of our belief that FUSD must be redesigned to support its core business of teaching and learning in the most efficient and effective way possible. At the core of the FUSD Aligned Instructional System is a focus on the classroom. Foundational to this system is the alignment of student content standards and the California Standards for the Teaching Profession (CSTP), purposeful assessments, intense and specific planning, and effective targeted instruction.
- Standards based - this includes but is not limited to the California state content standards for students, CSTP, and the Fresno Unified standards for leaders
- Purposeful Assessments any challenging district curriculum must be supported by classroom based assessments of and for learning.
- Students are key assessment users
- Clear and appropriate targets are essential
- Accurate assessment is a must
- Sound assessments must be accompanied by effective communication
- Intense and Specific Planning based on assessment for learning, great attention must be paid to every students unique learning needs.
- Effective Targeted Instruction based on assessment and planning, powerful instructional approaches should be used, maximizing teacher expertise and creativity.
- All students will be supported in reaching their individual educational goals. Each and every student will learn to the same standards, but when necessary, reach them using differentiated time, resources, and approaches.
- Leadership and accountability at all levels are essential. Leadership is not attached to specific roles or official titles. Actions that demonstrate leadership are expected from everyone. We support risk-taking and learning from setbacks in our support of success. Accountability is defined as being responsible to peers and colleagues in the pursuit of learning.

- All learners take responsibility for their learning. This includes students, teachers, staff, administrators, parents, families, community, Superintendent and Board. There are content and performance standards for all learners.
- This Theory of Action outlines a significant increase in supports for all, through:
 - Building capacity for all learners.
 - Professional development
 - System capacity
 - Infrastructure
 - Engaging to collaborate
 - Directing resources where required
 - Piloting new ideas
 - Empowering schools will follow demonstrated performance

Summary

- The Board recognizes the need for dramatic changes and improvements throughout the entire system. It is necessary to increase the expectations of all learners to accomplish this. This work is about significantly improving the opportunities for all of our learners.
- Change will be deliberate and intentional. Establishing and operating an effective, Aligned Instructional System is not simply making the current system work better. The roles and responsibilities of every FUSD employee and community member and all processes related to our core business of teaching and learning will need to be reviewed. Accordingly, effective change management leadership by all, supported by a comprehensive internal and external communication system, will be required.
- It is the intention and commitment of the Board that this Theory of Action provides a stable, long-term framework for improving student achievement in the Fresno Unified School District. We pledge our best efforts to continually educate the workforce, public and new Board members so that subsequent Boards will hold constant to this vision.
- Constant and aggressive improvements will be pursued while recognizing it will take time for full and effective implementation.



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§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

LEA: Fresno Unified School District

Contact (Name, Title, Email, Phone Number): Michael E. Hanson, Superintendent, Michael.Hanson@fresnounified.org, (559) 457-3882

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and

each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document. For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.



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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to

share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)



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Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.



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Guiding Questions:

1. How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<i>The engagement process for Fresno Unified School District continues to evolve based on the input and needs of the Fresno community. The goals have been and continue to be quality conversations, sharing of information and gathering input and ideas from our diverse community.</i> Planning for Genuine Engagement: Fresno Unified School District began our engagement process by developing a strategy in early fall. A schedule was created and a workshop outline developed. Between November and May, the District conducted 73 LCAP meetings and workshops with over 2000 participants. Meetings were held with administrators, parent groups, community based organizations, students, bargaining units, and community members. To “get the word out” on the District’s LCAP engagement; television, newspaper, email, website, student messenger phone messages, and mailed postcards were all utilized as communication tools. Enhanced relationships with community organizations that focus on children and education also enriched the process. Workshop Outline: In general, the methodology for engagement was based on the following outline: • A video outlined new investments made available from the Local Control Funding Formula • A PowerPoint Presentation included: ○ A review of the Local Control Funding Formula and Local Control Accountability Plan ○ A LCAP timeline specific to the District ○ A review of District investments • Executive Summary included: an overview of LCFF and LCAP requirements, a district overview, a listing of planned actions (including the cost of each investment), progress indicators from the LCAP data dashboard, and a summary of stakeholder engagement events • November 2015 Progress Report included: a listing of each supplemental and concentration investments, including implementation information and preliminary metrics ○ Opportunity for stakeholder brainstorming and feedback included: formation of small groups, verbal and written collection of feedback	Impact on the LCAP and Why it Mattered: Quality engagement with stakeholders around the LCAP continues to evolve and has become a balance between careful planning and capitalizing on spontaneous opportunities. Flexibility and openness towards all members of our large and diverse community are key qualities that encourage participation. This has enabled Fresno Unified to connect with different groups of people, including many that did not previously engage with the District. Impact on the LCAP and Why it Mattered: Depending on their relationship with the District, new investments may not immediately be apparent to all stakeholders. By informing stakeholders of new investments and District trends around data, workshop participants were better able to form opinions about possible new investments or actions. The four page Executive Summary became an important tool this year to engage with groups who were not able to complete a review of the 144 page LCAP document. This summary outlined all supplemental and concentration funded investments. While clearly not a state requirement, the November 2015 Progress Report (published by the District and presented at the November 11, 2015 Board of Education meeting), illustrates the District’s commitment to transparency and accountability. The report was designed to update stakeholders on all supplemental and concentration investments. Some investments, new to the 2015-16 school year, were just a few months into implementation, while others were ongoing from previous years.

All materials were provided in English, Spanish and Hmong. Workshops included translation, refreshments and babysitting.

Utilizing Multiple Venues for Engagement:

- **Regional Community Meetings:** Evening events held at each high school. Attendees include parents, teachers, district leadership, staff, and community partners. The following methods of communication were used to ensure awareness of these meetings:
 - o A postcard invitation was sent to every household in Fresno Unified School District listing the Regional Community Meeting dates.
 - o The Fresno Unified School District website announced the Regional Community Meeting dates.
 - o The Superintendent announced workshops at numerous board meetings
 - o The Superintendent recorded a phone message that was delivered to each household within the high school region. This message was translated into Spanish and Hmong.
 - o Personal phone calls were made by the District's Parent University staff in the home language to invite families to attend.
 - o The "Employee Zone" weekly email to Fresno Unified employees.
 - o All District leaders received an invitation from the Deputy Superintendent.
- **School Site Presentations:** An invitation was extended to all school sites to present LCAP information at parent meetings, including; School Site Council, Booster Clubs, and Parent Coffee Hours. Every request was accommodated.
- **Parent University Module:** Parent University staff, which serve over 20,000 parents, were trained to deliver LCAP information embedded in parent training modules.
- **Community Organization Meetings:** Held at the District office, and locations within the community, groups representing childhood nutrition, community service organizations, student voice, parent advocacy groups, environmental issues and others created a conversation rich with ideas and unique perspectives.
 - o The community organization, Stone Soup, requested and was provided specific data pertaining to Asian populations.
- **Foster Youth Roundtable:** Facilitated by the District and held at a school, Fresno Unified School District shared initiatives being implemented for foster youth and received feedback. A key objective involved discussions about how best to work together to optimize supports for foster youth. Organizations attending include:
 - o CASA Advocates

Impact on the LCAP and Why it Mattered:

Multiple venues, involving more staff participation and facilitation, allowed the District to reach a more diverse and representative sampling of our Fresno Unified community.

- o DSS Social Workers
- o Mental Health Providers
- o Foster Parents
- o Foster Family Agencies
- o Group Home Managers
- o Juvenile Justice Commissioner
- o FUSD Staff
- o Foster Students
- **District Wide Parent Meetings:**
 - o The District English Language Advisory Committee (DELAC)
 - o Community Advisory Committee (CAC) (serves parents of students with disabilities)
 - o District Advisory Committee (DAC) (includes parent representatives from various school sites)
- **Bargaining Group Meetings:** Held at the District office or the group's headquarters.
- **Student Meetings:** Held at each high school during lunch time, with lunch provided. Students identified as English learners, foster youth, or at-risk were given a personal invitation, but all students were invited to attend. Two meetings were held at each high school to familiarize students with the LCAP and to work with students to prioritize feedback. The single most requested item from high school students involved updating and maintaining high school bathrooms. This request was accommodated in the 2016/17 LCAP.
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Utilizing Technology to Understand the Priorities of the Fresno Community:

In addition to workshops, the community had access to a survey, both online and in paper form, made available in English, Spanish, and Hmong. The survey contained multiple choice options, plus the opportunity for open-ended text responses. Participation in this survey was communicated utilizing the following:

- The survey was provided at each LCAP meeting and workshop
- The survey was available on the front page of the District website
- A link to the LCAP survey was emailed to community members and organizations
- The Superintendent announced the availability of the LCAP survey at numerous School Board meetings

Impact on the LCAP and Why it Mattered:

Californians for Justice, a community organization that works to create student leaders within communities, provided input on how best to engage Fresno Unified students in the LCAP throughout the school year. This partnership helped increase and improve student input. Additions this year included adding an eighth high school to the process, conducting two lunchtime meetings at each high school, creating a district-wide LCAP meeting to engage with students wanting information on the initial draft, and presenting and identifying specific student feedback to the Board early in the budget development process.

Impact on the LCAP and Why it Mattered:

The survey is a key tool used to collect, decipher, and prioritize feedback from stakeholders. To enhance the reach of this tool, efforts were made to disseminate the survey to the greater Fresno community. Key strategies utilized included translation and electronic and paper formatting. Email, website and print distribution of the survey, as well as word of mouth partnering, ensured a broad reach.

- The “Employee Zone” weekly email notified all Fresno Unified School District staff of the survey
- *Building Futures* (the Fresno Unified School District community newspaper) was mailed directly to over 150,000 homes and businesses
- The weekly “District Update” sent to all District Administrators provided a link to the survey

Structuring the Survey to Better Understand Community Ideas:

This year, the LCAP survey was structured so that the results could be categorized for greater insight and understanding. Questions included information about participant’s primary home language, ethnicity, and relationship to Fresno Unified. In addition, participants were asked to prioritize investments around 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 target to graduate

Included in the survey were top prepopulated responses from last year and space for stakeholders to include new ideas or feedback.

For stakeholders not able to engage in workshops, an online survey was also available. The online survey included the same questions and opportunities for feedback available in the written version.

Summarizing and Communicating Feedback:

Feedback was gathered from November 2015 through February 2016. Verbal feedback, open-ended text responses, and multiple-choice options were all analyzed and compiled. The survey feedback was disaggregated by the following subgroups and presented at the February 24, 2016 Board of Education meeting:

- Parents
 - With further disaggregation of parents of foster youth and English learners
- Students
- Classified Employees
- Certificated Employees
- Administrators
- Community Members

Impact on the LCAP and Why it Mattered:

The LCAP and corresponding Executive Summary, the November 2015 Progress Report, and the online and print survey are organized around the four Fresno Unified District goals. These goals have changed very little during the course of the last decade. This consistency allows stakeholders to easily compare and connect documents.

Impact on the LCAP and Why it Mattered:

Communicating input to District Leaders and the Board of Education is an important responsibility. To ensure quality reporting of survey results, multiple individuals worked together to interpret and document the findings. Timing was also key. Feedback was presented to the Board on February 24, 2016, which is the beginning of the District’s budget development process.

Linking Stakeholder Input to LCAP Actions and Expenditures:

All Students will Excel in Reading, Writing and Math

- Smaller class sizes
 - 2016/17 actions: #7, #10, #11, #16
- More after-school tutoring

Cycle of Continuous Improvement

Each year, Fresno Unified School District solicits feedback on how best to engagement with stakeholders for the upcoming year. For 2015/16, the primary objectives were to get more student voice into the LCAP and to participate in small venues at individual schools where parents already gather. The District will utilize the summer months to consider, once again, how to improve upon engagement. Areas of interest include continuing to build on the quality of engagement (not necessarily the quantity of meetings) and creating a student group to meet regularly to focus on the District's LCAP. The student group would meet no less than 5 times during the school year.

- o 2016/17 actions: #26, #30
- Learning linked to real life job skills
 - o 2016/17 actions: #33, #35
- Small-group instruction
 - o 2016/17 actions: #48, #49
- More technology
 - o 2016/17 actions: #46

All Students will Participate in Arts, Activities and Athletics

- Increase the variety of options
 - o 2016/17 actions: #27, #28, #45, #48
- Promote arts, activities and athletics with students
- Increase activities that expose students to careers
 - o 2016/17 actions: #33, #35
- Increase activities that expose students to colleges
 - o 2016/17 actions: #26
- No cost to families to participate

All Students will Demonstrate the Character and Competencies for Workplace Success

- Increase vocational education, internships and apprenticeships
 - o 2016/17 actions: #33, #35
- Add opportunities to promote positive student behaviors
 - o 2016/17 actions: #24, #31, #32, #36, #37, #40
- Expand Adult Education programs
 - o 2016/17 actions: #25
- Develop and expand career technical education
 - o 2016/17 actions: #33, #35
- Link student behavior to workplace and life success
 - o 2016/17 actions: #33, #35, #36, #37, #40

All Students will Stay in School, On Target to Graduate

- Expand efforts to keep students in school
 - o 2016/17 actions: #21, #23, #24, #26, #31, #32, #33, #36, #37, #40, #42,
- Increase parent involvement
 - o 2016/17 actions: #26, #38, #39, #40

- Add more school counselors
 - o 2016/17 actions: #40, #48, #49
- Improve school safety
 - o 2016/17 actions: #21, #36, #37, #40, #42, #47
- Focus on classroom management
 - o 2016/17 actions: #36, #37, #40

Other comments written into the surveys included:

- Clean bathrooms, well stocked with supplies
 - o 2016/17 actions: #43, #44
- Invest in clubs and sports
 - o 2016/17 actions: #27, #31, #32, #49
- Target at-risk youth
 - o 2016/17 actions: #2, #17, #21, #23, #24, #26, #32, #36, #37, #40, #42, #48, #49
- Add more social workers
 - o 2016/17 actions: #23
- Expand field trips to before 3rd grade and after 6th grade
 - o 2016/17 actions: #28, #45
- Increase investments in the arts
 - o 2016/17 actions: #29
- Increase after-school programs
 - o 2016/17 actions: #30
- Begin Goal 2 investments at an earlier age
 - o 2016/17 actions: #28, #45
- Add more bilingual programs
 - o 2016/17 actions: #26
- Increase student incentives for positive behavior
 - o 2016/17 actions: #31, #32, #37, #40

Impact on the LCAP and Why it Mattered

As the community becomes more aware of the LCAP process, Fresno Unified School District is receiving more input. With this increased community involvement, the District is able to have greater access to a wide assortment of ideas and perspectives. With the expansion of student meetings this year, students are more informed of the purpose of the LCAP

LCAP Draft (s):

The first draft LCAP was introduced at the April 27, 2016, Board meeting. The presentation included a review of the purpose and timeline of the LCAP, investments in response to stakeholder feedback, and a time for questions from the Board. The draft LCAP was posted on the District's website the same day along with the opportunity for the community to provide electronic feedback. A districtwide student meeting was held on April 28, 2016, to share the

draft LCAP. Students from throughout the district provided feedback. On April 28, 2016, the draft LCAP was taken to the District Advisory Committee (DAC) parent group and on May 19, 2016, it was shared at the District English Language Advisory Committee (DELAC). These groups received a presentation similar to the Board presentation. Each parent group's feedback was recorded and a written response was provided by the Superintendent. Documents were translated into Spanish and Hmong for these meetings. The second draft of the LCAP was posted on the District's website on May 20, 2016 and included red font to indicate all changes from the original draft. A public hearing was conducted on May 25, 2016, to solicit recommendations and comments from the public regarding expenditures proposed in the plan.

English Learner Master Plan Committee:

The District reformulated the English Learner Master Plan utilizing stakeholder input, classroom observations, and research-based decision making. The Master Plan Redesign Committee included 43 members. Members consisted of parents, community members, teachers, principals, district staff, and Board Members. Input from a wide variety of stakeholders was solicited through on-line and paper surveys. Surveys were made available through the District English Language Advisory Committee (DELAC), and Parent University sessions. Additionally a formal group of community-based organizations submitted a set of recommendations. All of this feedback was incorporated into the committee's recommendations for the English Learner Master Plan. The actions and expenditures are outlined in Section 2 of this plan.

Board Approval:

Final Board of Education approval occurred on June 1, 2016.

and are able to give well-thought-out responses. A collection of feedback was brought to the Board at the beginning of the spring budget development process. Each District department provided feedback and insight into the individual sections of the LCAP. As each department's budget is presented to the Board, the actions and expenditures are recorded in the LCAP. This allows the departments and the Board to consider the stakeholder feedback as budgets are developed.

Impact on the LCAP and Why it Mattered:

The first draft of the LCAP was published with notations pending the committee recommendations. The second draft was revised to include the specific recommendations of the committee. Based on the recommendations the following additions were made to the District's strategy for English Learners:

- All teachers are teachers of English Learner students
- All leaders are responsible for addressing the needs of English Learner students
- Expanded learning time for students
- All parents are partners in education and are empowered to be effectively involved in the education of their children

Additional details on the recommendations of the EL Master Plan Committee are included in section 1D of the LCAP.

Annual Update:

Annual Update:

Information shared with stakeholders included:

- Video outlining investments made by the District for the current year
- District's Data Dashboard Report showing data key for determining areas of growth and opportunity. Included in the report are required, as well as District-determined metrics key for evaluating program effectiveness.
- The Executive Summary – A four page, parent-friendly summary of the LCAP

Data Shared:

- Credentialed teacher rate (including credentialed teachers teaching outside of their subject area rate)
- Highly Qualified Teacher rate
- Teacher misassignment rate (general population and EL)

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| <ul style="list-style-type: none"> The November Progress Report – Details specific actions taken to implement programs funded by supplemental and concentration funds since the start of the school year. | <ul style="list-style-type: none"> Percentage of kindergarten student scoring “ready to go” based on the KSEP Percentage of 3rd grade students reading at grade level Percentage of 2nd through 12th graders reading significantly below grade level Percentage of 9th through 12th grade students completing AP / IB courses, percentage of AP exams passed Percentage of students who completed A-G requirements Percentage of student who enrolled in an institution of higher education Percentage of students with a D or F on their report card Number of 12th grade student scoring “ready” or “conditionally ready” on the Early Assessment Program for college level English and math Graduation rate Middle School and High School dropout rate Redesignation rate Percentage of EL students not advancing at least one proficiency level on the CELDT EL students attaining English proficiency in less than 5 years or more than 5 years Percentage of students engaged in a Goal 2 activity Percentage of students enrolled in a CTE or Linked Learning pathway Percentage of 3rd grade students with a career-based experience Number of 4th grade students who have visited a local business Percentage of 6th grade students who have visited a community college Percentage of 8th grade students who have visited a CSU campus Attendance rate Suspension and expulsion data Student survey data Parent survey data Facility survey data |
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LCAP Stakeholder Engagement Plan- 2016/17

Group	Targeted Audience	Date
Californians for Justice	Community Members	09/10/15
FTA Leadership Meeting	Teacher Leadership	09/16/15
Cabinet	Leadership	10/13/15
ACLU	Community Members	10/23/15
Foster Youth Roundtable	Parents/Community partners/Staff	10/28/16
District Advisory Committee	Parents	10/29/15
Board of Education	Board Members, staff, community members	11/18/15
Stone Soup	Community Members	11/18/15
District English Language Advisory Committee	Parents of English Learners	11/19/15
CSEA 125	Staff	11/30/15
McLane Elementary School - Parent Meeting	Parents	12/02/15
Duncan High School - Student Meeting #1	Students	12/02/15
Californians for Justice	Community Members	12/02/15
Fresno High School - Student Meeting #1	Students	12/03/15
McLane High School Region Meeting	Parents, students, staff	12/03/15
CSEA- Food Services	Staff	12/04/15
Hoover High School - Student Meeting #1	Students	12/04/15
Bullard High School - Student Meeting #1	Students	12/07/15
Edison High School - Student Meeting #1	Students	12/09/15
Roosevelt High School - Student Meeting #1	Students	12/10/15
District Advisory Committee	Parents	12/10/15
McLane High School - Student Meeting #1	Students	12/14/15
Sunnyside High School - Student Meeting #1	Students	12/16/15
Sunnyside Region Meeting	Parents, students, staff	12/17/15

LCAP Stakeholder Engagement Plan- 2016/17

Group	Targeted Audience	Date
Kings Canyon Middle School- Parent Meeting	Parents	01/14/16
Patiño High SchoolDesign Science High School- Area	Parents, students, staff	01/14/16
Parent University- Training of Trainers	Staff	01/15/16
Student Advisory Board	Students	01/19/16
Fresno High School Region Meeting	Parents, students, staff	01/19/16
Balderas Elementary School - Parent Meeting	Parents	01/21/16
Duncan High School - Student Meeting #2	Students	01/21/16
Thomas Elementary School - Parent Meeting	Parents	01/21/16
Fresno High School - Student Meeting #2	Students	01/21/16
Bullard High School Region Meeting	Parents, students, staff	01/21/16
Anthony Elementary School - Parent Meeting	Parents	01/22/16
Home School Liaison LCAP/SPSA Training	Home School Liaisons	01/25/16
Roosevelt High School Region Meeting	Parents, students, staff	01/25/16
Hoover High School Region Meeting	Parents, students, staff	01/26/16
Wolters Elementary School - Parent Meeting	Parents	01/27/16
McLane High School - Student Meeting #2	Students	01/27/16
Addicott Elementary School - Parent Meeting	Parents/Teachers	01/28/16
Roosevelt High School - Student Meeting #2	Students	01/28/16
Thomas Elementary School - Parent Meeting	Parents/Teachers	01/29/16
Hoover High School - Parent Meeting	Parents/Teachers/Students	01/29/16
District English Language Advisory Committee	Parents of English Learners	01/29/16
Edison High School - Student Meeting #2	Students	01/29/16
Holland Elementary School - Parent Meeting	Parents	02/02/16
Hoover High School - Student Meeting #2	Students	02/02/16

LCAP Stakeholder Engagement Plan- 2016/17

Group	Targeted Audience	Date
Edison High School Region Meeting	Parents/Teachers/Staff	02/02/16
Cooper Middle School - Parent Meeting	Parents	02/03/16
Vang Pao Elementary School - Parent Meeting	Parents/Teachers	02/03/16
Duncan High School - Region Meeting	Parents/Teachers	02/03/16
Sunnyside High School - Student Meeting #2	Students	02/04/16
Powers Elementary School - Parent Meeting	Parents	02/05/16
Sequoia Middle School - Parent Meeting	Parents	02/05/16
East Bay Asian Youth Center	Community members	02/09/16
Foster Youth Round Table	Parents/Community partners/Staff	02/09/16
Kirk Elementary School - Parent Meeting	Parents	02/11/16
Jackson Elementary School - Parent Meeting	Parents	02/11/16
Community Advisory Committee	Special Education parents/staff	02/16/16
District Advisory Committee	Parents	02/18/16
Norseman Elementary School - Parent Meeting	Parents	02/19/16
Vang Pao Elementary School - Parent Meeting	Parents	03/15/16
Building Healthy Communities	Community partners	03/29/16
Californians for Justice	Community partners	03/29/16
Californians for Justice	Community partners	04/13/16
Edison High School-Districtwide Student Meeting	Students	04/28/16
District Advisory Committee	Parents	04/28/16
District English Language Advisory Committee	Parents of English Learners	05/19/16
Foster Youth Roundtable	Parents/Community partners/Staff	05/24/16



Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the

annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.



Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Goals, Actions, Expenditures, and Progress Indicators

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education

Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.



Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Guiding Questions:

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4. What are the LEA's goal(s) to address any locally-identified priorities?
5. How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

Approved LCAP

Evaluation of the District's implementation of the California State Standards comes from a review of two key elements:

- Creating multiple opportunities for teachers to receive ongoing professional development related to the implementation of State Standards (See action #6)
- The adoption of curriculum aligned to state standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 - 40 Designated School Investment (increased from 10 schools in 2014/15, and 30 schools in 2015/16) Experience has shown that more time with an effective teacher has a positive influence on student achievement. • Increase instructional time each day by 30 minutes • Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration • One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward the unduplicated student population at schools with high concentration of these students. No Designated School has less than 86% poverty rate. • Designated schools outperform the district in several key areas (see annual update)	Schoolwide: All 40 Designated Elementary Schools	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$16.8 Million (LCFF Sup and Con)
#2 - School Site Supports • Funds will be allocated based on the accountability model for Focus and Priority schools created by the California Office to Reform Education	Districtwide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$8.9 Million (LCFF Sup and Con)

- School's identified as needing additional support in the District's accountability model have poverty levels that exceed 85% - Additional information on the new accountability model can be found at http://coredistricts.org/ - Supports will be individualized based on the needs of sites and may include: - Tutoring - Additional opportunities for teacher collaboration - Professional learning for teachers - Supplemental student supports			
#3 - Additional Teacher Supply Funds - As part of the latest 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 - Experience has shown that for the majority of students identified as socioeconomically disadvantaged, additional supports for school supplies are beneficial for instruction	Districtwide	___ALL ----- OR: <u>X</u> Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	\$1.3 Million (LCFF Sup and Con)
#4 - 3% Professional Learning Column - An additional column on the basic salary schedule (Schedule A) to support continual learning for eligible teachers - Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners.	Districtwide	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	\$4.6 Million (LCFF Sup and Con)
#5 - Maintain Middle School Redesign - Initiated in 2013-14 - Ensures a broad course of study for students by ensuring that all students have access to electives as well as core classes	Schoolwide: Scandinavian Yosemite Fort Miller Kings Canyon Terronez Sequoia Tehipite	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$5.6 Million (LCFF Sup and Con)

• Allow teachers, teaching the same subjects, to have a common preparation time • PLUS teams (Professional Learning Updraft System) added to ensure direct instruction to students when teachers attend professional learning or collaboration days • This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days. Loss of instruction time unfairly impacts high-need students.	Tenaya Wawona Tioga Ahwahnee		
<u>#6 - Professional Learning Related to the Implementation of State Standards</u> • All teachers: 2 (buyback) days for teachers to participate in professional learning and collaboration • 2nd-11th grade English language arts teachers: additional 2.5 days • High school algebra, geometry, and algebra II teachers: additional 2.5 days • 7th – 12 grade non-core teachers: additional 2 days • Kindergarten teachers: additional 4 days • 1st grade teachers: additional 4 days • All new teachers: additional 5 days (3 during summer) • All new leaders: coach / mentor assigned for two years • State Standards based professional learning, which also contains ELD (English language development) standards, will support redesignation rate and CAASPP state	Districtwide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)	\$15.3 Million \$3.4 Million (LCFF Sup and Con) \$6.7 Million (Title I) \$5.2 Million (Title II)

assessments for English Learners and Socioeconomically Disadvantaged students			
#7 - Eliminate 5th-6th Grade Combination Classes - 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 are written for kindergarten through 5th grade, 6th through 8th grade, and 9th through 12th grade - A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different subject matter - 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	Districtwide: All 5 th and 6 th grade at elementary Schools	__ALL ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$750,000 (LCFF Sup and Con)
#8 - National Board Certification - 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.	Districtwide	__X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$111,000 (LCFF Sup and Con)

Research shows that students of Board Certified Teachers outperform their peers in other classrooms			
#9 - Instructional Support - To build the collective capacity to improve instruction through hiring of subject-expert staff leaders, teacher supports, and professional development - Implement K-8 math adoption (year 2) - Implement 1st -12th interim assessments - Implement K-11th English Language Arts adoption (year 1) - Implement high school Algebra, Geometry and Algebra II adoption (year 1) - Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum	Districtwide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)	\$900,000 (LCFF Sup and Con)
#10- Employee Supports - Reduce large core classes in high schools (not an class enrollment cap) - Additional middle school Vice Principals for Gaston and Fort Miller. Both schools have amongst the highest concentrations of English learners, foster youth and students living below the Federal poverty level in the District - Since introducing additional supports, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions	High schools Fort Miller Middle School Gaston Middle School	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)	\$3.8 Million (LCFF Sup and Con)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Students will receive well-qualified, credentialed teachers who have been properly assigned in a subject matter to which they have expertise. (Indicators #1303, 1304, 1306, 1300, and 1305 for the 2013-14 school year). To accomplish this: The misassignment rate for the district would be less than 0.5%		

- Less than 2% of teachers would be teaching outside of their own subject area
- At least 98% of teachers would be properly credentialed
- It is also expected that because K-8th grade teachers will be receiving new mathematics curriculum aligned to the common core state standards, they will receive an additional four and a half days of training to enable them to maximize student learning.
- The district will minimize teacher vacancies through assertive recruitment and retention practices

Data has shown that Designated schools outperform non-Designated schools in several areas (see Annual Update on Designated Schools) It is expected that students at Designated Schools would show growth in key academic indicators due to increased time with an effective teacher.

Initial scores on the Smarter Balanced Summative Assessments state tests were released in September, 2015 and allowed the District to establish baselines in which to set goals and targets for academic growth aligned to the new California Content Standards. It is the expectation of the District that students would show consistent improvement over time. For 2017/18, more students will meet or exceed standards for English Language Arts and Mathematics. Fresno Unified School District will monitor through the SQII Performance and Targeted Action Index, students meeting / exceeding standards, students not meeting standards, achievement level growth, and the achievement gap between subgroups to evaluate growth and performance.

Evaluation of the District's implementation of the California State Standards comes from a review of two key elements:

- Creating multiple opportunities for teachers to receive ongoing professional development related to the implementation of State Standards (See action #6)
- The adoption of curriculum aligned to state standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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#1 - 40 Designated School Investment (increased from 10 schools in 2014/15, and 30 schools in 2015/16) Experience has shown that more time with an effective teacher has a positive influence on student achievement. • Increase instructional time each day by 30 minutes • Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration • One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward the unduplicated student population at schools with high concentration of these students. No Designated school has less than 86% poverty rate. • Designated schools outperform the district in several key areas (see annual update)	Schoolwide: All 40 Designated Elementary Schools	___ALL ----- OR: ☒ Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	\$16.8 Million (LCFF Sup and Con)
#2 - School Site Supports • Funds will be allocated based on the accountability model for Focus and Priority schools created by the California Office to Reform Education • School's identified as needing additional support in the District's accountability model have poverty levels that exceed 85% • Additional information on the new accountability model can be found at http://coredistricts.org/ • Supports can include: - o Tutoring - o Additional opportunities for teacher collaboration - o Professional learning for teachers - o Supplemental student supports	Districtwide	☒ ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	\$8.9 Million (LCFF Sup and Con)

#3 - Additional Teacher Supply Funds - As part of the latest 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 - Experience has shown that for the majority of students identified as socioeconomically disadvantaged, additional supports for school supplies are beneficial for instruction	Districtwide	<u> </u> ALL ----- OR: <u>X</u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	\$1.3 Million (LCFF Sup and Con)
#4 - 3% Professional Learning Column - An additional column on the basic salary schedule (Schedule A) to support continual learning for eligible teachers - Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners.	Districtwide	<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	\$4.6 Million (LCFF Sup and Con)
#5 - Maintain Middle School Redesign - Initiated in 2013-14 - Ensures a broad course of study for students by ensuring that all students have access to electives as well as core classes - Allow teachers, teaching the same subjects, to have a common preparation time - PLUS (Professional Learning Updraft System) teams added to ensure direct instruction to students when teachers attend professional learning or collaboration days - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days. Loss of instruction time unfairly impacts high-need students.	Schoolwide: Scandinavian Yosemite Fort Miller Kings Canyon Terronez Sequoia Tehipite Tenaya Wawona Tioga Ahwahnee	<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$5.6 Million (LCFF Sup and Con)

#6 - Professional Learning Related to the Implementation of State Standards • All teachers: 2 (buyback) days for teachers to participate in professional learning and collaboration • 2nd-11th grade English language arts teachers: additional 2.5 days • High school algebra, geometry, and algebra II teachers: additional 2.5 days • 7th – 12 grade non-core teachers: additional 2 days • Kindergarten teachers: additional 4 days • 1st grade teachers: additional 4 days • All new teachers: additional 5 days (3 during summer) • All new leaders: coach / mentor assigned for two years State Standards based professional learning, which also contains ELD (English language development) standards, will support redesignation rate and CAASPP state assessments for English Learners and Socioeconomically Disadvantaged students	Districtwide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$15.3 Million \$3.4 Million (LCFF Sup and Con) \$6.7 Million (Title I) \$5.2 Million (Title II)
#7 - Eliminate 5th-6th Grade Combination Classes • 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 are written for kindergarten through 5th grade, 6th through 8th grade, and 9th through 12th grade	Districtwide: All 5y and 6th grade at elementary Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$750,000 (LCFF Sup and Con)

• A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different subject matter • 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			
#8 - National Board Certification • 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 unduplicated 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 in other classrooms	Districtwide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$111,000 (LCFF Sup and Con)
#9 - Instructional Support • To build the collective capacity to improve instruction through hiring of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 2) • Implement 1st -12th interim assessments • Implement K-11th English Language Arts adoption (year 1)	Districtwide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$900,000 (LCFF Sup and Con)

Implement high school Algebra, Geometry and Algebra II adoption (year 1) Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum			
#10- Employee Supports - Reduce large core classes in high schools (not an class enrollment cap) - Additional middle school Vice Principals for Gaston and Fort Miller. Both schools have amongst the highest concentrations of English learners, foster youth and students living below the Federal poverty level in the District - Since introducing additional supports, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions	High schools Fort Miller Middle School Gaston Middle School	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	\$3.8 Million (LCFF Sup and Con)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Students will receive well-qualified, credentialed teachers who have been properly assigned in a subject matter to which they have expertise. (Indicators #1303, 1304, 1306, 1300, and 1305 for the 2013-14 school year). To accomplish this: - The misassignment rate for the district would be less than 0.5% - Less than 2% of teachers would be teaching outside of their own subject area - At least 98% of teachers would be properly credentialed - It is also expected that because K-8th grade teachers will be receiving new mathematics curriculum aligned to the common core state standards, they will receive an additional four and a half days of training to enable them to maximize student learning. - The district will minimize teacher vacancies through assertive recruitment and retention practices Data has shown that Designated schools outperform non-Designated schools in several areas (see Annual Update on Designated Schools) It is expected that students at Designated Schools would show growth in key academic indicators due to increased time with an effective teacher.		

Initial scores on the Smarter Balanced Summative Assessments state tests were released in September, 2015 and allowed the District to establish baselines in which to set goals and targets for academic growth aligned to the new California Content Standards. It is the expectation of the District that students would show consistent improvement over time. For 2018/19, more students will meet or exceed standards for English Language Arts and Mathematics. Fresno Unified School District will monitor through the SQII Performance and Targeted Action Index, students meeting / exceeding standards, students not meeting standards, achievement level growth, and the achievement gap between subgroups to evaluate growth and performance.

Evaluation of the District's implementation of the California State Standards comes from a review of two key elements:

- Creating multiple opportunities for teachers to receive ongoing professional development related to the implementation of State Standards (see action #6)
- The adoption of curriculum aligned to state standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 - 40 Designated School Investment (increased from 10 schools in 2014/15, and 30 schools in 2015/16) Experience has shown that more time with an effective teacher has a positive influence on student achievement. • Increase instructional time each day by 30 minutes • Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration • One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward the unduplicated student population at schools with high concentration of these students. No Designated School has less than 86% poverty rate. • Designated schools outperform the district in several key areas (see annual update)	Schoolwide: All 40 Designated Elementary Schools	__ALL ----- OR: ☒Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$16.8 Million (LCFF Sup and Con)

<u>2 - School Site Supports</u> - Funds will be allocated based on the accountability model for Focus and Priority schools created by the California Office to Reform Education - School's identified as needing additional support in the District's accountability model have poverty levels that exceed 85% - Additional information on the new accountability model can be found at http://coredistricts.org/ - Supports can include: - Tutoring - Additional opportunities for teacher collaboration - Professional learning for teachers - Supplemental student supports	Districtwide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	\$8.9 Million (LCFF Sup and Con)
<u>#3 - Additional Teacher Supply Funds</u> - As part of the latest 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 - Experience has shown that for the majority of students identified as socioeconomically disadvantaged, additional supports for school supplies are beneficial for instruction	Districtwide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	\$1.3 Million (LCFF Sup and Con)
<u>#4 - 3% Professional Learning Column</u> - An additional column on the basic salary schedule (Schedule A) to support continual learning for eligible teachers - Courses offered are created to accommodate the needs of the unduplicated students; including, but not limited to English learners.	Districtwide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	\$4.6 Million (LCFF Sup and Con)

#5 - Maintain Middle School Redesign - Initiated in 2013-14 - Ensures a broad course of study for students by ensuring that all students have access to electives as well as core classes - Allow teachers, teaching the same subjects, to have a common preparation time - PLUS (Professional Learning Updraft System) teams added to ensure direct instruction to students when teachers attend professional learning or collaboration days - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days. Loss of instruction time unfairly impacts high-need students.	Schoolwide: Scandinavian Yosemite Fort Miller Kings Canyon Terronez Sequoia Tehipite Tenaya Wawona Tioga Ahwahnee	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$5.6 Million (LCFF Sup and Con)
#6 - Professional Learning Related to the Implementation of State Standards - All teachers: 2 (buyback) days for teachers to participate in professional learning and collaboration 2nd-11th grade English language arts teachers: additional 2.5 days - High school algebra, geometry, and algebra II teachers: additional 2.5 days 7th – 12 grade non-core teachers: additional 2 days - Kindergarten teachers: additional 4 days 1st grade teachers: additional 4 days - All new teachers: additional 5 days (3 during summer) - All new leaders: coach / mentor assigned for two years	Districtwide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$15.3 Million \$3.4 Million (LCFF Sup and Con) \$6.7 Million (Title I) \$5.2 Million (Title II)

State Standards based professional learning, which also contains ELD (English language development) standards, will support redesignation rate and CAASPP state assessments for English Learners and Socioeconomically Disadvantaged students			
#7 - Eliminate 5th-6th Grade Combination Classes - 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 are written for kindergarten through 5th grade, 6th through 8th grade, and 9th through 12th grade - A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different subject matter - 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	Districtwide: All 5 th and 6 th grade at elementary Schools	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$750,000 (LCFF Sup and Con)
#8 - National Board Certification - 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	Districtwide	__X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$111,000 (LCFF Sup and Con)

• Job embedded professional learning that specifically trains teachers to meet the needs of unduplicated 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 in other classrooms			
#9 - Instructional Support • To build the collective capacity to improve instruction through hiring of subject-expert staff leaders, teacher supports, and professional development • Implement K-8 math adoption (year 2) • Implement 1st -12th interim assessments • Implement K-11th English Language Arts adoption (year 1) • Implement high school Algebra, Geometry and Algebra II adoption (year 1) • Supports the implementation of state standards in every classroom ensuring unduplicated students access to the core curriculum	Districtwide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	\$900,000 (LCFF Sup and Con)
#10- Employee Supports • Reduce large core classes in high schools (not an class enrollment cap) • Additional middle school Vice Principals for Gaston and Fort Miller. Both schools have amongst the highest concentrations of English learners, foster youth and students living below the Federal poverty level in the District • Since introducing additional supports, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction of suspensions and expulsions	High schools Fort Miller Middle School Gaston Middle School	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	\$3.8 Million (LCFF Sup and Con)

Identified Need: 1B	Every student can and must read at grade level (Core Beliefs and Commitments)			
Goal Applies to:	Schools:	All elementary schools		
	Applicable Pupil Subgroups:	All student subgroups		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	KSEP (Kindergarten Readiness Assessment) For the 2016/17 school year, no less than 34% of students in Fresno Unified School District score “ready to go” on the kindergarten readiness test (KSEP). (Indicator #183) For 2014/15, 33.4% of students scored “ready to go” on the KSEP test.			
	DRP (Degrees of Reading Power Assessment) - It is expected that no less than 30% of students in third grade are reading at grade level by the winter 2016-17 DRP. (Indicator #3169) In 2014-15, 24.6% of students were reading at grade level. - It is expected that less than 51% of students in grades 2-12 score “significantly below the common core reading level” on the winter 2016-17 DRP. (Indicator 3787) In 2014-15 53.4% of students scored “significantly below the common core reading level on the winter DRP and for 2015-16 it was 52.1% of students. The District will use the SQII Performance and Targeted Action Index to monitor reading by third grade rate, disproportionality, and the borderline eligibility pool to evaluate overall progress on third grade reading.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#11 - Maintain 24:1 TK-third Grade Average Class Size - 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		Districtwide: All TK-3 rd grade at elementary schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.2 Million (LCFF Sup and Con)

#12 - 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 - For 2015-16, served 3,266 children ages six weeks through four years - Teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum 2016/17 budget includes funding an additional three year old preschool program at Calwa supported by a teacher and two paraprofessional positions. Ninety-seven percent of students at Calwa Elementary school live below the federal poverty level. Kindergarten - Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears	Districtwide: All Pre-K students at Elementary schools Additional 3 year old program – Calwa Elementary	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.7 Million (LCFF Sup and Con)
#13 - Maintain Elementary Augmentation for Students with Disabilities - Expanding inclusive educational opportunities for preschool students with disabilities - Providing specialized classes for preschool students with moderate to severe disabilities - Early intervention and continuum of services for students with Autistic-like behaviors - Starting school and identifying disabilities early will assist unduplicated students to achieve higher levels of academic achievement	Districtwide: All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.3 Million (LCFF Sup and Con)

#14 - Additional Special Education Director • Close monitoring and oversight of programs for students with disabilities • Improving continuum of services for students with disabilities up to age 22 • Providing access to state standards in the least restrictive environment • Experience has shown additional oversight of Special Education programs allow high-need students the best access to the least restrictive environment	Districtwide: All Schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>All students with disabilities</u>	\$153,000 (LCFF Sup and Con)
#15 – Additional Supports for Libraries • Includes a doubling of library funds for elementary, middle and high schools • Adding an additional hour each day for Library Technicians at elementary schools to support student reading (increasing elementary Library Technicians from 5 hours per day to 6 hours per day). • Additional library hours will assist English learners and students living in poverty to have increased access to reading materials and technology.	Districtwide: All schools	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)
#16 - Maintain Expanded Transitional Kindergarten • Transitional Kindergarten now represents 75 classes at 65 schools • Teachers utilize Splash curriculum and Handwriting without Tears • Visual arts integrated curriculum and read-aloud strategies • A program offered in neighborhood schools increases the likelihood that families living in poverty will attend	Districtwide: All TK students in Elementary schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.5 Million (LCFF Sup and Con)

Allows TK classrooms to remain open so students can gain the skills needed for kindergarten			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	KSEP (Kindergarten Readiness Assessment) - For 2017-18, it is expected that more students will score “ready to go” on the KSEP test (Indicator #183) DRP (Degrees of Reading Power Assessment) - For 2017-18, it is expected that there would be an increase of students in third grade will be reading at grade level by the winter 2017-18 DRP. (Indicator #3169) - For 2017-18, it is expected that there would be a reduction in students in grades 2-12 scoring “significantly below the common core reading level” (Indicator 3787) The District will use the SQII Performance and Targeted Action Index to monitor reading by third grade rate, disproportionality, and the borderline eligibility pool to evaluate overall progress on third grade reading		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#11 - Maintain 24:1 TK-third Grade Average Class Size - 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 classrooms well in advance of the state requirement allows for increased focus on redesignation and reading by third grade for unduplicated students	Districtwide: All TK-3rd grade at elementary schools	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.2 Million (LCFF Sup and Con)
#12 - 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	Districtwide: All Pre-K students at Elementary schools	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2.7 Million (LCFF Sup and Con)

Early Learning - For 2015-16, served 3,266 children ages six weeks through four years - Teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum 2016/17 budget includes funding an additional three year old preschool program at Calwa supported by a teacher and two paraprofessional positions. Ninety-seven percent of students at Calwa Elementary school live below the federal poverty level. Kindergarten - Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears	Additional 3 year old program – Calwa Elementary		
<u>#13 - Maintain Elementary Augmentation for Students with Disabilities</u> - Expanding inclusive educational opportunities for preschool students with disabilities - Providing specialized classes for preschool students with moderate to severe disabilities - Early intervention and continuum of services for students with Autistic-like behaviors - Starting school and identifying disabilities early will assist unduplicated students to achieve higher levels of academic achievement	Districtwide: All schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>All students with disabilities</u>	\$2.3 Million (LCFF Sup and Con)
<u>#14 - Additional Special Education Director</u> - Close monitoring and oversight of programs for students with disabilities - Improving continuum of services for students with disabilities up to age 22 - Providing access to state standards in the least restrictive environment	Districtwide: All Schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>All students with disabilities</u>	\$153,000 (LCFF Sup and Con)

Experience has shown additional oversight of Special Education programs allow unduplicated students the best access to the least restrictive environment			
#15 – Additional Supports for Libraries - Includes a doubling of library funds for elementary, middle and high schools - Adding an additional hour each day for Library Technicians at elementary schools to support student reading (increasing elementary Library Technicians from 5 hours per day to 6 hours per day). - Additional library hours will assist English learners and students living in poverty to have increased access to reading materials and technology.	Districtwide: All schools	____ALL ----- OR: __X__ Low Income pupils __X__ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)
#16 - Maintain Expanded Transitional Kindergarten - Transitional Kindergarten now represents 75 classes at 65 schools - Teachers utilize Splash curriculum and Handwriting without Tears - Visual arts integrated curriculum and read-aloud strategies - A program offered in neighborhood schools increases the likelihood that families living in poverty will attend - Allows TK classrooms to remain open so students can gain the skills needed for kindergarten	Districtwide: All TK students in Elementary schools	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) _____	\$2.5 Million (LCFF Sup and Con)
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:

KSEP (Kindergarten Readiness Assessment)

- For 2018-19, it is expected that more students will score “ready to go” on the KSEP test (Indicator #183)

DRP (Degrees of Reading Power Assessment)

- For 2018-19, it is expected that there will be an increase of students in third grade reading at grade level by the winter 2018-19 DRP. (Indicator #3169)
- For 2018-19, it is expected that there would be a reduction in students in grades 2-12 scoring “significantly below the common core reading level” (Indicator 3787)

The District will use the SQII Performance and Targeted Action Index to monitor reading by third grade rate, disproportionality, and the borderline eligibility pool to evaluate overall progress on third grade reading.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#11 - Maintain 24:1 TK-third Grade Average Class Size • 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 classrooms well in advance of the state requirement allows for increased focus on redesignation and reading by third grade for unduplicated students •	Districtwide: All TK-3 rd grade at elementary schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.2 Million (LCFF Sup and Con)
#12 - 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 • For 2015-16, served 3,266 children ages six weeks through four years • Teachers utilize Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum	Districtwide: All Pre-K students at Elementary schools Additional 3 year old program – Calwa Elementary	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.7 Million (LCFF Sup and Con)

2016/17 budget includes funding an additional three year old preschool program at Calwa supported by a teacher and two paraprofessional positions. Ninety-seven percent of students at Calwa Elementary school live below the federal poverty level. Kindergarten - Implementation of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears			
<u>#13 - Maintain Elementary Augmentation for Students with Disabilities</u> - Expanding inclusive educational opportunities for preschool students with disabilities - Providing specialized classes for preschool students with moderate to severe disabilities - Early intervention and continuum of services for students with Autistic-like behaviors - Starting school and identifying disabilities early will assist unduplicated students to achieve higher levels of academic achievement	Districtwide: All schools	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All students with disabilities</u>	\$2.3 Million (LCFF Sup and Con)
<u>#14 - Additional Special Education Director</u> - Close monitoring and oversight of programs for students with disabilities - Improving continuum of services for students with disabilities up to age 22 - Providing access to state standards in the least restrictive environment - Experience has shown additional oversight of Special Education programs allow unduplicated students the best access to the least restrictive environment	Districtwide: All Schools	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All students with disabilities</u>	\$153,000 (LCFF Sup and Con)

#15 – Additional Supports for Libraries - Includes a doubling of library funds for elementary, middle and high schools - Adding an additional hour each day for Library Technicians at elementary schools to support student reading (increasing elementary Library Technicians from 5 hours per day to 6 hours per day). - Additional library hours will assist English learners and students living in poverty to have increased access to reading materials and technology.	Districtwide: All schools	____ALL ----- OR: __X__ Low Income pupils __X__ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)
#16 - Maintain Expanded Transitional Kindergarten - Transitional Kindergarten now represents 75 classes at 65 schools - Teachers utilize Splash curriculum and Handwriting without Tears - Visual arts integrated curriculum and read-aloud strategies - A program offered in neighborhood schools increases the likelihood that families living in poverty will attend - Allows TK classrooms to remain open so students can gain the skills needed for kindergarten	Districtwide: All TK students in Elementary schools	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) _____	\$2.5 Million (LCFF Sup and Con)
Identified Need: 1C	Fresno Unified School District needs to ensure students have the greatest number of postsecondary choices from the widest array of options		
Goal Applies to:	Schools:	All high schools	Applicable Pupil Subgroups:
LCAP Year 1: 2016-17			

Expected
Annual
Measurable
Outcomes:

Advanced Placement (AP) Exams (Evidence of a Broad Course of Study)

- For the 2016-17 school year, more students will enroll in and complete AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177)
 - For 2015-14 26.7% of students enrolled in AP or IB courses
 - For 2015-16 29.2% of students enrolled in AP or IB courses
- For the 2016-17 school year, more students will pass the AP exam with a score of 3 or better which allows them to receive college credit for a high school class. (Indicator # 3178)
 - For 2013-14 33% of students scored a 3 or better
 - For 2014-15 36% of students scored a 3 or better
- Every comprehensive high school offers AP or IB courses, totaling almost 300 for the 2014-15 school year (DataQuest). Enrollment increased from 7,138 in 2013-14 to 8,236 in 2014-15. For the 2016-17 school year, Fresno Unified School District will maintain or increase the amount of AP or IB course offerings.
- AP status will be monitored using the SQII Performance and Targeted Action Index (Element AP) in the following areas: AP eligibility pool, appropriate course placement, course retention, exams taken, and passing rate of AP exams.
- Participation rates for Advanced Placement and GATE classes will continue to increase for students living in poverty, foster youth and English learners

A-G Requirements

- For the 2016-17 school year, 52% or more of students will complete A-G on track to enable them to apply to a four year college or university. (Indicator #3162). A-G status will be monitored using the SQII Performance and Targeted Action Index (Element A-G) in the following areas: on-track status, appropriate course placement, on track retention, and A-G rate.
 - For 2012-13, 33% of students were A-G on track
 - For 2013-14, 37% of students were A-G on track
- At every high school there is a wide array of courses offered that meet the A-G requirements (over 3,000 district-wide in 2014-15). For the 2016-17 school year, Fresno Unified will maintain or increase the amount of A-G course offerings.

Enrolling in an Institution of Higher Learning

- Fresno Unified School District seeks to increase options for students after high school. The District will continue to monitor the percentage of students applying to an institution of higher learning (Note: Data

received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164) It is expected that collaboration made possible by a recent grant opportunity from the College Futures Foundation will facilitate greater tracking and monitoring of student success.

Grades

- Fresno Unified School District will continue to monitor and measure student grades, as all students need to understand class content and graduate from high school. (Indicator #3158)

Early Assessment Program

- It is the goal of Fresno Unified School District to have more students ready for college level English and math. To accomplish this goal, more students need to score “ready” on the Early Assessment Program to evaluate readiness for College Level English and Math (Indicators # 430, 2048)

CAHSEE

- The CAHSEE exam is no longer given to high school students

API

- API Is currently suspended by the State

Phoenix Secondary (Continuation) School

- Continuation education is an alternative high school diploma program for students who are sixteen years of age or older, have not graduated from high school, and who are at risk of not graduating. The vast majority of students in this program are significantly behind on credits required for graduation.
- Since investments began at Phoenix Secondary School, students have successfully recovered credits and graduated from high school through the program.
- Fresno Unified School District will continue to monitor student progress at Phoenix Secondary School

Graduation Rates

- Fresno Unified School District has increased the graduation rate for students from 76% in 2012-13 to 79% in 2013-14. For 2014/15 the graduation rate increased to 83.8% which is above the state average. Also of importance is the graduation rate for African American and Hispanic youth, which is now above state and national averages. It is the expectation of the district that the graduation rate continues to grow so that more students have postsecondary choices from the widest array of options (Indicator #2523). Graduation

rates for the district will be monitored by the SQII Performance and Targeted Action Index (Element Graduation) in the following areas: on-track status, on-track retention rate, off-track to on-track, and college and career readiness.

Drop Out Rates

- Fresno Unified School District has reduced high school dropout rates from 16% in 2012-13 to 14% in 2013-14. For 2014/15 the dropout rate decreased to 11.7%. Middle School dropout rates are currently at .7%. Fresno Unified School District will work diligently to improve academic achievement, school climate and social emotional factors for students to ensure less students drop out from school. (Indicator # 1299, 6046)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#17 - Equity and Access Partnership with UC Merced - Building and sustaining a monthly tool to review SPSA actual performance versus prior year - Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard. Both tools provide analytical support for SPSA and LCAP completion. - Developing SQII Performance and Targeted Action Index. This overall district analytical framework is tied to the Equity and Access Theory of Change - Revising and updating the School Quality Improvement Index based on data availability and district priorities - Ongoing professional learning to the leadership team to build analytical skills - Provide thought leadership and analytical support to the Guidance and Counseling, DPI, Alternative Education, and English Learner departments	Districtwide: All schools	<u>__ALL</u> ----- OR: <u>__Low Income pupils</u> <u>__English Learners</u> <u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) All subgroups. Eliminating disproportionality is a key focus of this work</u>	\$1.7 million (LCFF Sup and Con)

- Includes an additional Analyst to support accountability with vendors contracted for counseling and tutoring services - Identifying and eliminating disproportionality for all subgroups is a key focus of this work			
#18 - GATE / Advanced Placement / International Baccalaureate Expansion Expansion of rigorous curriculum and supports offered ensure access to courses that traditionally have been under-represented by English learners, foster youth and students living below the Federal poverty level Elementary - Increase GATE classes - GATE certification for teachers - Summer professional learning Middle - All schools offer GATE courses - GATE / Honors professional learning for teachers - Summer pre-AP classes (for 8th graders entering high school at the high school campus) High - On-line Advanced Placement pilot - Summer professional learning institute for teachers - Advanced placement curriculum development. - AP tutoring and summer classes for students	Districtwide:	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$925,000 (LCFF Sup and Con)
#19 - Funds to Support Covering Advanced Placement Exam Fees - Advanced Placement exams allow students to receive college credit for high school courses - Exam fees can be prohibitive for families as each exam can cost \$90	Schoolwide: All high schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$216,000 (LCFF Sup and Con)

Students can be eligible for multiple exams			
#20 - Redesign High School Schedules - PLUS teams (Professional Learning Updraft System) will support 9th grade Algebra I and English I students during instruction - PLUS teams will provide high quality instruction when Algebra I and English I teachers are engaged in collaboration and professional learning - PLUS teams will engage in professional learning to ensure every classroom is utilizing challenging content and curriculum - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days	Districtwide: All high schools	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Sup and Con)
#21 - Maintain Phoenix Community Day School - Expanded in 2014-15 - Can serve up to 180 students - Services include counseling and home visits - Parent involvement via “family gatherings” - Career tech training and internships - Students attending Phoenix are among the most at-risk students in the District with more than 93% of this school’s enrollment qualifying for free or reduced lunch	Schoolwide: Phoenix Community Day School	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.7 Million (LCFF Sup and Con)

Students receive intensive social-emotional and academic services			
#22 - Extended Summer Learning - Additional \$1.2 Million added to support paying teachers based on the bargaining unit member's hourly rate of pay Elementary school - Kindergarten & 1st Grade Foundational Skills - EL Redesignation Support - Special Education - Supporting 3,650 Students Middle school - Math Intervention - Transition to middle school - Special Education - Supporting 1,500 Students High School - Math Intervention - Transition to high school - Special Education - Supporting 1,500 Students	Districtwide:	___ALL ----- OR: ___X Low Income pupils ___X English Learners ___Foster Youth ___Redesignated fluent English proficient ___X Other Subgroups:(Specify) <u>students with disabilities</u>	\$8.1 Million \$3.6 Million (LCFF Sup and Con) \$4.5 Million (Title I)
#23 - Expanding Foster Youth Social Workers 2014-15 Four Foster Youth Social Workers placed in Project ACCESS to case manage foster youth and high needs homeless in grades 7-10 - Five additional Social Workers will be added in 2016-17 to increase services to students in grades 6-12 - More supports will be added to support middle school transition and high school graduation	Districtwide: All schools	___ALL ----- OR: ___Low Income pupils ___English Learners ___X Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	\$1.8 Million \$1.3 Million (LCFF Sup and Con) \$532,000 (Title I)
Foster Youth Roundtable			

- Three foster youth roundtables will be conducted in 2016-17 - Feedback used to create supports for students to participate in arts, activities and athletics - Feedback instrumental in developing a mentoring program for foster youth			
#24 - Student Peer Mentor Program - Program matches high school mentors (one on one) with middle school mentees - Purpose is to guide and support in their academic, social and emotional development - Mentors selected based on: - Submitting application - Interview - References - Counselor and/or teacher recommendations - Mentees selected based on: - GPA - Attendance rate - 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	Districtwide: Bullard / Tenaya Edison / Gaston Roosevelt / Tehipite	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$408,000 (LCFF Sup and Con)
#25- Investments for Secondary Students with Disabilities Creating a co-teaching model in middle schools where students with disabilities are place in a	Districtwide: All schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners	\$3.4 Million (LCFF Sup and Con)

classroom with both a special education teacher and a general education teacher teaching together, in the same class - Expanding opportunities for adult students up to age 22 - GED/Diploma completion - Independent living and work-based programs - Increased costs to support the adult transition program to support high-need students to have the skills necessary for independent living		☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>Students with disabilities</u>	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Advanced Placement (AP) Exams (Evidence of a Broad Course of Study) - For the 2017/18 school year, more students will enroll in and complete AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177) - For the 2017/18 school year, more students will pass the AP exam with a score of 3 or better which allows them to receive college credit for a high school class.(Indicator # 3178) - Every comprehensive high school offers AP or IB courses, totaling almost 300 for the 2014-15 school year (DataQuest). Enrollment increased from 7,138 in 2013-14 to 8,236 in 2014-15. For the 2016-17 school year, Fresno Unified School District will maintain or increase the amount of AP or IB course offerings. - AP status will be monitored using the SQII Performance and Targeted Action Index (Element AP) in the following areas: AP eligibility pool, appropriate course placement, course retention, exams taken, and passing rate of AP exams. - Participation rates for Advanced Placement and GATE classes will continue to increase for students living in poverty, foster youth and English learners		
	A-G Requirements For the 2017/18 school year, 52% or more of students will complete A-G on track to enable them to apply to a four year college or university. (Indicator #3162). A-G status will be monitored using the SQII Performance and Targeted Action Index (Element A-G) in the following areas: on-track status, appropriate course placement, on track retention, and A-G rate.		

- At every high school there is a wide array of courses offered that meet the A-G requirements (over 3,000 district-wide in 2014-15). For the 2017/18 school year, Fresno Unified will maintain or increase the amount of A-G course offerings.

Enrolling in an Institution of Higher Learning

- Fresno Unified School District seeks to increase options for students after high school. The District will continue to monitor the percentage of students applying to an institution of higher learning (Note: Data received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164) It is expected that collaboration made possible by a recent grant opportunity from the College Futures Foundation will facilitate greater tracking and monitoring of student success.

Grades

- Fresno Unified School District will continue to monitor and measure student grades, as all students need to understand class content and graduate from high school. (Indicator #3158)

Early Assessment Program

- It is the goal of Fresno Unified School District to have more students ready for college level English and math. To accomplish this goal, more students need to score “ready” on the Early Assessment Program to evaluate readiness for College Level English and Math (Indicators # 430, 2048)

CAHSEE

- The CAHSEE exam is no longer given to high school students

API

- API Is currently suspended by the State

Phoenix Secondary (Continuation) School

- Continuation education is an alternative high school diploma program for students who are sixteen years of age or older, have not graduated from high school, and who are at risk of not graduating. The vast majority of students in this program are significantly behind on credits required for graduation.
- Since investments began at Phoenix Secondary School, students have successfully recovered credits and graduated from high school through the program.
- Fresno Unified School District will continue to monitor student progress at Phoenix Secondary School

Graduation Rates

- Fresno Unified School District has increased the graduation rate for students from 76% in 2012-13 to 79% in 2013-14. For 2014/15 the graduation rate increased to 83.8% which is above the state average. Also of importance is the graduation rate for African American and Hispanic youth, which is now above state and national averages. It is the expectation of the district that the graduation rate continues to grow so that more students have postsecondary choices from the widest array of options (Indicator #2523). Graduation rates for the district will be monitored by the SQII Performance and Targeted Action Index (Element Graduation) in the following areas: on-track status, on-track retention rate, off-track to on-track, and college and career readiness.

Drop Out Rates

- Fresno Unified School District has reduced high school dropout rates from 16% in 2012-13 to 14% in 2013-14. For 2014/15 the dropout rate decreased to 11.7% Middle School dropout rates are currently at .7%. Fresno Unified School District will work diligently to improve academic achievement, school climate and social emotional factors for students to ensure less students drop out from school. (Indicator # 1299, 6046)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#17 - Equity and Access Partnership with UC Merced - Building and sustaining a monthly tool to review SPSA actual performance versus prior year - Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard. Both tools provide analytical support for SPSA and LCAP completion. - Developing SQII Performance and Targeted Action Index. This overall district analytical framework is tied to the Equity and Access Theory of Change	Districtwide: All schools	<u>__ALL</u> ----- OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) All subgroups. Eliminating disproportionality is a key focus of this work</u>	\$1.7 million (LCFF Sup and Con)

• Revising and updating the School Quality Improvement Index based on data availability and district priorities • Ongoing professional learning to the leadership team to build analytical skills • Provide thought leadership and analytical support to the Guidance and Counseling, DPI, Alternative Education, and English Learner departments • Includes an additional Analyst to support accountability with vendors contracted for counseling and tutoring services • Identifying and eliminating disproportionality for all subgroups is a key focus of this work			
#18 - GATE / Advanced Placement / International Baccalaureate Expansion Expansion of rigorous curriculum and supports offered ensure access to courses that traditionally have been under-represented by English learners, foster youth and students living below the Federal poverty level Elementary • Increase GATE classes • GATE certification for teachers • Summer professional learning Middle • All schools offer GATE courses • GATE / Honors professional learning for teachers • Summer pre-AP classes (for 8th graders entering high school at the high school campus) High • On-line Advanced Placement pilot • Summer professional learning institute for teachers • Advanced placement curriculum development.	Districtwide:	____ ALL ----- OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$925,000 (LCFF Sup and Con)

AP tutoring and summer classes for students			
#19- Funds to Support Covering Advanced Placement Exam Fees - Advanced Placement exams allow students to receive college credit for high school courses - Exam fees can be prohibitive for families as each exam can cost \$90 - Students can be eligible for multiple exams	Schoolwide: All high schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$216,000 (LCFF Sup and Con)
#20 - Redesign High School Schedules - PLUS teams (Professional Learning Updraft System) will support 9th grade Algebra I and English I students during instruction - PLUS teams will provide high quality instruction when Algebra I and English I teachers are engaged in collaboration and professional learning - PLUS teams will engage in professional learning to ensure every classroom is utilizing challenging content and curriculum - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days	Districtwide: All high schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Sup and Con)

#21 - Maintain Phoenix Community Day School - Expanded in 2014-15 - Can serve up to 180 students - Services include counseling and home visits - Parent involvement via “family gatherings” - Career tech training and internships - Students attending Phoenix are among the most at-risk students in the District with more than 93% of this school’s enrollment qualifying for free or reduced lunch - Students receive intensive social-emotional and academic services	Schoolwide: Phoenix Community Day School	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	\$1.7 Million (LCFF Sup and Con)
#22 - Extended Summer Learning - Additional \$1.2 Million added to support paying teachers based on the bargaining unit member’s hourly rate of pay Elementary school - Kindergarten & 1st Grade Foundational Skills - EL Redesignation Support - Special Education - Supporting 3,650 Students Middle school - Math Intervention - Transition to middle school - Special Education - Supporting 1,500 Students High School - Math Intervention - Transition to high school - Special Education - Supporting 1,500 Students	Districtwide:	___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>	\$8.1 Million \$3.6 Million (LCFF Sup and Con) \$4.5 Million (Title I)

#23 - Expanding Foster Youth Social Workers 2014-15 Four Foster Youth Social Workers placed in Project ACCESS to case manage foster youth and high needs homeless in grades 7-10 - Five additional Social Workers will be added in 2016-17 to increase services to students in grades 6-12 - More supports will be added to support middle school transition and high school graduation Foster Youth Roundtable - Three foster youth roundtables will be conducted in 2016-17 - Feedback used to create supports for students to participate in arts, activities and athletics - Feedback instrumental in developing a mentoring program for foster youth	Districtwide: All schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.8 Million \$1.3 Million (LCFF Sup and Con) \$532,000 (Title I)
#24 - Student Peer Mentor Program - Program matches high school mentors (one on one) with middle school mentees - Purpose is to guide and support in their academic, social and emotional development - Mentors selected based on: - Submitting application - Interview - References - Counselor and/or teacher recommendations - Mentees selected based on: - GPA - Attendance rate	Districtwide: Bullard / Tenaya Edison / Gaston Roosevelt / Tehipite	<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$408,000 (LCFF Sup and Con)

- 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			
#25 - Investments for Secondary Students with Disabilities • Creating a co-teaching model in middle schools where students with disabilities are placed in a classroom with both a special education teacher and a general education teacher teaching together, in the same class • Expanding opportunities for adult students up to age 22 - o GED/Diploma completion - o Independent living and work-based programs • Increased costs to support the adult transition program to support high-need students to have the skills necessary for independent living	Districtwide: All schools	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with disabilities</u>	\$3.4 Million (LCFF Sup and Con)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Advanced Placement (AP) Exams (Evidence of a Broad Course of Study) • For the 2018/19 school year, more students will enroll in and complete AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177) • For the 2018/19 school year, more students will pass the AP exam with a score of 3 or better which allows them to receive college credit for a high school class.(Indicator # 3178) • Every comprehensive high school offers AP or IB courses, totaling almost 300 for the 2014-15 school year (DataQuest). Enrollment increased from 7,138 in 2013-14 to 8,236 in 2014-15. For the 2018/19 school year, Fresno Unified School District will maintain or increase the amount of AP or IB course offerings.		

- AP status will be monitored using the SQII Performance and Targeted Action Index (Element AP) in the following areas: AP eligibility pool, appropriate course placement, course retention, exams taken, and passing rate of AP exams.
- Participation rates for Advanced Placement and GATE classes will continue to increase for students living in poverty, foster youth and English learners

A-G Requirements

- For the 2018/19 school year, 52% or more of students will complete A-G on track to enable them to apply to a four year college or university. (Indicator #3162). A-G status will be monitored using the SQII Performance and Targeted Action Index (Element A-G) in the following areas: on-track status, appropriate course placement, on track retention, and A-G rate.
- At every high school there is a wide array of courses offered that meet the A-G requirements (over 3,000 district-wide in 2014-15). For the 2018/19 school year, Fresno Unified will maintain or increase the amount of A-G course offerings.

Enrolling in an Institution of Higher Learning

- Fresno Unified School District seeks to increase options for students after high school. The District will continue to monitor the percentage of students applying to an institution of higher learning (Note: Data received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164) It is expected that collaboration made possible by a recent grant opportunity from the College Futures Foundation will facilitate greater tracking and monitoring of student success.

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- Fresno Unified School District will continue to monitor and measure student grades, as all students need to understand class content and graduate from high school. (Indicator #3158)

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Graduation Rates

- Fresno Unified School District has increased the graduation rate for students from 76% in 2012-13 to 79% in 2013-14. For 2014/15 the graduation rate increased to 83.8% which is above the state average. Also of importance is the graduation rate for African American and Hispanic youth, which is now above state and national averages. It is the expectation of the district that the graduation rate continues to grow so that more students have postsecondary choices from the widest array of options (Indicator #2523). Graduation rates for the district will be monitored by the SQII Performance and Targeted Action Index (Element Graduation) in the following areas: on-track status, on-track retention rate, off-track to on-track, and college and career readiness.

Drop Out Rates

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Actions/Services

Scope of
Service

Pupils to be served within
identified scope of service

Budgeted
Expenditures

#17 - Equity and Access Partnership with UC Merced • Building and sustaining a monthly tool to review SPSA actual performance versus prior year • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard. Both tools provide analytical support for SPSA and LCAP completion. • Developing SQII Performance and Targeted Action Index. This overall district analytical framework is tied to the Equity and Access Theory of Change • Revising and updating the School Quality Improvement Index based on data availability and district priorities • Ongoing professional learning to the leadership team to build analytical skills • Provide thought leadership and analytical support to the Guidance and Counseling, DPI, Alternative Education, and English Learner departments • Includes an additional Analyst to support accountability with vendors contracted for counseling and tutoring services • Identifying and eliminating disproportionality for all subgroups is a key focus of this work	Districtwide: All schools	<u>__ALL</u> ----- OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>All subgroups. Eliminating disproportionality is a key focus of this work</u>	\$1.7 million (LCFF Sup and Con)
#18 - GATE / Advanced Placement / International Baccalaureate Expansion Expansion of rigorous curriculum and supports offered ensure access to courses that traditionally have been under-represented by English learners, foster youth and students living below the Federal poverty level Elementary • Increase GATE classes	Districtwide:	<u>___ALL</u> ----- OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify) _____	\$925,000 (LCFF Sup and Con)

• GATE certification for teachers • Summer professional learning Middle • All schools offer GATE courses • GATE / Honors professional learning for teachers • Summer pre-AP classes (for 8th graders entering high school at the high school campus) High • On-line Advanced Placement pilot • Summer professional learning institute for teachers • Advanced placement curriculum development. • AP tutoring and summer classes for students			
#19 - Funds to Support Covering Advanced Placement Exam Fees • Advanced Placement exams allow students to receive college credit for high school courses • Exam fees can be prohibitive for families as each exam can cost \$90 • Students can be eligible for multiple exams	Schoolwide: All high schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$216,000 (LCFF Sup and Con)
#20 - Redesign High School Schedules • PLUS teams (Professional Learning Updraft System) will support 9th grade Algebra I and English I students during instruction • PLUS teams will provide high quality instruction when Algebra I and English I teachers are engaged in collaboration and professional learning • PLUS teams will engage in professional learning to ensure every classroom is utilizing challenging content and curriculum • This action is principally directed towards, and is effective in, increasing or improving services	Districtwide: All high schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Sup and Con)

for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days			
#21 - Maintain Phoenix Community Day School - Expanded in 2014-15 - Can serve up to 180 students - Services include counseling and home visits - Parent involvement via “family gatherings” - Career tech training and internships - Students attending Phoenix are among the most at-risk students in the District with more than 93% of this school's enrollment qualifying for free or reduced lunch Students receive intensive social-emotional and academic services	Schoolwide: Phoenix Community Day School	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.7 Million (LCFF Sup and Con)
#22 - Extended Summer Learning - Additional \$1.2 Million added to support paying teachers based on the bargaining unit member's hourly rate of pay Elementary school - Kindergarten & 1st Grade Foundational Skills - EL Redesignation Support - Special Education - Supporting 3,650 Students Middle school - Math Intervention - Transition to middle school - Special Education - Supporting 1,500 Students High School - Math Intervention - Transition to high school	Districtwide:	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> At-risk youth, students with disabilities </u>	\$8.1 Million \$3.6 Million (LCFF Sup and Con) \$4.5 Million (Title I)

• Special Education • Supporting 1,500 Students			
#23 - Expanding Foster Youth Social Workers • 2014-15 Four Foster Youth Social Workers placed in Project ACCESS to case manage foster youth and high needs homeless in grades 7-10 • Five additional Social Workers will be added in 2016-17 to increase services to students in grades 6-12 • More supports will be added to support middle school transition and high school graduation Foster Youth Roundtable • Three foster youth roundtables will be conducted in 2016-17 ▪ Feedback used to create supports for students to participate in arts, activities and athletics ▪ Feedback instrumental in developing a mentoring program for foster youth	Districtwide: All schools	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.8 Million \$1.3 Million (LCFF Sup and Con) \$532,000 (Title I)
#24 - Student Peer Mentor Program • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in their academic, social and emotional development • Mentors selected based on: - o Submitting application - o Interview - o References	Districtwide: Bullard / Tenaya Edison / Gaston Roosevelt / Tehipite	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$408,000 (LCFF Sup and Con)

- 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			
<u>#25 - Investments for Secondary Students with Disabilities</u> • Creating a co-teaching model in middle schools where students with disabilities are place in a classroom with both a special education teacher and a general education teacher teaching together, in the same class • Expanding opportunities for adult students up to age 22 - o GED/Diploma completion - o Independent living and work-based programs • Increased costs to support the adult transition program to support high-need students to have the skills necessary for independent living	Districtwide: All schools	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with disabilities</u>	\$3.4 Million (LCFF Sup and Con)
Identified Need: 1D	Fresno Unified School District will work to ensure the acquisition of English language skills for all students for whom English is not the primary language spoken in their home		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	English language learners	
LCAP Year 1: 2016-17			

Expected Annual Measurable Outcomes:

Student progress towards English proficiency as reported in the Title III Accountability report was:

- In 2014-15, 54.3% of EL's made annual progress in learning English compared to 49.6% the prior year. It is the goal of Fresno Unified School District that more English language learners will make annual progress in learning English.
- In 2013-14 24.2% of EL's in U.S. schools for less than five years, attained the English proficient level on the CELDT compared with 19.7% the prior year. Fresno Unified School District will continue to increase the percentage of students scoring "proficient" on the CELDT
- In 2013-14, 34.7% of EL's in U.S. schools five years or more attained the English proficient level on CELDT compared with 33.2% the prior year. Long term English Learners decreased from 6,274 in 2013/14 to 5,611 in 2014/15. It the goal of Fresno Unified that the time required to redesignate students be reduced so that students become proficient in English quickly.
- The Seal of Biliteracy, which is given to students graduating high school proficient in more than one language, increased from 350 students in 2013/14 to 450 students in 2014/15. Biliteracy increases post-secondary options for students. It is the goal of Fresno Unified School District to increase the number of students achieving the Seal of Biliteracy every year.

The redesignation rate of EL's in 2014-15 was 17.8% as measured by the District's School Quality Improvement Index (SQII). This differs from the percent in the State's LCAP snapshot report due to variation of timelines. The 17.8% is measured for students redesignated from August 2014 (first day of the school year) to June 2015. It is the goal that the District's redesignation rate continue to grow so that students become proficient in English early in their academic career.

Stated Vision of the English Learner Master Plan Redesign Committee:

- Students will receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations.
- Students will learn in environments where linguistic assets are valued, maintained, and protected.
- Students will graduate with the widest array of post-secondary options to be productive, global-minded citizens.

Actions/Services

**Scope of
Service**

**Pupils to be served within
identified scope of service**

**Budgeted
Expenditures**

<u>#26 - All teachers are teachers of English Learner students</u> • Ensure English Learner professional learning is job-embedded and student-centered • Add 4 Teachers on Special Assignment for professional learning - o Design and provide professional learning for TSAs at 40 Designated Schools - o Design and provide professional learning where teachers earn a Certificate of Expertise in English Learner Instruction • Implement Strategic Academic Literacies and Language courses at 5 middle schools with high percentages of Long Term English Learner students <u>All leaders are responsible for addressing the needs of English Learner students</u> • Consistently make instructional decisions by utilizing the EL filters in all elements of the School Quality Improvement Index (SQII) • Design and provide professional learning where leaders earn a Certificate of Expertise in English Learner Leadership • Principals and school supervisors work with Equity and Access to identify English Learner students who have the potential for Advanced Placement courses • Site leaders increase outreach, recruitment, and communication with families of English Learner students <u>Expanded learning time for students</u>	Districtwide: All Schools	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	9.5 Million \$137,894 (Title I) \$1.6 Million (Title III) \$7.8 Million (LCFF Sup and Con) Note that augmentation requested to initiate the work outlined by the Master Plan Committee represents an increase of \$2.5 Million
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• Partner with Early Learning to support dual language learning for PK and younger • Add 8 teachers to increase Hmong courses at all high schools • Expand After School Programs - o Provide services for 20 additional students at 20 schools with highest percent of EL - o Expand targeted literacy intervention for identified EL students in K-1 • Increase by 500 students to reach 2000 in the ELD Summer Program • Add 1 TSA to assist with increasing Dual Immersion program <u>All parents are partners in education and are empowered to be effectively involved in the education of their children</u> • Expand Family Literacy and Culture Project sessions • Establish college exposure for students & families • Increase “Abriendo Puertas” courses for parents of Early Learners • Expand work with Parent University to develop and deliver modules that address the needs of English Learner students’ academic, social emotional, and school system procedures needs <u>Other Continuous Improvement Actions noted by the Committee include:</u> • Bolster HR focus on recruiting and developing bilingual teachers			
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• Expand collaboration with Binational Teachers Programs for hiring bilingual teachers • Selected text books adoptions that were confirmed and validated for English Learners • Integrate the ELA/ELD standards and ELD instruction in all academic professional learning: - o All teachers receive professional learning in the implementation of guaranteed and viable curriculum text book adoption - o iPL in 7th through 9th grade - o 40 designated schools - o Summer Principal Institute • Selected bilingual leadership at Dual Immersion programs • Partner with the Department of Prevention and Intervention to coordinate social emotional supports for English Learner students • Partner with Parent University to create and deliver parent engagement modules addressing academic improvement for English Learner students • Partner with Mexican Consulate to continue the Family Literacy and Culture Project			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Student progress towards English proficiency as reported in the Title III Accountability report was: • In 2014-15, 54.3% of EL's made annual progress in learning English compared to 49.6% the prior year. It is the goal of Fresno Unified School District that more English language learners will make annual progress in learning English. • In 2013-14 24.2% of EL's in U.S. schools for less than five years, attained the English proficient level on the CELDT compared with 19.7% the prior year. Fresno Unified School District will continue to increase the percentage of students scoring "proficient" on the CELDT.		

- In 2013-14, 34.7% of EL's in U.S. schools five years or more attained the English proficient level on CELDT compared with 33.2% the prior year. Long term English Learners decreased from 6,274 in 2013/14 to 5,611 in 2014/15. It the goal of Fresno Unified that the time required to redesignate students be reduced so that students become proficient in English quickly.
- The Seal of Biliteracy, which is given to students graduating high school proficient in more than one language, increased from 350 students in 2013/14 to 450 students in 2014/15. Biliteracy increases post-secondary options for students. It is the goal of Fresno Unified School District to increase the number of students achieving the Seal of Biliteracy every year.

The redesignation rate of EL's in 2014-15 was 17.8% as measured by the District's School Quality Improvement Index (SQII). This differs from the percent in the State's LCAP snapshot report due to variation of timelines. The 17.8% is measured for students redesignated from August 2014 (first day of the school year) to June 2015. It is the goal that the District's redesignation rate continue to grow so that students become proficient in English early in their academic career.

Stated Vision of the English Learner Master Plan Redesign Committee:

- Students will receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations.
- Students will learn in environments where linguistic assets are valued, maintained, and protected.
- Students will graduate with the widest array of post-secondary options to be productive, global-minded citizens.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#26 - All teachers are teachers of English Learner students • Ensure English Learner professional learning is job-embedded and student-centered • Add 4 Teachers on Special Assignment for professional learning - o Design and provide professional learning for TSAs at 40 Designated Schools	Districtwide: All Schools	___ALL ----- OR: ___Low Income pupils ___X___English Learners ___Foster Youth ___X___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	9.5 Million \$137,894 (Title I) \$1.6 Million (Title III) \$7.8 Million (LCFF Sup and Con)

- o Design and provide professional learning where teachers earn a Certificate of Expertise in English Learner Instruction • Implement Strategic Academic Literacies and Language courses at 5 middle schools with high percentages of Long Term English Learner students <u>All leaders are responsible for addressing the needs of English Learner students</u> • Consistently make instructional decisions by utilizing the EL filters in all elements of the School Quality Improvement Index (SQII) • Design and provide professional learning where leaders earn a Certificate of Expertise in English Learner Leadership • Principals and school supervisors work with Equity and Access to identify English Learner students who have the potential for Advanced Placement courses • Site leaders increase outreach, recruitment, and communication with families of English Learner students <u>Expanded learning time for students</u> • Partner with Early Learning to support dual language learning for PK and younger • Add 8 teachers to increase Hmong courses at all high schools • Expand After School Programs - o Provide services for 20 additional students at 20 schools with highest percent of EL - o Expand targeted literacy intervention for identified EL students in K-1			Note that augmentation requested to initiate the work outlined by the Master Plan Committee represents an increase of \$2.5 Million
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• Increase by 500 students to reach 2000 in the ELD Summer Program • Add 1 TSA to assist with increasing Dual Immersion program <u>All parents are partners in education and are empowered to be effectively involved in the education of their children</u> • Expand Family Literacy and Culture Project sessions • Establish college exposure for students & families • Increase “Abriendo Puertas” courses for parents of Early Learners • Expand work with Parent University to develop and deliver modules that address the needs of English Learner students’ academic, social emotional, and school system procedures needs <u>Other Continuous Improvement Actions noted by the Committee include:</u> • Bolster HR focus on recruiting and developing bilingual teachers • Expand collaboration with Binational Teachers Programs for hiring bilingual teachers • Selected text books adoptions that were confirmed and validated for English Learners • Integrate the ELA/ELD standards and ELD instruction in all academic professional learning: - o All teachers receive professional learning in the implementation of guaranteed and viable curriculum text book adoption			
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- o iPL in 7th through 9th grade - o 40 designated schools - o Summer Principal Institute • Selected bilingual leadership at Dual Immersion programs • Partner with the Department of Prevention and Intervention to coordinate social emotional supports for English Learner students • Partner with Parent University to create and deliver parent engagement modules addressing academic improvement for English Learner students • Partner with Mexican Consulate to continue the Family Literacy and Culture Project			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Student progress towards English proficiency as reported in the Title III Accountability report was: • In 2014-15, 54.3% of EL's made annual progress in learning English compared to 49.6% the prior year. It is the goal of Fresno Unified School District that more English language learners will make annual progress in learning English. • In 2013-14 24.2% of EL's in U.S. schools for less than five years, attained the English proficient level on the CELDT compared with 19.7% the prior year. Fresno Unified School District will continue to increase the percentage of students scoring "proficient" on the CELDT. • In 2013-14, 34.7% of EL's in U.S. schools five years or more attained the English proficient level on CELDT compared with 33.2% the prior year. Long term English Learners decreased from 6,274 in 2013/14 to 5,611 in 2014/15. It the goal of Fresno Unified that the time required to redesignate students be reduced so that students become proficient in English quickly. • The Seal of Biliteracy, which is given to students graduating high school proficient in more than one language, increased from 350 students in 2013/14 to 450 students in 2014/15. Biliteracy increases post-secondary options for students. It is the goal of Fresno Unified School District to increase the number of students achieving the Seal of Biliteracy every year. The redesignation rate of EL's in 2014-15 was 17.8% as measured by the District's School Quality Improvement Index (SQII). This differs from the percent in the State's LCAP snapshot report due to variation of timelines. The		

17.8% is measured for students redesignated from August 2014 (first day of the school year) to June 2015. It is the goal that the District's redesignation rate continue to grow so that students become proficient in English early in their academic career.

Stated Vision of the English Learner Master Plan Redesign Committee:

- Students will receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations.
- Students will learn in environments where linguistic assets are valued, maintained, and protected.
- Students will graduate with the widest array of post-secondary options to be productive, global-minded citizens.

#26 - All teachers are teachers of English Learner students

- Ensure English Learner professional learning is job-embedded and student-centered
- Add 4 Teachers on Special Assignment for professional learning
 - o Design and provide professional learning for TSAs at 40 Designated Schools
 - o Design and provide professional learning where teachers earn a Certificate of Expertise in English Learner Instruction
- Implement Strategic Academic Literacies and Language courses at 5 middle schools with high percentages of Long Term English Learner students

All leaders are responsible for addressing the needs of English Learner students

- Consistently make instructional decisions by utilizing the EL filters in all elements of the School Quality Improvement Index (SQII)

Districtwide:

__ALL

All schools

OR:

__Low Income pupils __X English Learners

__Foster Youth __X Redesignated fluent English proficient

__Other Subgroups:(Specify) _____

9.5 Million

\$137,894
(Title I)

\$1.6 Million
(Title III)

\$7.8 Million
(LCFF Sup and Con)

Note that augmentation requested to initiate the work outlined by the Master Plan Committee represents an increase of \$2.5 Million

• Design and provide professional learning where leaders earn a Certificate of Expertise in English Learner Leadership • Principals and school supervisors work with Equity and Access to identify English Learner students who have the potential for Advanced Placement courses • Site leaders increase outreach, recruitment, and communication with families of English Learner students <u>Expanded learning time for students</u> • Partner with Early Learning to support dual language learning for PK and younger • Add 8 teachers to increase Hmong courses at all high schools • Expand After School Programs ◦ Provide services for 20 additional students at 20 schools with highest percent of EL ◦ Expand targeted literacy intervention for identified EL students in K-1 • Increase by 500 students to reach 2000 in the ELD Summer Program • Add 1 TSA to assist with increasing Dual Immersion program <u>All parents are partners in education and are empowered to be effectively involved in the education of their children</u> • Expand Family Literacy and Culture Project sessions • Establish college exposure for students & families			
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• Increase “Abriendo Puertas” courses for parents of Early Learners • Expand work with Parent University to develop and deliver modules that address the needs of English Learner students’ academic, social emotional, and school system procedures needs <u>Other Continuous Improvement Actions noted by the Committee include:</u> • Bolster HR focus on recruiting and developing bilingual teachers • Expand collaboration with Binational Teachers Programs for hiring bilingual teachers • Selected text books adoptions that were confirmed and validated for English Learners • Integrate the ELA/ELD standards and ELD instruction in all academic professional learning: - o All teachers receive professional learning in the implementation of guaranteed and viable curriculum text book adoption - o iPL in 7th through 9th grade - o 40 designated schools - o Summer Principal Institute • Selected bilingual leadership at Dual Immersion programs • Partner with the Department of Prevention and Intervention to coordinate social emotional supports for English Learner students • Partner with Parent University to create and deliver parent engagement modules addressing academic improvement for English Learner students			
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Partner with Mexican Consulate to continue the Family Literacy and Culture Project				
GOAL 2	All Students will engage in arts, activities and athletics		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need: 2A	Each student at Fresno Unified School District needs to engage in some form of art, activity or athletic extra or co-curricular opportunity			
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All student subgroups		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Participation in arts, activities and athletics enhance each student's educational experience. It is the goal of this District that all students will participate in activities. To this end, student participation is monitored and actions and investments by the adults in the system are designed to promote student participation. In 2014-15, 62.1% of students participated in some form of art, activity or athletic school program. For the 2016-17 school year, the District will expect increased student participation. (Indicator # 2080) To ensure all students are encouraged to participate, disproportionality will be evaluated using the SQII Performance and Targeted Action Index			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
#27 - Increase school allocations for athletics: - Uniforms - Protective Gear - Safety Equipment - Equipment - Officials	Districtwide: All Schools	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$6.5 Million (LCFF Sup and Con)	

• Maintain increased stipends for after-school activities • Regional athletic events (new for 2016/17) • Support costs for student body to attend playoff events (new for 2016/17) • Full time athletic trainers (new for 2016/17) • Athletic Manager II (new for 2016/17) • Supports for athletics will assist students living in poverty to have equal access for participation			
#28 - District-Funded Field Trips • Expand enrichment activities for grades TK-2nd (new for 2016/17) • District-funded educational field trips for all 3rd through 6th grade classrooms • Includes overnight camp for all 6th grade classes - o Research has shown that outdoor education programs that are longer than a day produce many benefits for students in the classroom, including gains in academic achievement, problem solving, and cooperative and peer learning • Fingerprinting for parent-chaperones (new for 2016/17) • District-funded school trips enable students to participate regardless of their ability to fundraise or pay. • Supports for parent fingerprinting ensure that an inability to pay for fingerprinting services is not a barrier to participation in school events and classrooms	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$4.6 Million (LCFF Sup and Con)

#29 - Increased Funding for Music Instrument Maintenance and Repair - District purchased 2.1 million dollars in new instruments over the previous three years - Ensuring access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$50,000 (LCFF Sup and Con)
#30 – Funds to Continue an After School Program at Edison High School - Previously funded by the 21st Century Grant - Grant funds are no longer available - Program ensures tutoring and recreational supports for students - Focused on disadvantaged populations	Schoolwide: Edison High School	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$390,000 (LCFF Sup and Con)
#31 - Campus Culture Position at Birney Elementary School - Lunchtime intermural sports league - Fire Up Your Feet program - Academic Bear Readers and Birney Book Club - Scale-up to include multiple school sites within the Region - At Birney elementary school, 97% of students live in poverty	Schoolwide: Birney Elementary School	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$123,000 (LCFF Sup and Con)
#32 - Leadership Enrichment Position - Support for Fresno Unified's role in the African American Student Conference - Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses	Districtwide: Primarily High Schools	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>African American Students</u>	\$87,000 (LCFF Sup and Con)
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:

Participation in arts, activities and athletics enhance each student's educational experience. It is the goal of this district that all students will participate in these activities. To this end, student participation is monitored and actions and investments by the adults in the system are designed to promote student participation. For the 2017-18 school year, the District will expect increased student participation. (Indicator # 2080) To ensure all students are encouraged to participate, disproportionality will be evaluated using the SQII Performance and Targeted Action Index.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#27 - Increase school allocations for athletics: - Uniforms - Protective Gear - Safety Equipment - Equipment - Officials - Maintain increased stipends for after-school activities - Regional athletic events (new for 2016/17) - Support costs for student body to attend playoff events (new for 2016/17) - Full time athletic trainers (new for 2016/17) - Athletic Manager II (new for 2016/17) - Supports for athletics will assist students living in poverty level to have equal access for participation	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$6.5 Million (LCFF Sup and Con)
#28 - District-Funded Field Trips - Expand enrichment activities for grades TK-2nd (new for 2016/17) - District-funded educational field trips for all 3rd through 6th grade classrooms - Includes overnight camp for all 6th grade classes	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.6 Million (LCFF Sup and Con)

- o Research has shown that outdoor education programs that are longer than a day produce many benefits for students in the classroom, including gains in academic achievement, problem solving, and cooperative and peer learning • Fingerprinting for parent-chaperones (new for 2016/17) • District-funded school trips enable students to participate regardless of their ability to fundraise or pay. • Supports for parent fingerprinting ensure that an inability to pay for fingerprinting services is not a barrier to participation in school events and classrooms			
<u>#29 - Increased Funding for Music Instrument Maintenance and Repair</u> • District purchased 2.1 million dollars in new instruments over the previous three years • Ensuring access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$50,000 (LCFF Sup and Con)
<u>#30 – Funds to Continue After School Program at Edison High School</u> • Previously funded by the 21st Century Grant • Grant funds are no longer available • Program ensures tutoring and recreational supports for students • Focused on disadvantaged populations	Schoolwide: Edison High School	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$390,000 (LCFF Sup and Con)

#31 - Campus Culture Position at Birney Elementary School - Lunchtime intermural sports league - Fire Up Your Feet program - Academic Bear Readers and Birney Book Club - Scale-up to include multiple school sites within the Region - At Birney elementary school, 97% of students live in poverty	Schoolwide: Birney Elementary School	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$123,000 (LCFF Sup and Con)
#32 - Leadership Enrichment Position - Support for Fresno Unified's role in the African American Student Conference - Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses	Districtwide: Primarily High Schools	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>African American Students</u>	\$87,000 (LCFF Sup and Con)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:		Participation in arts, activities and athletics enhance each student's educational experience. It is the goal of this district that all students will participate in these activities. To this end, student participation is monitored and actions and investments by the adults in the system are designed to promote student participation. For the 2018-19 school year, the District will expect increased student participation. (Indicator # 2080) To ensure all students are encouraged to participate, disproportionality will be evaluated using the SQII Performance and Targeted Action Index.	
#27 - Increase school allocations for athletics: - Uniforms - Protective Gear - Safety Equipment - Equipment - Officials - Maintain increased stipends for after-school activities - Regional athletic event=s (new for 2016/17)	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$6.5 Million (LCFF Sup and Con)

• Support costs for student body to attend playoff events (new for 2016/17) • Full time athletic trainers (new for 2016/17) • Athletic Manager II (new for 2016/17) • Supports for athletics will assist students living in poverty level to have equal access for participation			
#28 - District-Funded Field Trips • Expand enrichment activities for grades TK-2nd (new for 2016/17) • District-funded educational field trips for all 3rd through 6th grade classrooms - o Research has shown that outdoor education programs that are longer than a day produce many benefits for students in the classroom, including gains in academic achievement, problem solving, and cooperative and peer learning • Includes overnight camp for all 6th grade classes • Fingerprinting for parent-chaperones (new for 2016/17) • District-funded school trips enable students to participate regardless of their ability to fundraise or pay. • Supports for parent fingerprinting ensure that an inability to pay for fingerprinting services is not a barrier to participation in school events and classrooms	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$4.6 Million (LCFF Sup and Con)
#29 - Increased Funding for Music Instrument Maintenance and Repair	Districtwide: All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners	\$50,000 (LCFF Sup and Con)

- District purchased 2.1 million dollars in new instruments over the previous three years - Ensuring access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students		☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
#30 – Funds to Continue an After School Program at Edison High School - Previously funded by the 21st Century Grant - Grant funds are no longer available - Program ensures tutoring and recreational supports for students - Focused on disadvantaged populations	Schoolwide: Edison High School	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$390,000 (LCFF Sup and Con)
#31 - Campus Culture Position at Birney Elementary School - Lunchtime intermural sports league - Fire Up Your Feet program - Academic Bear Readers and Birney Book Club - Scale-up to include multiple school sites within the Region At Birney elementary school, 97% of students live in poverty	Schoolwide: Birney Elementary School	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$123,000 (LCFF Sup and Con)
#32- Leadership Enrichment Position - Support for Fresno Unified's role in the African American Student Conference - Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses	Districtwide: Primarily High Schools	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>African American Students</u>	\$87,000 (LCFF Sup and Con)

GOAL 3:

All Students will demonstrate the character and competencies for workplace success

Related State and/or Local Priorities:

1__ 2__ 3__ 4_ ☒ 5_ ☒ 6_ ☒ 7_ ☒
8_ ☒

COE only: 9__ 10__

Local: Specify _____

Identified Need: 3A	Fresno Unified School District needs to create an environment that will result in career-ready graduates		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Career Technical Education: - In 2014-15, 38.1% of students were enrolled in a CTE pathway. This was an increase from 30% the prior year. Linked Learning pathways expose students to career skills, while also ensuring that classes taken also meet A-G requirements. In 2014-15, 31.9% of students were enrolled in a Linked Learning pathway. In 2015-16, that number increased to 48.5% of students. For the 2016-17 school year, it is the objective of Fresno Unified to continue to have more students participate in CTE and linked learning pathways. (Indicators # 3155, 2301). - In order to give students the widest array of options the District continues to offer CTE and pathway courses that meet A-G requirements and also give valuable job skills. Fresno Unified School District will continue to monitor A-G, CTE courses and pathways. - To evaluate participation effectively, and to decrease barriers to participation, the District will use the SQII Performance and Targeted Action Index to evaluate CTE and pathway enrollment, pathway retention, pathway completion, certification completion, graduation, and A-G completion.		
	Exposure to career skills and options: It is the objective of the district to ensure exposure to postsecondary college and career options begins in elementary school and continues through middle and high school. (Indicators # 711, 704, 705, 719.)		
Actions/Services		Scope of Service	Budgeted Expenditures
#33 - Linked Learning, ROP and CTE Pathway Development: 17 Linked Learning pathways will be offered tin 2016/17 - Grades 9-12 - Demanding technical and academic pathways		Districtwide: All High Schools	☒ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____
			\$11.1 Million (LCFF Sup and Con)

- o Personalized student supports - o Work-based learning components • 135 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 • 25 ROP Courses - o Classes for 11th and 12th grade students - o Two consecutive periods in length - o Taught by a teacher with industry-relevant experience - o Career-themed and skill-specific curriculum • 7 California Partnership Academies - o Grades 10-12 - o Career-themed academy, limited in size - o Academic and career technical courses - o Business Partnerships			
#34 - Kids Invent! • Contract with the Lyles Center for Innovation and Entrepreneurship • Tailored- learning for Science, Technology, Engineering and Mathematics (STEM) for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers	Districtwide: 5 th and 6 th grade students at Elementary Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Sup and Con)
#35 - Patino Entrepreneurial High School: • Applied entrepreneurship high school	Schoolwide: Patino High School	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners	\$2.1 Million (LCFF Sup and Con)

- 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 - Additional staff to ensure adequate course offerings to support 10th and 11th grade class expansions - Producing graduates with exposure to business requirements allows students living in poverty to have access to more post-secondary opportunities		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Career Technical Education: - For the 2017-18 school year, it is the objective of Fresno Unified to continue to have more students participate in CTE and linked learning pathways. (Indicators # 3155, 2301). - To evaluate participation effectively, and to decrease barriers to participation, the District will use the SQII Performance and Targeted Action Index to evaluate CTE and pathway enrollment, pathway retention, pathway completion, certification completion, graduation, and A-G completion. Exposure to career skills and options: - It is the objective of the district to ensure exposure to postsecondary college and career options begins in elementary school and continues through middle and high school. (Indicators # 711, 704, 705, 719,)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#33 - Linked Learning, ROP, and CTE Pathway Development: 17 Linked Learning pathways will be offered tin 2016/17	Districtwide: All High Schools	☒ ALL ----- OR: __ Low Income pupils __ English Learners	\$11.1 Million (LCFF Sup and Con)

- o Grades 9-12 - o Demanding technical and academic pathways - o Personalized student supports - o Work-based learning components • 135 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 • 25 ROP Courses - o Classes for 11th and 12th grade students - o Two consecutive periods in length - o Taught by a teacher with industry-relevant experience - o Career-themed and skill-specific curriculum • 7 California Partnership Academies - o Grades 10-12 - o Career-themed academy, limited in size - o Academic and career technical courses - o Business Partnerships		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
#34 - Kids Invent! • Contract with the Lyles Center for Innovation and Entrepreneurship • Tailored- learning for Science, Technology, Engineering and Mathematics (STEM) for every 5th and 6th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers	Districtwide: 5th and 6th grade students at Elementary Schools	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Sup and Con)

#35 - Patino Entrepreneurial High School: - Applied entrepreneurship high school - 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 - Additional staff to ensure adequate course offerings to support 10th and 11th grade class expansions - Producing graduates with exposure to business requirements allows students living in poverty to have access to more post-secondary opportunities	Schoolwide: Patino High School	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.1 Million (LCFF Sup and Con)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Career Technical Education: - For the 2018-19 school year, it is the objective of Fresno Unified to continue to have more students participate in CTE and linked learning pathways. (Indicators # 3155, 2301). - To evaluate participation effectively, and to decrease barriers to participation, the District will use the SQII Performance and Targeted Action Index to evaluate CTE and pathway enrollment, pathway retention, pathway completion, certification completion, graduation, and A-G completion. Exposure to career skills and options: - It is the objective of the district to ensure exposure to postsecondary college and career options begins in elementary school and continues through middle and high school. (Indicators # 711, 704, 705, 719,)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

#33 - Linked Learning, ROP and CTE Pathway Development: • 17 Linked Learning pathways will be offered in 2016/17 - o Grades 9-12 - o Demanding technical and academic pathways - o Personalized student supports - o Work-based learning components • 135 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 • 25 ROP Courses - o Classes for 11th and 12th grade students - o Two consecutive periods in length - o Taught by a teacher with industry-relevant experience - o Career-themed and skill-specific curriculum • 7 California Partnership Academies - o Grades 10-12 - o Career-themed academy, limited in size - o Academic and career technical courses - o Business Partnerships	Districtwide: All High Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$11.1 Million (LCFF Sup and Con)
#34 - Kids Invent! • Contract with the Lyles Center for Innovation and Entrepreneurship • Tailored- learning for Science, Technology, Engineering and Mathematics (STEM) for every 5th and 6th grade student / classroom in the District	Districtwide: 5 th and 6 th grade students at Elementary Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Sup and Con)

60 minute weekly modules - All supplies provided to teachers			
#35 - Patino Entrepreneurial High School: - Applied entrepreneurship high school - 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 - Additional staff to ensure adequate course offerings to support 10th and 11th grade class expansions - Producing graduates with exposure to business requirements allows students living in poverty to have access to more post-secondary opportunities	Schoolwide: Patino High School	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.1 Million (LCFF Sup and Con)
GOAL 4 All students will stay in school, on track to graduate		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need: 4A	All students need to be in school, on time each day ready to learn (Preamble to the approved District goals)		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2016-17			

Expected
Annual
Measurable
Outcomes:

Attendance

- It is expected that the attendance rate for Fresno Unified School District does not dip below 94.5%. (ADA Attendance Rate Indicator # 48). The attendance rate in 2014-15 was 94.6%, and increased to 94.9% in 2015-16.
- The rate of chronic absenteeism will be less than 15.2%. (Indicator # 5942). The percentage of students identified as Chronically absent in 2014-15 was 15.4%.
- Fresno Unified will continue to work to reduce the number of truant students as defined by educational code. In 2014-15, 56.6% of students were truant.
- Attendance will be monitored using the SQII Performance and Targeted Action Index. The index will monitor the chronic absenteeism rate, attendance interventions, attendance growth, attendance retention and grade level on-track readiness.

Suspensions and Expulsions

- Fresno Unified School District believes that students must be in school in order to learn. All efforts will be made to maximize the amount of time students receive high quality instruction. To this end, efforts will be made to minimize the use of both in and out of school suspensions and reduce the behaviors which often lead to suspension and expulsions (Indicator # 2001, 843, 528).
 - o On-campus suspension incidents were 3% in 2014-15 which was a reduction from 3.8% the prior year
 - o Off-campus suspension incidents were 11.8% of students in 2014-15 which was a decrease 12.6% the prior year
 - o Expulsion incidents went from .3% in 2013-14 to .2% in 2014-15
- Suspensions and expulsions will be monitored using the SQII Performance and Targeted Action Index. Which will evaluate the suspension rate, disproportionality, appropriate behavior interventions, behavior growth and grade level / on track readiness.
- The District will continue to decrease disproportionality associated with suspensions and expulsions associated with homeless, foster and African American youth.

School Climate Survey

It is expected that the School Climate Survey will indicate continual improvement.

Parent Involvement

Parent Involvement will be evaluated based on the following:

- Number of course offerings for Parent University
- Participation in Parent University Courses

• Increase in Building Futures publication from quarterly to 10 times per year • Parent Surveys			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#36 - Social Emotional Supports School based Social Emotional Support Specialists • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools Resource Counseling Assistants (adding six for 2016-17) • Increase social emotional support to high need / priority middle schools - o Conflict resolution, social skills and individual supports to students Child Welfare & Attendance Specialist positions • Provide services districtwide and direct intervention at 29 high-need elementary schools - o Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence	Schoolwide: 29 elementary schools All Middle schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)
#37 - School Climate and Culture Expansion: • Provide direction and support to staff to strengthen school climate. • Supports include Tier I –social, emotional and behavior supports needed by all students, Tier II Student re-teaching and Tier III intensive interventions.	Districtwide: All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)

- Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions. - Increase school-wide and district-wide professional learning opportunities for all staff, including Teachers, Noon Time Assistants, Bus Drivers, Paraprofessionals and Substitute Teachers participated in on-going professional learning to build and improve adult-student interactions and to learn to provide positive corrective feedback to students.			
#38 - Community Engagement Investments: - Parent University 2014 Golden Bell Award winning program - Over 20,000 parent participants to date - Serving 85 school sites - Provided learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition and LCAP standalone workshops.	Districtwide: All schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Sup and Con)
#39 - Expanded Student, Parent and Community Communication: - I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate - Expanding Building Futures district publication from quarterly to monthly - Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors - Refresh District Website	Districtwide: All schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$85,000 (LCFF Sup and Con)
#40 - Restorative Practices Investment Additional six Restorative Practices Counselors	Schoolwide:	☒ ALL -----	\$3.2 Million \$2.4 Million

- Expanded from the McLane region to an additional 13 sites within Edison & Sunnyside regions in 2015 - Restorative Classroom Practices- Fall, Winter and Spring Sessions of Professional Learning at the 13 expanded schools; continued site-based learning and coaching at the 13 McLane Region schools - Parent Focus Group and five-week Parent Learning Module in McLane, Edison & Sunnyside Regions in English, Spanish and Hmong, in partnership with Parent University (December 2015-January 2016) - Partnership with Fresno Police Department in the professional learning and development of the Student Resource Officer role at restorative schools	Selected schools, expanding	OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	(Title I) \$785,000 (LCFF Sup and Con)
#41 - 2 Community Nurses for Community-wide Health Issues - Students living in poverty do not always have access to quality health information - Nurses will provide additional information to the students on community health concerns	Districtwide:	X ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$154,000 (LCFF Sup and Con)
#42 - Resources for Drug Counseling and Prevention Partnership to provide information to students on drug counseling and prevention	Districtwide: High Schools	X ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$150,000 (LCFF Sup and Con)
LCAP Year 2: 2017-18			
Expected Annual	Attendance It is expected that the attendance rate for Fresno Unified School District does not dip below 94.5%. (ADA Attendance Rate Indicator # 48).		

Measurable Outcomes:

- The rate of chronic absenteeism will be less than 15.2%. (Indicator # 5942).
- Fresno Unified will continue to work to reduce the number of truant students as defined by educational code.
- Attendance will be monitored using the SQII Performance and Targeted Action Index. The index will monitor the chronic absenteeism rate, attendance interventions, attendance growth, attendance retention and grade level on-track readiness.

Suspensions and Expulsions

- Fresno Unified School District believes that students must be in school in order to learn. All efforts will be made to maximize the amount of time students receive high quality instruction. To this end, efforts will be made to minimize the use of both in and out of school suspensions and reduce the behaviors which often lead to suspension and expulsions (Indicator # 2001, 843, 528)
- Suspensions and expulsions will be monitored using the SQII Performance and Targeted Action Index. Which will evaluate the suspension rate, disproportionality, appropriate behavior interventions, behavior growth and grade level / on track readiness.
- The District will continue to decrease disproportionality associated with suspensions and expulsions associated with homeless, foster and African American youth.

School Climate Survey

It is expected that the School Climate Survey will indicate continual improvement.

Parent Involvement

Parent Involvement will be evaluated based on the following:

- Number of course offerings for Parent University
- Participation in Parent University Courses
- Increase in Building Futures publication from quarterly to 10 times per year
- Parent Surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#36 - Social Emotional Supports School based Social Emotional Support Specialists • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools	Schoolwide: 29 elementary schools All Middle schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)

Resource Counseling Assistants (adding six for 2016-17) • Increase social emotional support to high need / priority middle schools - o Conflict resolution, social skills and individual supports to students Child Welfare & Attendance Specialist positions • 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			
#37 - School Climate and Culture Expansion: • Provide direction and support to staff to strengthen school climate. • Supports include Tier I –social, emotional and behavior supports needed by all students, Tier II Student re-teaching and Tier III intensive interventions. • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions. • Increase school-wide and district-wide professional learning opportunities for all staff, including Teachers, Noon Time Assistants, Bus Drivers, Paraprofessionals and Substitute Teachers participated in on-going professional learning to build and improve adult-student interactions and to learn to provide positive corrective feedback to students.	Districtwide: All schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)
#38 - Community Engagement Investments: • Parent University	Districtwide: All schools	☒ ALL ----- OR:	\$1.4 Million (LCFF Sup and Con)

• 2014 Golden Bell Award winning program • Over 20,000 parent participants to date • Serving 85 school sites • Provided learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition and LCAP standalone workshops.		☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
#39 - Expanded Student, Parent and Community Communication: • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Expanding Building Futures district publication from quarterly to monthly • Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Refresh District Website	Districtwide: All schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$85,000 (LCFF Sup and Con)
#40 - Restorative Practices Investment • Additional six Restorative Practices Counselors • Expanded from the McLane region to an additional 13 sites within Edison & Sunnyside regions in 2015 • Restorative Classroom Practices- Fall, Winter and Spring Sessions of Professional Learning at the 13 expanded schools; continued site-based learning and coaching at the 13 McLane Region schools • Parent Focus Group and five-week Parent Learning Module in McLane, Edison & Sunnyside Regions in English, Spanish and Hmong, in partnership with Parent University (December 2015-January 2016)	Schoolwide: Selected schools, expanding	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.2 Million \$2.4 Million (Title I) \$785,000 (LCFF Sup and Con)

Partnership with Fresno Police Department in the professional learning and development of the Student Resource Officer role at restorative schools			
#41 - 2 Community Nurses for Community-wide Health Issues - Students living in poverty do not always have access to quality health information - Nurses will provide additional information to the students on community health concerns	Districtwide:	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$154,000 (LCFF Sup and Con)
#42 - Resources for Drug Counseling and Prevention Partnership to provide information to students on drug counseling and prevention	Districtwide: High Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$150,000 (LCFF Sup and Con)

**LCAP Year 3:
2018-19**

**Expected
Annual
Measurable
Outcomes:**

Attendance

- It is expected that the attendance rate for Fresno Unified School District does not dip below 94.5%. (ADA Attendance Rate Indicator # 48).
- The rate of chronic absenteeism will be less than 15.2%. (Indicator # 5942).
- Fresno Unified will continue to work to reduce the number of truant students as defined by educational code.
- Attendance will be monitored using the SQII Performance and Targeted Action Index. The index will monitor the chronic absenteeism rate, attendance interventions, attendance growth, attendance retention and grade level on-track readiness.

Suspensions and Expulsions

- Fresno Unified School District believes that students must be in school in order to learn. All efforts will be made to maximize the amount of time students receive high quality instruction. To this end, efforts will be made to minimize the use of both in and out of school suspensions and reduce the behaviors which often lead to suspension and expulsions (Indicator # 2001, 843, 528)
- Suspensions and expulsions will be monitored using the SQII Performance and Targeted Action Index. Which will evaluate the suspension rate, disproportionality, appropriate behavior interventions, behavior growth and grade level / on track readiness.
- The District will continue to decrease disproportionality associated with suspensions and expulsions associated with homeless, foster and African American youth.

School Climate Survey

It is expected that the School Climate Survey will indicate continual improvement.

Parent Involvement

Parent Involvement will be evaluated based on the following:

- Number of course offerings for Parent University
- Participation in Parent University Courses
- Increase in Building Futures publication from quarterly to 10 times per year
- Parent Surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#36 - Social Emotional Supports School based Social Emotional Support Specialists • Focus on providing social emotional interventions and classroom support at all comprehensive middle schools Resource Counseling Assistants (adding six for 2016-17) • Increase social emotional support to high need / priority middle schools - o Conflict resolution, social skills and individual supports to students Child Welfare & Attendance Specialist positions	Schoolwide: 29 elementary schools All Middle schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1.3 Million (LCFF Sup and Con)

• 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			
#37 - School Climate and Culture Expansion: • Provide direction and support to staff to strengthen school climate. • Supports include Tier I –social, emotional and behavior supports needed by all students, Tier II Student re-teaching and Tier III intensive interventions. • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions. • Increase school-wide and district-wide professional learning opportunities for all staff, including Teachers, Noon Time Assistants, Bus Drivers, Paraprofessionals and Substitute Teachers participated in on-going professional learning to build and improve adult-student interactions and to learn to provide positive corrective feedback to students.	Districtwide: All schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)
#38 - Community Engagement Investments: • Parent University • 2014 Golden Bell Award winning program • Over 20,000 parent participants to date • Serving 85 school sites • Provided learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition and LCAP standalone workshops.	Districtwide: All schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Sup and Con)

#39 - Expanded Student, Parent and Community Communication: • I Am Ready campaign to encourage the entire Fresno community to work to elevate Fresno Unified students to a 100% graduation rate • Expanding Building Futures district publication from quarterly to monthly • Fresno Unified Scholarship Banquet to celebrate scholarships given to graduating seniors • Refresh District Website	Districtwide: All schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$85,000 (LCFF Sup and Con)
#40 - Restorative Practices Investment • Additional six Restorative Practices Counselors • Expanded from the McLane region to an additional 13 sites within Edison & Sunnyside regions in 2015 • Restorative Classroom Practices- Fall, Winter and Spring Sessions of Professional Learning at the 13 expanded schools; continued site-based learning and coaching at the 13 McLane Region schools • Parent Focus Group and five-week Parent Learning Module in McLane, Edison & Sunnyside Regions in English, Spanish and Hmong, in partnership with Parent University (December 2015-January 2016) • Partnership with Fresno Police Department in the professional learning and development of the Student Resource Officer role at restorative schools	Schoolwide: Selected schools, expanding	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.2 Million \$2.4 Million (Title I) \$785,000 (LCFF Sup and Con)
#41 - 2 Community Nurses for Community-wide Health Issues • Students living in poverty do not always have access to quality health information	Districtwide:	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners	\$154,000 (LCFF Sup and Con)

Nurses will provide additional information to the students on community health concerns		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
#42 - Resources for Drug Counseling and Prevention Partnership to provide information to students on drug counseling and prevention	Districtwide: High Schools	X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$150,000 (LCFF Sup and Con)
Identified Need: 4B	Fresno Unified School District needs to provide a safe, clean and orderly learning and working environment (Core Beliefs and Commitments)		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Facilities Survey - For the 2013-14 school year 81% of families rated school facilities as “good”. In 2014-15, 97.7% of families rated facilities as “good”. Investments in facilities to ensure a safe, clean and orderly working and learning environment continues to be a priority of the District. (Indicator # 2819) - Schools are evaluated each year based on the Facility Inspection Tool or “FIT” report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately. Williams Compliance Audit - Per the District’s Williams Compliance audit, all students have access to standards-aligned materials - It is expected that all students have access to clean and safe facilities and that they have access to required materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<u>#43 - Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u> • To ensure facilities are clean and in good repair. • Custodians were requested during the engagement for the 2014/15 LCAP and are above former base staffing levels to ensure school sites are positive and clean centers for each of the Fresno neighborhoods served • Custodians are located in schools with older facilities • According to the National Education Association, clean schools reduce the spread of infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff	Schoolwide: 73 elementary, middle and high schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.0 Million (LCFF Sup and Con)
<u>#44 – Funds to Renovate High School Bathrooms</u> • Replace damaged fixtures, incorporate standardization of facilities, and increase accessibility for high school bathrooms • Focus on partitions, hand dryers and soap dispensers • Campus Culture team will work with student representatives to create a campaign to keep bathrooms clean • Invitations were sent for student input to 75 foster and English learner students. • Properly maintained bathrooms was the single most consistent request made during the 17 meetings the district conducted with students • According to the National Education Association, clean schools reduce the spread of	Schoolwide: High Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)

infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff			
#45 - Two Additional Relief Bus Drivers - One added in 2015-16, and a second added for 2016-17 - Additional bus driver added in 2016/17 specifically to support goal 2 activities - To cover absences on home-to-school routes and support increased district-sponsored field trips	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$137,000 (LCFF Sup and Con)
#46 - Upgrading District Technology - Upgrade school site routers/switches (cost will be partially offset by Federal E-Rate funds) - Wireless Internet access for buses - Change teacher computer refresh cycle from 5 years to 3 years - Quality and reliable access to technology will create better conditions for learning and ensure that students have access to the internet even if it is not available at home	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2.1 Million (LCFF Sup and Con) *Note that the switch of routers will actually cost \$4.8 Million of which E-Rate will pay a portion
#47 - School Site Security Enhancements - School safety was a top request from teachers resulting from the District's outreach to stakeholders - Funds to support additional crossing guards - District share of Police Department grant for additional Community and School Resource Officers at secondary schools - Police Department Chaplaincy programs at Elementary schools. School Resource Chaplains volunteer at Elementary school	Schoolwide: Districtwide	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$440,000 (LCFF Sup and Con)

campuses teaching a character and integrity curriculum and assist in identifying and reducing crimes against children. School Resource Chaplains are trained to connect children and families to needed resources in the community. - Continued expanded coverage for Shot Spotter to reduce school time disruptions in areas with high crime. Shot Spotter assists responding officers with identifying gunshots (versus fireworks, car backfires, or other loud noises) often within a few feet. - This leads to increased school and community safety, as well as reduced downtime and classroom disruption that occurs from the stoppage of classroom instruction when safety protocols need to be implemented.			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Facilities Survey - For the 2013-14 school year 81% of families rated school facilities as “good”. In 2014-15, 97.7% of families rated facilities as “good”. Investments in facilities to ensure a safe, clean and orderly working and learning environment continues to be a priority of the District. (Indicator #1302 and 2819) - Schools are evaluated each year based on the Facility Inspection Tool or “FIT” report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately. Williams Compliance Audit - Per the District’s Williams Compliance audit, all students have access to standards-aligned materials - It is expected that all students have access to clean and safe facilities and that they have access to required materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<u>#43 - Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u> • To ensure facilities are clean and in good repair. • Custodians were requested during the engagement for the 2014/15 LCAP and are above former base staffing levels to ensure school sites are positive and clean centers for each of the Fresno neighborhoods served • Custodians are located in schools with older facilities • According to the National Education Association, clean schools reduce the spread of infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff	Schoolwide: 73 elementary, middle and high schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.0 Million (LCFF Sup and Con)
<u>#44 – Funds to Renovate High School Bathrooms</u> • Replace damaged fixtures, incorporate standardization of facilities, and increase accessibility for high school bathrooms • Focus on partitions, hand dryers and soap dispensers • Campus Culture team will work with student representatives to create a campaign to keep bathrooms clean • Invitations were sent for student input to 75 foster and English learner students. • Properly maintained bathrooms was the single most consistent request made during the 17 meetings the district conducted with students • According to the National Education Association, clean schools reduce the spread of	Schoolwide: High Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)

infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff			
#45 - Two Additional Relief Bus Drivers - One added in 2015-16, and a second added for 2016-17 - Additional bus driver added in 2016/17 specifically to support goal 2 activities - To cover absences on home-to-school routes and support increased district-sponsored field trips	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$137,000 (LCFF Sup and Con)
#46- Upgrading District Technology - Upgrade school site routers/switches (cost will be partially offset by Federal E-Rate funds) - Wireless Internet access for buses - Change teacher computer refresh cycle from 5 years to 3 years - Quality and reliable access to technology will create better conditions for learning and ensure that students have access to the internet even if it is not available at home	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2.1 Million (LCFF Sup and Con) *Note that the switch of routers will actually cost \$4.8 Million of which E-Rate will pay a portion
#47 - School Site Security Enhancements - School safety was a top request from teachers resulting from the District's outreach to stakeholders - Funds to support additional crossing guards - District share of Police Department grant for additional Community and School Resource Officers at secondary schools - Police Department Chaplaincy programs at Elementary schools. School Resource Chaplains volunteer at Elementary school	Schoolwide: Districtwide	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$440,000 (LCFF Sup and Con)

campuses teaching a character and integrity curriculum and assist in identifying and reducing crimes against children. School Resource Chaplains are trained to connect children and families to needed resources in the community. - Continued expanded coverage for Shot Spotter to reduce school time disruptions in areas with high crime. Shot Spotter assists responding officers with identifying gunshots (versus fireworks, car backfires, or other loud noises) often within a few feet. - This leads to increased school and community safety, as well as reduced downtime and classroom disruption that occurs from the stoppage of classroom instruction when safety protocols need to be implemented.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Facilities Survey - For the 2013-14 school year 81% of families rated school facilities as “good”. In 2014-15, 97.7% of families rated facilities as “good”. Investments in facilities to ensure a safe, clean and orderly working and learning environment continues to be a priority of the District. (Indicator #1302 and 2819) - Schools are evaluated each year based on the Facility Inspection Tool or “FIT” report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately. Williams Compliance Audit - Per the District’s Williams Compliance audit, all students have access to standards-aligned materials. It is expected that all students have access to clean and safe facilities and that they have access to required materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<u>#43 - Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u> • To ensure facilities are clean and in good repair. • Custodians were requested during the engagement for the 2014/15 LCAP and are above former base staffing levels to ensure school sites are positive and clean centers for each of the Fresno neighborhoods served • Custodians are located in schools with older facilities • According to the National Education Association, clean schools reduce the spread of infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff	Schoolwide: 73 elementary, middle and high schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.0 Million (LCFF Sup and Con)
<u>#44 – Funds to Renovate High School Bathrooms</u> • Replace damaged fixtures, incorporate standardization of facilities, and increase accessibility for high school bathrooms • Focus on partitions, hand dryers and soap dispensers • Campus Culture team will work with student representatives to create a campaign to keep bathrooms clean • Invitations were sent for student input to 75 foster and English learner students. • Properly maintained bathrooms was the single most consistent request made during the 17 meetings the district conducted with students • According to the National Education Association, clean schools reduce the spread of	Schoolwide: High Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$2.6 Million (LCFF Sup and Con)

infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff			
#45 - Two Additional Relief Bus Drivers - One added in 2015-16, and a second added for 2016-17 - Additional bus driver added in 2016/17 specifically to support goal 2 activities - To cover absences on home-to-school routes and support increased district-sponsored field trips	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$137,000 (LCFF Sup and Con)
#46 - Upgrading District Technology - Upgrade school site routers/switches (cost will be partially offset by Federal E-Rate funds) - Wireless Internet access for buses - Change teacher computer refresh cycle from 5 years to 3 years - Quality and reliable access to technology will create better conditions for learning and ensure that students have access to the internet even if it is not available at home	Districtwide: All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2.1 Million (LCFF Sup and Con) *Note that the switch of routers will actually cost \$4.8 Million of which E-Rate will pay a portion
#47 - School Site Security Enhancements - School safety was a top request from teachers resulting from the District's outreach to stakeholders - Funds to support additional crossing guards - District share of Police Department grant for additional Community and School Resource Officers at secondary schools - Police Department Chaplaincy programs at Elementary schools. School Resource Chaplains volunteer at Elementary school	Schoolwide: Districtwide	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$440,000 (LCFF Sup and Con)

campuses teaching a character and integrity curriculum and assist in identifying and reducing crimes against children. School Resource Chaplains are trained to connect children and families to needed resources in the community.			
- Continued expanded coverage for Shot Spotter to reduce school time disruptions in areas with high crime. Shot Spotter assists responding officers with identifying gunshots (versus fireworks, car backfires, or other loud noises) often within a few feet. - This leads to increased school and community safety, as well as reduced downtime and classroom disruption that occurs from the stoppage of classroom instruction when safety protocols need to be implemented.			
GOAL 5	All four Fresno Unified Goals		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____
	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)
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Each school will complete a Single Plan for Student Achievement (SPSA) that will include the following: - Use of trend and current data to identify growth areas and improve achievement - Involvement of the School Site Council (parents, staff, students) - Targeted actions and expenditures to address identified needs in the following domains: - Academic – performance, growth, completion, retention and graduation rates		

- o Social/Emotional – Absenteeism, suspension and expulsion rates - o Culture and Climate – student and parent engagement, Special Education and EL designation			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#48 - School Site Allocations to be Prioritized by each School's Site Council (\$5.1 Million increase over prior year): • Supplemental materials and technology • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement • Psychological services • Bilingual office staff • Each school was required to evaluate data on low income, English learner and foster youth student populations, as well as other subgroups, to create plans focused on addressing the needs of those groups • School site plans were evaluated by district staff to ensure plans were effective in promoting achievement of high-need students • Site personnel worked with School Site Councils to incorporate feedback and revise plans • Developing a site-based plan for English learners is a requirement of this process	District Wide	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$19.8 Million \$14.7 Million (LCFF Sup and Con) \$5.1 Million (Title I) (Note that Site Allocations Investments listed here are combined with EL investments prioritized by schools for a total of 26 Million)
#49 - Supplemental Student Supports • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel • Early childhood classroom aides • Counselors	District Wide	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$17.1 Million (LCFF Sup and Con)

- Vice Principals (including extra Vice Principals at Gaston, Fort Miller, Bullard, and Edison) - Supplemental Supports are necessary due to the high needs of Fresno Unified's student population			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Each school will complete a Single Plan for Student Achievement (SPSA) that will include the following: - Use of trend and current data to identify growth areas and improve achievement - Involvement of the School Site Council (parents, staff, students) - Targeted actions and expenditures to address identified needs in the following domains: - Academic – performance, growth, completion, retention and graduation rates - Social/Emotional – Absenteeism, suspension and expulsion rates - Culture and Climate – student and parent engagement, Special Education and EL designation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>#48 - School Site Allocations to be Prioritized by each School's Site Council</u> (\$5.1 Million increase over prior year): - Supplemental materials and technology - Academic interventions and supports - Supplemental counseling services - Staff for attendance support - Parent involvement - Psychological services - Bilingual office staff - Each school was provided data on unduplicated student populations, as well as other subgroups, to create plans to support student needs - Each school was required to evaluate data on low income, English learner and foster youth	District Wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$19.8 Million \$14.7 Million (LCFF Sup and Con) \$5.1 Million (Title I) (Note that Site Allocations Investments listed here are combined with EL investments prioritized by schools for a total of 26 Million)

student populations, as well as other subgroups, to create plans focused on addressing the needs of those groups • School site plans were evaluated by district staff to ensure plans were effective in promoting achievement of high-need students • Site personnel worked with School Site Councils to incorporate feedback and revise plans • Developing a site-based plan for English learners is a requirement of this process			
#49 - Supplemental Student Supports • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel • Early childhood classroom aides • Counselors • Vice Principals (including extra Vice Principals at Gaston, Fort Miller, Bullard, and Edison) • Supplemental Supports are necessary due to the high needs of Fresno Unified's student population	District Wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$17.1 Million (LCFF Sup and Con)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Each school will complete a Single Plan for Student Achievement (SPSA) that will include the following: • Use of trend and current data to identify growth areas and improve achievement • Involvement of the School Site Council (parents, staff, students) • Targeted actions and expenditures to address identified needs in the following domains: - o Academic – performance, growth, completion, retention and graduation rates - o Social/Emotional – Absenteeism, suspension and expulsion rates - o Culture and Climate – student and parent engagement, Special Education and EL designation		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#48 - School Site Allocations to be Prioritized by each School's Site Council (\$5.1 Million increase over prior year): • Supplemental materials and technology • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement • Psychological services • Bilingual office staff • Each school was provided data on unduplicated student populations, as well as other subgroups, to create plans to support student needs • Each school was required to evaluate data on low income, English learner and foster youth student populations, as well as other subgroups, to create plans focused on addressing the needs of those groups • School site plans were evaluated by district staff to ensure plans were effective in promoting achievement of high-need students • Site personnel worked with School Site Councils to incorporate feedback and revise plans • Developing a site-based plan for English learners is a requirement of this process	District Wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$19.8 Million \$14.7 Million (LCFF Sup and Con) \$5.1 Million (Title I) (Note that Site Allocations Investments listed here are combined with EL investments prioritized by schools for a total of 26 Million)
#49 - Supplemental Student Supports • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel	District Wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$17.1 Million (LCFF Sup and Con)

• Early childhood classroom aides • Counselors • Vice Principals (including extra Vice Principals at Gaston, Fort Miller, Bullard, and Edison) • Supplemental Supports are necessary due to the high needs of Fresno Unified's student population			
Identified Need: 5B	The purpose of all Fresno Unified Goals is to improve outcomes for students. In keeping with our Theory of Action, profound and dramatic improvements are required at all levels of the District.		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Base services are designed to ensure each student receives a quality education, customized to meet their needs. Fresno Unified School District will conduct Cycles of Review to ensure all students' progress in key academic, social-emotional, and culture and climate indicators.		
Fresno Unified School District will monitor school performance using the School Quality Improvement Index.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Base #1 - Instruction for students 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	All Schools	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$336.7 Million (LCFF Base)

<u>Base #2 - Professional Learning</u> Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.1 Million (LCFF Base)
<u>Base #3 - Early Learning</u> - Infants and toddlers - Preschool - Prekindergarten - Transitional kindergarten	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$0.3 Million (LCFF Base)
<u>Base #4 - Prevention and Intervention</u> - Student Attendance/SARB - Student Discipline - Mentoring Support - Social work case management - Project Access - School Climate - Behavioral Interventions	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Base)
<u>Base #5 - Human Resources</u> - 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	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$3.7 Million (LCFF Base)
<u>Base #6 - Career Technical Education</u> - Guidance and Counseling Services (both college and career) - Career based programs - Career Pathway development - Career awareness and exploration - Business and Industry support	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$11.5 Million (LCFF Base)

<u>Base #7 - Special Education</u> • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment • Special Education Department Regional Alignment	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$113.9 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)
<u>Base #8 - Central Office Administration</u> • Board of Education • Superintendent • Communications	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.3 Million (LCFF Base)
<u>Base #9 - Administrative Services</u> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$8.3 Million (LCFF Base)
<u>Base #10 - Equity and Access / REA</u> • Research • Evaluation • Assessments • Eliminating disproportionality	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Base)
<u>Base #11 - Operational Services</u> • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities • Transportation	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$113.4 Million (LCFF Base)
<u>Base #12 - Technology Services</u> • Data Center • Networks	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners	\$14.9 Million (LCFF Base)

- Wireless Access - Computers and Major Applications - ATLAS - HR - Financial Applications - Facilities Applications		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
<u>Base #13 - Other Expenses</u>	All Schools	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$1.5 Million (LCFF Base)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Base services are designed to ensure each student receives a quality education, customized to meet their needs. Fresno Unified School District will conduct Cycles of Review to ensure all students' progress in key academic, social-emotional, and culture and climate indicators. Fresno Unified School District will monitor school performance using the School Quality Improvement Index.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Base #1 - Instruction for students</u> 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	All Schools	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$336.7 Million (LCFF Base)
<u>Base #2 - Professional Learning</u> Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning	All Schools	X ALL ----- OR: __Low Income pupils __English Learners	\$1.1 Million (LCFF Base)

opportunities are provided for teachers, administrators and classified employees		☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
<u>Base #3 - Early Learning</u> • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$0.3 Million (LCFF Base)
<u>Base #4 - Prevention and Intervention</u> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Base)
<u>Base #5 - Human Resources</u> • 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	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3.7 Million (LCFF Base)
<u>Base #6 - Career Technical Education</u> • Guidance and Counseling Services (both college and career) • Career based programs • Career Pathway development • Career awareness and exploration Business and Industry support	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$11.5 Million (LCFF Base)
<u>Base #7 - Special Education</u> • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners	\$113.9 Million (LCFF Base, IDEA Federal funds, AB602,

Special Education Department Regional Alignment		☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	and other state and local funds)
<u>Base #8 - Central Office Administration</u> - Board of Education - Superintendent Communications	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$4.3 Million (LCFF Base)
<u>Base #9 - Administrative Services</u> - Fiscal Services - Payroll - Benefits /Risk Management - State and Federal Transfers	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$8.3 Million (LCFF Base)
<u>Base #10 - Equity and Access / REA</u> - Research - Evaluation - Assessments Eliminating disproportionality	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Base)
<u>Base #11 - Operational Services</u> - Food Services, including fresh fruit and vegetable program - Facilities, Maintenance, and Operations - Safety and Security - Utilities Transportation	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$113.4 Million (LCFF Base)
<u>Base #12 - Technology Services</u> - Data Center - Networks - Wireless Access - Computers and Major Applications - o ATLAS - o HR	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$14.9 Million (LCFF Base)

o Financial Applications Facilities Applications			
<u>Base #13 - Other Expenses</u>	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.5 Million (LCFF Base)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Base services are designed to ensure each student receives a quality education, customized to meet their needs. Fresno Unified School District will conduct Cycles of Review to ensure all students' progress in key academic, social-emotional, and culture and climate indicators. Fresno Unified School District will monitor school performance using the School Quality Improvement Index.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Base #1 - Instruction for students</u> 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	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$336.7 Million (LCFF Base)
<u>Base #2 - Professional Learning</u> Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.1 Million (LCFF Base)

<u>Base #3 - Early Learning</u> • Infants and toddlers • Preschool • Prekindergarten Transitional kindergarten	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$0.3 Million (LCFF Base)
<u>Base #4 - Prevention and Intervention</u> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate Behavioral Interventions	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Base)
<u>Base #5 - Human Resources</u> • 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	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$3.7 Million (LCFF Base)
<u>Base #6 - Career Technical Education</u> • Guidance and Counseling Services (both college and career) • Career based programs • Career Pathway development • Career awareness and exploration Business and Industry support	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$11.5 Million (LCFF Base)
<u>Base #7 - Special Education</u> • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment	All Schools	☒ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$113.9 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)

<u>Base #8 - Central Office Administration</u> • Board of Education • Superintendent Communications	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$4.3 Million (LCFF Base)
<u>Base #9 - Administrative Services</u> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal Transfers	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$8.3 Million (LCFF Base)
<u>Base #10 - Equity and Access / REA</u> • Research • Evaluation • Assessments Eliminating disproportionality	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Base)
<u>Base #11 - Operational Services</u> • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security • Utilities Transportation	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$113.4 Million (LCFF Base)
<u>Base #12 - Technology Services</u> • Data Center • Networks • Wireless Access • Computers and Major Applications - o ATLAS - o HR - o Financial Applications Facilities Applications	All Schools	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$14.9 Million (LCFF Base)

<u>Base #13 - Other Expenses</u>	All Schools	☒ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$1.5 Million (LCFF Base)
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Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.



Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Guiding Questions:

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 Education Code 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 schoolsites 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?

ORIGINAL GOAL 1 (from prior year LCAP)	All students will excel in reading, writing and math		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 ____ COE only: 9 ____ 10 ____ Local : Specify _____
Goal Applies to:	Schools:	1A - All schools 1B – All elementary schools 1C – All high schools 1D – All schools	
	Applicable Pupil Subgroups:	1A – All students 1B – All students 1C – All students 1D – English language learners	
Expected Annual Measurable Outcomes:	1A It is expected that students would receive well qualified, credentialed teachers who have been properly assigned in a subject matter to which they have expertise. (Indicators #1303, 1304, 1306, 1300, and 1305 for the 2013-14 school year). To accomplish this: - The misassignment rate for the district would be no less than .5% - At least 95% of teachers would be properly credentialed - No less than 2% of teachers would be teaching outside of their own subject area - At least 98% of teachers would be highly qualified - It is also expected that because K-8th grade teachers will be receiving new mathematics curriculum aligned to the common core state standards, they will receive an additional four and a half days of training to enable them to maximize student learning. Fresno Unified School District and all schools throughout the State participated in new State assessments this year. Fresno Unified School District will review and		1A Student received well qualified credentialed teachers that were properly assigned in the subject matter to which they have expertise. - The 2014-15 misassignment rate is 0.47%. This was an increase over the previous year but acheived the target. - For 2014-15, 98% of teachers are properly credentialed. This was an improvement from the prior year and met the established target - For 2014-15, 0.2% of teachers are teaching outside of their own subject area. This was an improvement from the prior year and achieved the target objective - For 2014-15, 98% of teachers are highly qualified which met the target. - Due to the focus on Mathematics and supporting the new materials adoption: - All 2nd – 8th grade teachers who teach mathematics participated in training to support the new mathematics adoption - All Algebra and Geometry teachers participated in additional days focused

	evaluate assessment results once they are provided to establish benchmarks. These assessments will also factor into new creating new models for API. 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. <u>1B</u> KSEP (Kindergarten Readiness Assessment) - For the 2014-15 school year, 33% of students in Fresno Unified School District score "ready to go" on the kindergarten readiness test (KSEP). (Indicator #183) - It is expected that no less than 34% of students will score "ready to go" on the 2015-16 KSEP test. DRP (Degrees of Reading Power Assessment) - It is expected that no less than 15% of students in third grade are reading at grade level by the winter 2015-16 DRP. - Per the winter DRP reading assessment in the 2014-15 school year, 55.15% of students in grades 2-12 scored "significantly below the common core reading level". (Indicator 3787) - It is expected that less than 54.5% of students in grades 2-12 score "significantly below the common core reading level" on the winter 2015-16 DRP. <u>1C</u> Advanced Placement (AP) Exams - For the 2013-14 school year, 23.64% of ninth through twelfth grade students completed AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177)		on learning through training, demonstrations and targeted coaching <u>1B –</u> *KSEP (Kindergarten Readiness Assessment) - For 2015-16, 33% of students scored "ready to go" on the KSEP assessment to determine kindergarten readiness. This was flat to the prior year and did not meet the established target. *DRP given to 2nd – 12th grades (Degrees of Reading Power Assessment) 24.62% of 3rd grade students are reading at grade level which was an increase over the prior year and better than the established target. - Per the winter DRP reading assessment, 51.89% of students scored significantly below the Common Core Reading Level. This was an improvement over the prior year and better than the established target. <u>1C</u> *Advanced Placement (AP) Exams - For the 2014-15 school year, 24.18% of ninth through twelfth grade students completed AP (advanced placement) / IB (International Baccalaureate) courses. (Indicator #3177)
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	- For the 2015-16 school year, more students will complete AP or IB classes. - For the 2013-14 school year, 32.87% of students who took an AP exam, passed with a score of 3 or better which allows them to receive college credit for a high school class.(Indicator # 3178) - For the 2015-16 school year, more students will pass the AP exam with a score of 3 or better. A-G Requirements - For the 2013-14 school year, 46.43% of students completed A-G requirements to enable them to apply to a four year college or university. (Indicator #3162) - For 2015-16, it is expected that no less than 51% of students complete A-G requirements. Enrolling in an Institution of Higher Learning - For the 2013-14 school year, 37.66% of Fresno Unified high school seniors, enrolled in an institution of higher education (Note: Data received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164) - Fresno Unified School District seeks to increase options for students after high school. The District will continue to monitor the percentage of students applying to an institution of higher learning. Grades - For the fall semester of the 2014-15 school year, 41.89% of students in the third through twelfth grade received a D or an F on their report card. (Indicator #3158) - Fresno Unified School District will continue to monitor this measure, as all students need to understand class content and graduate from high school. Early Assessment Program - For the 2013-14 school year, 12.12% of students scored “ready” and 12.18% scored “conditionally		- For the 2014-15 school year, 36% of students who took an AP exam, passed with a score of 3 or better which allows them to receive college credit for a high school class.(Indicator # 3178) *A-G Requirements - For the 2014-15 school year, 47.88% of students completed A-G requirements to enable them to apply to a four year college or university. (Indicator #3162) Enrolling in an Institution of Higher Learning - For the 2014-15 school year, 64.7% of Fresno Unified high school seniors, enrolled in an institution of higher education (Note: Data received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164) *Grades - For the fall semester of the 2015-16 school year, 46.75% of students in the third through twelfth grade received a D or an F on their report card. (Indicator #3158) *Early Assessment Program – - For the 2014-15 school year, 10% of students scored “ready” on the Early Assessment Program for college level English. (Indicator # 430)
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	ready” on the Early Assessment Program for college level English. (Indicators # 430, 431) - For the 2013-14 school year, 3.33% of students scored “ready” and 38.94% scored “conditionally ready” on the Early Assessment Program for college level math. (Indicators # 2048, 2049) - It is the goal of Fresno Unified School District to have more students ready for college level English and math. CAHSEE - For the 2013-14 school year: 73.46% of tenth grade students passed the CAHSEE exam for English Language Arts 76.73% of tenth grade students passed the CAHSEE exam for math. (Indicators 186, 220) - While the future of the CAHSEE exam is being debated by the State, Fresno Unified School District desires all students to graduate from high school and will seek to have more students pass the CAHSEE exam. Graduation Rates - The percentage of twelfth grade students who graduated from high school in the 2013-14 school year was 76.23%. (Indicator #2523) - Fresno Unified School District will have no less than 79% of students graduating from High School. Drop Out Rates - The percentage of seventh and eighth grade students who dropped out in the 2013-14 school year was .9%. (Indicator # 1299) - The percentage of ninth through twelfth grade students who dropped out was 14%. (SQII) - Fresno Unified School District will work diligently to improve academic achievement, school climate and social emotional factors for students so that less students drop out from school.		- For the 2014-15 school year, 2.05% of students scored “ready” on the Early Assessment Program for college level math. (Indicator # 2048) CAHSEE - The CAHSEE exam was not administered in the 2014-15 school year *Graduation Rates - The (final) percentage of twelfth grade students who graduated from high school in the 2014/15 school year was 83.8% (Indicator #2523) *Drop Out Rates - The (final) percentage of seventh and eighth grade students who dropped out in the 2014/15 school year was .7%. (Indicator # 1299) - The percentage of ninth through twelfth grade students who dropped out in 2014/15 was 11.7%. (SQII)
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1D

For the 2014-15 school year, student progress towards English proficiency on the CELDT exam was:

- Long term English learners were reduced from 8,028 (50.29%) in 2011 to 5,987 (39.53%) in 2015
- 54% of students became English proficient in 2014-15, as opposed to 49.6% the prior year.
- The percentage of students attaining English proficiency in less than 5 years was 26% up from 19.7% the prior year (Data Quest)
- The percentage of students attaining English proficiency in more than five years was 35%, up from 33.2% the prior year (Data Quest)
- 44.26% of students did not advance at least one proficiency level in a year (Data Quest)
- The redesignation rate for 2014-15 was 14% (to date) as opposed to 10.3% last year
- Fresno Unified School District's goal is to continue our growth trend in the percentage of English Learners attaining redesignation by increasing the percentage of English Learners proficient in English (as measured by the CELDT) and by reducing the overall number of long-term English Learners.

1D

For the 2014-15 school year, student progress towards English proficiency on the *CELDT exam was:

- For 2014-15, 54.2% of English learners made annual progress towards learning English
- The percent of English learners attaining English proficient levels in the CELDT in less than five years was 7.3%
- The percent of English learners attaining English proficient levels in more than five years was 19.7%
- The number of English learners redesignated in the 2014-15 school year was 17.8%

*Complete subgroup data is listed in Appendix A.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<u>30 Designated School Investment</u> (increased from 10 schools the prior year) • Increase instructional time each day by 30 minutes	\$12.2 Million (\$9.8 Million LCFF Sup and Con, \$2.4 Million Title II)	<u>30 Designated School Investment</u> (expanded from 10 schools to 30 schools for the 2015-16 school year) • 30 schools executed the Designated School model	\$13.9 Million (\$11.1 Million LCFF Sup and Con, \$2.8 Million Title II)

- Ten additional professional development days for teachers to increase opportunities for professional growth - One additional certificated staff member per school to be prioritized by the school site		- Designated schools outperformed the district average in the following areas: - DRP reading assessment (Designated Schools reading growth from DRP 1 or DRP 2 was 68.5% versus the average student growth of 66.2%) - KAIG proficiency and growth (Growth of 2.21% versus non-designated schools at 1.41%. Overall growth of 23% versus non-designated schools at 17%) - Attendance (95.11% attendance rate versus 94.8% for non-designated schools)	
Scope of service: Schoolwide: All 30 Designated Elementary Schools <u>__ALL</u> OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) All students at 30 designated schools</u>	Scope of service:	Scope of service: Schoolwide: All 30 Designated Elementary Schools <u>__ALL</u> OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify) All students at 30 designated schools</u>	
<u>School Site Supports</u> - Revenues to be provided directly to school sites with the highest concentration of disadvantaged populations - Funds will be allocated based on the accountability model for Focus and Priority schools as outlined in the ESEA Waiver created by the California Office to Reform Education - Includes a doubling of library supply funds to all school sites - Funds to be spent on: - Instructional supports - Social / emotional supports	\$8.0 Million (LCFF Sup and Con)	<u>School Site Supports</u> - Expenditures were evaluated based on the needs of individual school and centered around instructional supports - Funds allocated based on the accountability model for Focus and Priority schools as outlined in the ESEA Waiver created by the California Office to Reform Education - Schools received double the library supply funds from the prior year - Other individualized site supports included: - Tutoring and parent engagement programs - Increased computers	\$8.0 Million (LCFF Sup and Con)

- o Family engagement • Technology and other supports		- o Home visits and parent engagement - o Specialized curriculum and online learning opportunities	
Scope of service: Districtwide		Scope of service: Districtwide	
<u> X </u> ALL		<u> X </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
<u>3% Professional learning column</u> for teachers to encourage veteran teachers to continue learning throughout their career	\$4.5 Million (LCFF Sup and Con)	<u>3% Professional learning column</u> (Column V) is an additional column on the basic salary schedule (Schedule A) to support continual learning for eligible certificated employees currently on Column IV. Cycle 1 (October-December): • Number of courses that were offered: 19 • Number of unit members who registered: 187 • Number of unit members who earned units: 145 Cycle 2 (January- March): • Number of courses that were offered: 19 • Number of unit members who registered: 183 • Number of unit members who earned units: <i>estimated 170</i> (currently closing out the cycle.)	\$1.2 Million (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
<u> X </u> ALL		<u> X </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
<u>Maintain middle school redesign</u> • Initiated in 2013-14 • Ensures a broad course of study for students	\$3.6 Million (LCFF Sup and Con)	<u>Maintain middle school redesign</u> • Initiated in 2013-14 • Ensured a broad course of study for students	\$3.7 Million (LCFF Sup and Con)

- Allow teachers, teaching the same subjects, to have a common preparation time - PLUS teams added to ensure direct instruction to students when teachers attend professional learning or collaborate.		- Allowed teachers, teaching the same subjects, to have a common preparation time - PLUS teams added to ensure direct instruction to students when teachers attend professional learning or collaborate.	
Scope of service: Schoolwide: Scandinavian, Yosemite, Fort Miller, Kings Canyon, Terronez, Sequoia, Tehipite, Tenaya, Wawona, Tioga, Ahwahnee		Scope of service: Schoolwide: Scandinavian, Yosemite, Fort Miller, Kings Canyon, Terronez, Sequoia, Tehipite, Tenaya, Wawona, Tioga, Ahwahnee	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Middle School Students</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Middle School Students</u>	
<u>Professional learning related to the implementation of the State Standards</u> - All teachers: 3 buyback days 2nd-8th grade math teachers: additional 2.5 days - High school algebra and geometry Teachers: additional 4-6 days 7th – 12 grade non iPL teachers: additional 2 days - Kindergarten teachers: additional 4 days 1st grade teachers: additional 6 days - All new teachers: additional 5 days (3 during summer) - All new leaders: coach / mentor assigned	\$9.3 Million \$5.1 Million (one time state mandate funds) \$1.4 Million (LCFF Sup and Con) \$2.8 Million (Title II)	<u>Professional learning related to the implementation of the State Standards</u> - All teachers participated in three days of professional learning in support of State Standards: - One district-led session to provide the vision and focus for the year - Two site or regional sessions that were grade-level or subject-area specific - All Grade 2-6 elementary teachers and core subject area secondary teachers (English Language Arts, Mathematics, Science, and History/Social Science) participated in an additional two days of professional learning in support of State Standards - Due to the focus on Early Literacy to ensure that students are Reading by Third Grade, specific grade levels received additional professional learning: - Transitional Kindergarten and Kindergarten teachers participated in six sessions of literacy training with job	\$7.7 Million \$4.4 Million (LCFF Sup and Con) \$3.3 Million (Title II)

		embedded demonstrations and coaching - o First grade teachers participated in six sessions of literacy and State Standards training • Due to the focus on Mathematics and supporting the new materials adoption: - o All 2nd – 8th grade teachers who teach mathematics participated in training to support the new mathematics adoption - o All Algebra and Geometry teachers participated in additional days focused on learning through training, demonstrations and targeted coaching • New teachers participated in a summer conference plus two additional days for shadowing and observation	
Scope of service:	Districtwide	Scope of service:	Districtwide
<u>__X__ ALL</u>		<u>X__ ALL</u>	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Continue to provide additional resources to prevent 5th-6th grade combination classes</u>	\$700,000 (LCFF Sup and Con)	<u>Continue to provide additional resources to prevent 5th-6th grade combination classes</u> • Fresno Unified School District continued its commitment to ensuring no 5th-6th grade combination classes as combining these classes is not possible with new state standards (which are written for grades K-5th, 6th through 8th and 9th through 12th)	\$1.5 Million (LCFF Sup and Con)
Scope of service:	Districtwide: All Elementary Schools	Scope of service:	Districtwide: All Elementary Schools
<u>__ALL</u>		<u>__ALL</u>	

OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient X Other Subgroups:(Specify) 5 th and 6 th grade students		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient X Other Subgroups:(Specify) 5 th and 6 th grade students	
<u>Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement</u> (five year investment)	\$450,000 (LCFF Sup and Con)	<u>Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement</u> - Designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide - Rigorous, performance-based, peer review process created for teachers, by teachers - Goal is to select 75 candidates over 5 years; there are currently 17 candidates - Partnership with the National Board Resource Center at Stanford University	\$450,000 (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
X ALL		ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	
<u>Instructional support</u> - To build the collective capacity to improve instruction - Implement Math and Social Studies scope and sequence - Implement K-8 Math adoption (year 1) - Implement K-12 online interim	\$660,000 (LCFF Sup and Con)	<u>Instructional support</u> - New math scope and sequence documents aligned with the new adoption in K-8. - Interim assessments were developed and administered for grades 1-12 in ELA and math; the first was completed on October 23rd and the second was completed on February 12th. - Teachers received professional learning on math instruction with a focus on the math adoption. Follow up continues with site supports through coaching, AC professional learning and site visitations	\$830,000 (LCFF Sup and Con)

Scope of service:	Districtwide		Scope of service:	Districtwide	
<u>☒ ALL</u>			<u>☒ ALL</u>		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)		
<u>Employee supports</u> • QEIA “soft landing” for elementary schools • Additional teaching staff for elementary schools • Reduce large core classes in high schools (not an enrollment cap) • Additional VP for Gaston and Fort Miller	\$3.8 Million (LCFF Sup and Con)		<u>Employee supports</u> • Four additional teachers added to QEIA schools due to the elimination of QEIA funding • 49 additional teachers added to elementary schools to support bilingual offerings, avoid combination classes, avoid high class sizes, and to assist with maintaining two classrooms per grade level at smaller elementary schools • 15 teachers have been added at high schools to reduce the number of core classes with more than 37 students in a class	\$4.5 Million (LCFF Sup and Con)	
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u>☒ ALL</u>			<u>☒ ALL</u>		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)		
<u>Maintain 24:1 TK-third grade class size reduction</u> • Required in Local Control Funding Formula legislation by the year 2020-21, but implemented by Fresno Unified School District starting in 2014-15	\$2.0 Million (LCFF Sup and Con)		<u>Maintain 24:1 TK-third grade class size reduction</u> • All elementary schools have an average class size of no more than 24:1 students in grades TK-third	\$2.6 Million (LCFF Sup and Con)	
Scope of service:	Districtwide: All Elementary Schools		Scope of service:	Districtwide: All Elementary Schools	
<u>☐ ALL</u>			<u>☐ ALL</u>		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All Elementary Students in Grades TK-Third</u>		OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All students from TK through third grade</u>	
<u>Continue to grow and develop early childhood education within Fresno Unified School District</u> Pre-kindergarten - Continue to address quality improvement in programs - Maximize current capacity in existing classrooms Full Day Learning Centers - Program expansion – grant award phase-in	\$3.6 Million (LCFF Sup and Con)	<u>Further Develop Early Childhood Education</u> Pre-Kindergarten - For 2015-16, served 3,266 children ages six weeks through four years - Teachers utilized Get Set for School, Handwriting Without Tears, and visual arts integrated curriculum Full Day Learning Centers - New, Fresno Unified School District Early Learning Center is operational. Infant and toddler classrooms are full, with a waiting list. Kindergarten - Implemented of visual arts integrated curriculum, read-aloud strategies and Handwriting Without Tears	\$2.7 Million (LCFF Sup and Con)
Scope of service: Districtwide: Elementary Schools		Scope of service: Districtwide: Elementary Schools	
<u>__ALL</u>		<u>__ALL</u>	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>Pre-kindergarten students</u>		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>Pre-kindergarten students</u>	
<u>Maintain Special Education augmentation first established in 2014-15.</u> Early Learning - Inclusion expansion preschool - Creation of moderate / severe TK/K classes Autism Services	\$2.4 Million (LCFF Sup and Con)	<u>Maintain Special Education augmentation first established in 2014-15.</u> - Expanded inclusive educational opportunities for preschool students with disabilities - Provided specialized classes for preschool students with moderate to severe disabilities	\$2.4 Million (LCFF Sup and Con)

Early Intervention, Elementary behavior intervention Teacher		Early intervention and continuum of services for students with Autistic-like behaviors	
Scope of service: Districtwide		Scope of service: Districtwide	
__ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Students with Special Needs</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Students with Special Needs</u>	
<u>Additional Special Education Director</u> To promote the least restrictive environment with access to the best instruction in the Common Core State Standards	\$140,000 (LCFF Sup and Con)	<u>Additional Special Education Director</u> - Closely monitored Special Education programs - Improved continuum of services for students with disabilities up to age 22 - Provided access to State Standards in the least restrictive environment	\$151,000 (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Students with Special Needs</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>Students with Special Needs</u>	
<u>Maintain expanded transitional kindergarten</u> - Includes both teachers and aides - Continue to grow student enrollment	\$1.7 Million (LCFF Sup and Con)	<u>Maintain Expanded Transitional Kindergarten</u> - Transitional Kindergarten now represents 75 classes at 65 schools - Teachers utilized Splash curriculum and Handwriting without Tears - Visual arts integrated curriculum and read-aloud strategies	\$1.7 Million (LCFF Sup and Con)
Scope of service: Districtwide: Elementary Schools		Scope of service: Districtwide: Elementary Schools	
__ALL		__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All elementary students in transitional kindergarten</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All elementary students in transitional kindergarten</u>	
<u>Maintain two additional early education aides</u> Added in 2014-15 to each elementary school to assist as needed with young students	\$5 Million \$4.7 Million (Title I) \$270,000 (LCFF Sup and Con)	<u>Maintain two additional early education aides</u> - Each elementary school received 2 or 3 aides depending on the number of early education classrooms - Currently 157 6-hour aides have been hired and deployed	\$5 Million \$4.7 Million (Title I) \$280,000 (LCFF Sup and Con)
Scope of service: Districtwide: Elementary Schools		Scope of service: Districtwide: Elementary Schools	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u>	
<u>Additional Analyst to Promote Vendor Accountability</u> Track student outcomes from vendors contracted for services	\$120,000 (LCFF Sup and Con)	<u>Additional Analyst to Promote Vendor Accountability</u> Position has been hired and work has begun to assign specific, measurable outcomes to vendor contracts	\$120,000 (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)	
<u>Equity and Access partnership with UC Merced</u> District and departmental processes through transparency of data to change conditions in the present	\$1.5 million (LCFF Sup and Con)	<u>Equity and Access partnership with UC Merced</u> Built and sustained a monthly analytical tool to review SPSA performance versus prior year	\$1.8 million (LCFF Sup and Con)

- School Quality Improvement Index (SQII) - Measures impact of district investments - Processes to ensure students transition seamlessly to college or certificate/license pathway postsecondary opportunities		- Created and sustained SPSA Needs Assessment tool and LCAP dashboard. Both tools provided analytical support for SPSA and LCAP completion. - Developed SQII Performance and Targeted Action Index. This is an overall district analytical framework tied to the Equity and Access Theory of Change - Revised and updated the School Quality Improvement Index based on data availability and district priorities - Ongoing professional learning to the leadership team to build analytical skills - Provided thought leadership and analytical support to the Guidance and Counseling, DPI, Alternative Education, and English Learner departments	
Scope of service: Districtwide: All Schools		Scope of service: Districtwide: All Schools	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All subgroups. Eliminating disproportionality is a key focus of this work</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>All subgroups. Eliminating disproportionality is a key focus of this work</u>	
<u>Redesign high school schedules</u> - To increase opportunities for students and teachers - PLUS teams added to ensure quality instruction to students when teachers attend professional learning or collaborate - Plus teams also provide social emotional support to students and support teachers in implementing the Common Core State Standards.	\$3.7 Million (LCFF Sup and Con)	<u>Redesign high school schedules</u> - Increased opportunities for students and teachers - PLUS teams added to ensure quality instruction to students when teachers attend professional learning or collaborate - Plus teams also provided social emotional support to students and support teachers in implementing the Common Core State Standards.	\$3.4 Million (LCFF Sup and Con)

Scope of service:	Districtwide: All High Schools		Scope of service:	Districtwide: All High Schools	
<u>☒ ALL</u>			<u>☒ ALL</u>		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All high school students</u>			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All high school students</u>		
<u>Maintain Phoenix Community Day School</u> - Expanded in 2014-15 - At capacity, will serve 180 at risk 7th through 12th grade students	\$1.4 Million (LCFF Sup and Con)		<u>Maintain Phoenix Community Day School</u> - Expanded in 2014-15 - Served 170 students in 2015-16 - Two 12th grade students on track for graduation - Seven 11th grade students on track for graduation - Over 80 students involved in counseling groups for (grief, crisis, anger, suicide risk, trauma, self-esteem) - Home visits for behavioral assistance, attendance, social services support - Parent Involvement at 90% for "Family Gatherings" to celebrate student success in classroom visits - All 11th and 12th grade students are involved in career technical trainings, with some students working in paid internships	\$1.6 Million (LCFF Sup and Con)	
Scope of service:	Schoolwide: Phoenix Community Day School		Scope of service:	Schoolwide: Phoenix Community Day School	
<u>☐ ALL</u>			<u>☐ ALL</u>		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>At-risk high school students</u>			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>At-risk high school students</u>		
<u>Extended learning and credit recovery support</u> To improve student outcomes and support high school graduation	\$5.5 Million \$1.6 Million (LCFF Sup and Con) \$3.9 Million (Title I)		<u>Extended learning and credit recovery support</u> New indicators established for credit recovery and after school programs-Credit recovery	\$6.0 Million \$1.6 Million (LCFF Sup and Con) \$4.4 Million (Title I)	

		indicators have been. After School are still in progress. • Exploration of new ways to improve performance in Advanced Placement courses and the SAT exam which is a requirement for application to four year colleges • Development of an original credit program through extended learning- Original Credit will be offered in ELSP 2016	
Scope of service: Districtwide: All Schools (Extended Learning) High Schools (Credit Recovery)		Scope of service: Districtwide: All Schools (Extended Learning) High Schools (Credit Recovery)	
<u> X </u> ALL		<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) _____	
Four Social Workers to provide intensive case management to foster and high-risk homeless students. Social workers will: • Follow students from middle to high school • Complete student needs assessment • Monitor student's academic plan • Conduct individual student meetings • Conduct group support sessions • Monitor attendance • Connect students with mentors • Family consultations Create a Foster Youth Roundtable • To bring together foster stakeholders including students, foster parents, community based organizations, county services and advocates • Objectives of the group are to discuss data associated with the District's foster youth and	\$971,000 \$450,00 (LCFF Sup and Con) \$521,000 (Title I)	Four Social Workers • 2014-15 Four Foster Youth School Social Workers placed in Project ACCESS to case manage foster youth and high needs homeless in grades 7-10 • Three Foster Youth Roundtables were conducted last year • Two more Roundtables were conducted in 15-16 with an additional one scheduled for May 2016 - o Participants included CASA advocates, DSS social workers, mental health providers, foster parents, foster family agencies, group home managers, Juvenile Justice Commissioner, mentors, Reading and Beyond director, EOC Street Outreach manager, Foster Care Standards and Oversight Committee member, California Youth	\$970,000 \$450,00 (LCFF Sup and Con) \$520,000 (Title I)

propose new procedures or investments for future years		Connection staff, community college partners, FUSD staff and students - Feedback was used to create supports for students to participate in arts, activities and athletics - Feedback has been instrumental in developing a mentoring program for foster youth	
<u>Goal 2 Supports for Foster Students</u> Supports to encourage Foster Youth to participate in Goal 2 activities			
Scope of service: Districtwide		Scope of service: Districtwide	
___ALL		___ALL	
OR: ___Low Income pupils ___English Learners ☒ Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)___		OR: ___Low Income pupils ___English Learners ☒ Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)___	
<u>Student Peer Mentor Program</u> - Stipends for Student Mentors - Weekly peer mentoring sessions - Monthly training sessions - Wonder Valley Ranch - Relationship Building Retreat - Service Learning Projects	\$300,000 (LCFF Sup and Con)	<u>Student Peer Mentor Program</u> - Stipends for Student Mentors - Weekly peer mentoring sessions - Monthly training sessions - Wonder Valley Ranch - Relationship Building Retreat - Service Learning Projects - Currently three regional High School/Middle School partnerships	\$180,000 (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
___ALL		___ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All at-risk middle and high school students</u>		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All at-risk middle and high school students</u>	
<u>Supplemental investments for Special Education Students</u> (Plans for 2015-16 aligned	\$865,000 (LCFF Sup and Con)	<u>Supplemental investments for Special Education Students</u>	\$991,000 (LCFF Sup and Con)

with the California Special Education Task Force recommendations) - Middle School Course alignment to increase graduation rates, provide access to A-G courses and completion of a diploma track - Strategic Adult Transition Program options - Caesar Chavez adult school to support adult students to earn their GED/diploma - Expansion of Services at Fresno City College focused on independent living and work-based programs		- Provided support to access rigorous classes aligned to state standards in middle school - Expanded opportunities for adult students up to age 22 - ED/Diploma completion - independent living and work-based programs	
Scope of service: Districtwide		Scope of service: Districtwide	
___ALL		___ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>All special education students</u>		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>All special education students</u>	
<u>Incorporate English Language Development (ELD) Standards into all trainings for adults in the system</u> Implement Fresno Unified School District's Master Plan for English Learners Provide professional learning - Build on prior year's success by providing more professional learning and repurpose Title III funds to add 3 more TSA's focused on lowering the TSA / Teacher and Administrator ratio - Further the implementation the Common Core State Standards in English language	\$7.5 Million \$5.8 Million (LCFF Sup and Con) \$56,000 (Title I) \$1.6 Million (Title III)	<u>Incorporate English Language Development (ELD) Standards into all trainings for adults in the system</u> - Buildt on last year's success by adding 3 Teachers on Special Assignment - Professional learning to assist with English language acquisition - Partnered with West Ed - Intervention services included summer school and after school programs - Created a Master Plan for English Learners Task Force in December 2015 - See specific recommendations by the Committee in section 1D above	\$7.7 Million \$5.9 Million (LCFF Sup and Con) \$202,000 (Title I) \$1.6 Million (Title III)

Arts / literacy, English Language Development and mathematics • Implement the shifts embodied in the new Standards • Provide professional learning to staff responsible for EL placement to ensure greatest access to rigorous academic programs • Professional learning to leverage EL students' primary language as a resource to maximize student achievement Communicate to site leaders • Expectations that English Learners progress • Monitor implementation of services and programs Partnership with WestEd • Continue to build the English Learner expertise of district leadership, professional learning providers, and instructional coaches • Partnerships were begun in 2014-15 with three schools to direct professional learning from WestEd to maximize all students' access to the language and literacy required to be successful. Two additional elementary schools will be added this year.		Communicated to ensure that students continue to advance centered on the EL Goal Setting Report and the School Quality Improvement Index. This process allowed them to have access to student outcomes quickly and to respond with interventions based on latest data. Partnership with WestEd • Five elementary schools received ongoing professional learning with the ultimate goal of raising student achievement by focusing on strengthening teaching in the following areas: - o Fostering collaborative academic conversations - o Abundant writing - o Interactive reading around complex texts - o Engaging in text-oriented talk about the language in complex texts - o Observing students closely to provide planned and just in time scaffolding - o Creating positive and culturally responsive learning environments	
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Implement a Response to Intervention (RTI) process that addresses the language and literacy needs of English Learners Provide resources to expand EL learning time in the form of summer school and after school programs (Technology based reading intervention, Imagine Learning) to intervene and prevent creating Long Term English Learners		Response to Intervention (RTI) Each site employed a RTI process where students receive additional learning time and intense support based on their assessed needs. Some students received interventions during the day, some after school, and some in both settings. Summer School Summer 2016 increase by 500 students the number of participants in the English Language Development summer program. Specifically the program supports students who are near redesignation benchmarks in grades 4-6.	
Scope of service: Districtwide: All Schools (West Ed Partnership moving from 3 to 5 elementary schools)		Scope of service: Districtwide: All Schools (West Ed Partnership moving from 3 to 5 elementary schools)	
<u> </u> ALL		<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
<u>Continue to improve Fresno Unified School District's Redesignation Rate by:</u> District Level Actions: - Adjust redesignation goals set last year at district, elementary, middle and high school levels - Continue quarterly monitoring by site - Provide professional learning as needed based English Learner assessment results Site Leader Preparedness: - Establish high expectations for continued rededesignation		District Level Actions - Goals were adjusted based on current status of EL students and prior year's redesignation rate - Quarterly monitoring included a full CDE comprehensive compliance review. - Additionally, two schools were fully reviewed due to their low achievement outcomes for English learners Site Leader Preparedness: - With the School Quality Improvement Index each site established goals for redesignation.	<i>Expended funds included in the above investments for English learners</i>

• Set goals by grade level and monitor progress quarterly • Continue deepening structures for early intervention • Provide professional learning by teacher/grade based on assessment outcomes Ensure Teacher Preparedness: • Ability to identify needs based on language acquisition level • Ability to address language development needs in all content areas • Ability to provide in-classroom support for struggling students <u>Earlier Intervention / Enrichment to keep kids on track to redesignation:</u> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework		Those outcomes were reviewed at the close of each redesignation cycle. • Goals created by grade and by school • Early Intervention remains a priority and each school has a unique response to intervention process. Ensure Teacher Preparedness: • Professional learning for all teachers in the District at varying levels. • 5 Elementary Schools Supported by WestEd for extensive • Specific Accountable Communities received supports from EL Teachers on Special Assignment and Managers. Additional TSA's • Added TSA's allowing for the expansion with WestEd from 2 to 5 schools • Increased ongoing support to other schools Earlier Intervention / Enrichment to keep kids on track to redesignation: • Continued early intervention program for K-1 students via Imagine Learning. A total of 691 students participated in 2015/16.	
Scope of service: Districtwide ☐ ALL		Scope of service: Districtwide ☐ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	

<u>Professional Learning for Teachers in Bilingual Classrooms</u>		\$75,000 (LCFF Sup and Con)	<u>Professional Learning for Teachers in Bilingual Classrooms</u>		\$75,000 (LCFF Sup and Con)
			- Supported teachers teaching Early Exit Bilingual and Dual Immersion programs as well as teachers of Spanish at the secondary level - Contract included a total of 60 hours for each participant. 30 Teachers participated in the training - Goal is to increase reading comprehension - Courses are conducted in Spanish and provided by America Hispanic		
Scope of service:	Schoolwide: Schools with Bilingual Classrooms		Scope of service:	Schoolwide: Schools with Bilingual Classrooms	
___ALL			___ALL		
OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students in bilingual classrooms</u>			OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students in bilingual classrooms</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		General Note: <i>While Fresno Unified School District does not fund across the board salary increases with supplemental and concentration funds, negotiated salary increases or changes to benefits do impact staff funded with supplemental and concentration funds. Some changes to budgeted expenditures can be the result of staffing changes, changes to salary or benefits, hiring timelines or other circumstances.</i>			
		A reevaluation of goals and actions along with an analysis of data collected lead to minor modifications of some actions and metrics.			
		Designated Schools – Based on improved student outcomes, designated schools will go from 30 schools in 2015/16 to 40 schools in 2016/17 Professional Learning Column – Teachers wishing to participate in the column can acquire credits with time. Participation (and costs) will grow as more teachers acquire the necessary credits. Professional Learning Related to the State Standards – Professional learning will be adapted each year based on the needs of teachers. Curriculum adoptions drive much of the plan for professional learning. Specifics for 2016/17 can be found in the actions outlined in section 2.			

Eliminate 5th / 6th grade combination classes – Combination classes cannot be predicted with certainty until the start of the school year. Funds are provided, as necessary each year to ensure no school has 5th/6th combination classes.

Employee supports – Supports for classrooms cannot be planned with certainty until the start of the school year when enrollment is established. Fresno Unified remains committed to tenants outlined in the 2016/17 plan with the understanding that actual costs can sometimes differ from original planned costs.

Instructional Supports – Based on curriculum needs, additional instructional supports are added to ensure staff has access to content experts who will plan and drive professional learning. Specific plans for 2016/17 are outlined in the 2016/17 plan.

Summer School – Based on negotiated changes to the collective bargaining agreement, teachers who teach summer school will be paid their regular hourly rate of pay. This will increase costs for summer school in 2015/16 and forward.

ORIGINAL GOAL 2

(from prior year LCAP)

All students will engage in arts, activities, and athletics

Related State and/or Local Priorities:

1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__

COE only: 9__ 10__

Local : Specify _____

Goal Applies to:

Schools:

All Schools

Applicable Pupil Subgroups:

All Subgroups

Expected
Annual
Measurable
Outcomes:

2A

For the 2014-15 school year, 61.4% of students in Fresno Unified School District engage in some sort of art, activity or athletic extracurricular or co-curricular activity. (Indicator # 2080) It is the goal of Fresno Unified School District to increase the number of students participating in arts, activities and athletics.

Actual Annual
Measurable
Outcomes:

2A

*For the 2014-15 school year 62.1% of students in Fresno Unified School District engage in some sort of art, activity or athletic extracurricular or co-curricular activity. For the fall semester for 2015/16 53.84% of students participated in a goal 2 activity. It is expected that by the end of the 2015/16 school year more students would have participated in arts, activities or athletics.(Indicator # 2080)

*Complete subgroup data is listed in Appendix A

LCAP Year:
2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<u>Increase school allocations for athletics:</u> • Uniforms • Protective Gear • Safety Equipment • Equipment • Officials		\$600,000 (LCFF Sup and Con)	<u>Increased school allocations for athletics</u> • One-time funds allocated to elementary, middle and high schools to support equipment and uniform needs. • Each middle and high school football program received helmet inserts for all players during the 2015-16 football season. • HALOs were made available to all high school soccer teams. The HALO headband is designed to help protect the player's head from direct impact. • Officials were provided as needed for all games		\$600,000 (LCFF Sup and Con)
Scope of service:	All Schools		Scope of service:	All Schools	
<u> X </u> ALL			<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
<u>Goal 2</u> • To guarantee rich experiences in arts and activities to all students in grades 3-12 • Classroom professionals • 6th grade science camp • Partnerships with surrounding National Parks • Local and regional museums and performing arts (including a Hmong culture and history experience)		\$4.025 Million (LCFF Sup and Con)	<u>Goal 2</u> • By year end, 100% of sixth grade classrooms will have attended overnight science camp - o As of March 5, 2016, 66%, 44 of 67 schools, have attended • All third through sixth grade classes have confirmed reservations to attend day trips or overnight camp this year.		\$2.8 Million (LCFF Sup and Con)
Scope of service:	Districtwide		Scope of service:	Districtwide	

<u>__X__ ALL</u>		<u>__X__ ALL</u>	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Maintain increased teacher stipends for after school activities</u>	\$3.6 Million (LCFF Sup and Con)	<u>Maintain increased teacher stipends for after school activities</u> Expanded engagement pilot has been launched with sites implementing the pilot program	\$4.4 Million (LCFF Sup and Con)
Scope of service: Districtwide		Scope of service: Districtwide	
<u>__X__ ALL</u>		<u>__X__ ALL</u>	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Pilot Elementary Campus Culture position at Birney Elementary School</u>	\$95,000 (LCFF Sup and Con)	<u>Pilot Elementary Campus Culture position at Birney Elementary School</u> - Lunchtime intermural sports league with 79% of students participating - Fire Up Your Feet program with 98% of students participating - Received second place award of \$1000 - Academic Bear Readers and Birney Book Club 6 weeks – 8,775 books read	\$95,000 (LCFF Sup and Con)
Scope of service: Birney Elementary School		Scope of service: Birney Elementary School	
<u>___ ALL</u>		<u>___ ALL</u>	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>__X__ Other Subgroups:(Specify) <u>Students at Birney Elementary School</u></u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>__X__ Other Subgroups:(Specify) <u>Students at Birney Elementary School</u></u>	

Leadership Enrichment Position To provide leadership enrichment opportunities focused on academic and social emotional well-being of students		\$81,000 (LCFF Sup and Con)	Leadership Enrichment Position - Supported for Fresno Unified's role in the African American Student Conference - Supported and strengthening Black Student Unions		\$77,000 (LCFF Sup and Con)
☒ ALL			☐ ALL		
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>African American Students</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		General Note: While Fresno Unified School District does not fund across the board salary increases with supplemental and concentration funds, negotiated salary increases or changes to benefits do impact staff funded with supplemental and concentration funds. Some changes to budgeted expenditures can be the result of staffing changes, changes to salary or benefits, hiring timelines or other circumstances. A reevaluation of goals and actions along with an analysis of data collected lead to minor modifications of some actions and metrics. Based on the data which indicates increased student involvement in arts, activities and athletics, services provided to students will expand as outlined in the goal 2 2016/17 plan in the LCAP.			
ORIGINAL GOAL 3 (from prior year LCAP)	All students will demonstrate the character and competencies for workplace success			Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 _____ 8 _____ COE only: 9 _____ 10 _____ Local : Specify _____	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	All Schools All Student Subgroups			
Expected Annual Measurable Outcomes:	3A Career Technical Education: For the 2014-15 school year, 30.86% of 9th through 12th grade students were enrolled in a CTE pathway. (Indicator # 3155)		Actual Annual Measurable Outcomes:	3A Career Technical Education: *For the 2015-16 school year, 37.8% of 9th through 12th grade students were enrolled in a CTE pathway. (Indicator # 3155)	

	- For the 2014-15 school year, 23.96% of CTE participants were from underrepresented gender groups. (Indicator # 2693) - For the 2014-15 school year, 30.02% of 9th grade students were enrolled in Linked Learning Pathway. (Indicator # 2301) - It is the goal of Fresno Unified School District that no less than 34% of 9th-12th grade students enroll in a CTE pathway in the 2015-16 school year. Exposure to career skills and options: - For the 2013-14 school year, 95.80% of third grade students have a career-based experience on campus (i.e. PG and E power pathway). (Indicator # 711) - For the 2013-14 school year, 86.4% of fourth grade students have visited a local business. (Indicator # 704) - For the 2013-14 school year, 86.4% of sixth grade students have visited a Community College. (Indicator # 705) - For the 2013-14 school year, 20.8% of eighth grade students have visited a California State University Campus. (Indicator # 719) In addition to CTE pathways, it is the goal of Fresno Unified School District to increase each student's exposure to career skills and options beginning in elementary school and continuing through high school.		*For the 2015-16 school year, 48.5% of 9th grade students were enrolled in Linked Learning Pathway. (Indicator # 2301) - The graduation rate for students completing 2 or more CTE courses for 2014/15 was 96%, as opposed to the District's overall graduation rate of 79% *Exposure to career skills and options: - For the 2014-15 school year, 94.2% of third grade students have a career-based experience on campus (i.e. PG and E power pathway). (Indicator # 711) - For the 2014-15 school year, 96.1% of fourth grade students have visited a local business. (Indicator # 704) - For the 2014-15 school year, 89.8% of sixth grade students have visited a Community College. (Indicator # 705) - For the 2014-15 school year, 15.8% of eighth grade students have visited a California State University Campus. (Indicator # 719) *Complete subgroup data is listed in Appendix A
LCAP Year: 2015-16			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
High School Strategy: • Linked Learning Pathway Development including training for both existing pathway teams and new pathway teachers • Personalized student learning supports • Support for Sunnyside High School Doctor's Academy		\$9.2 Million (LCFF Sup and Con)	High School Strategy: • 15 Linked Learning pathways are now offered throughout the District • Week-long curriculum camps offered to all Linked Learning teachers in summer 2015. Camps will be offered again for all current and new pathway teachers in the summer of 2016. • Project-based learning professional development offered to Linked Learning teachers • Business and industry advisory committee meetings continued with a Districtwide meeting planned for May 2016 • Final Graduate Profile created and will be shared with District and Fresno community • School choice expo to inform families of school options • New pathway courses developed and a-g applications submitted when appropriate • Teachers attended over 40 Professional Learning opportunities • Work Based Learning Continuum developed for grades 9-12 • Sunnyside High School Doctor's Academy successfully implemented	\$6.2 Million (LCFF Sup and Con)
Scope of service:	All High Schools		All High Schools	
<u>X</u> ALL			<u>X</u> ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
<u>Kids Invent!</u> • Contact with the Lyles Center for Innovation and Entrepreneurship • Tailored- learning for Science, Technology, Engineering and Mathematics (STEM) for every 5th grade student / classroom in the District • 60 minute weekly modules • All supplies provided to teachers • Each school has a liaison teacher who is responsible for collecting student work, distributing the supplies, and assisting teachers with implementation • Data collections and evaluations of the program will be included starting in the 2014-15 school year to gauge the success of the program	\$1.4 Million (LCFF Sup and Con)	<u>Kids Invent!</u> • Program coordinated in partnership with the Lyles Center for Innovation and Entrepreneurship • All 5th and 6th grade teachers receive on-going classroom support via the Rapid Response Team • All 6th grade teachers receive additional supports for robotics activities in the 2016 spring semester • Teacher portal created to provide online resources and three minute curriculum videos • Innovation Day will be held on April 14, 2016 with teams collaborating in a challenge competition	\$1.4 Million (LCFF Sup and Con)
Scope of service: Elementary Schools		Elementary Schools	
☐ ALL		☐ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All 5th and 6th grade students</u>		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>All 5th and 6th grade students</u>	
<u>New Entrepreneurial High School:</u> • Three additional FTE to ensure adequate course offerings to support 10th grade class	\$700,000 (LCFF Sup and Con)	<u>Patino Entrepreneurial High School:</u> • Teachers built curriculum that taught 12 entrepreneurial skills introduced in an advisory period and used to teach core content	\$1.5 Million (LCFF Sup and Con)

and expansion in 2016-17 to include 10 th and 11 th grades. • Business contracts			• Students learned HTML and CSS coding skills and social medial marketing and google analytics through the support of technology consultants co-teaching in the classroom • Students participated in technology internships where they built websites and online marketing campaigns for real clients. • Created a paperless professional learning and working environment through the use of 1 to 1 Surface tablet and an online learning management system.	
Scope of service:	New High School			Patino High School
☐ ALL			☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>10th grade students at new high school</u>			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups:(Specify) <u>Patino 10th grade students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		General Note: <i>While Fresno Unified School District does not fund across the board salary increases with supplemental and concentration funds, negotiated salary increases or changes to benefits do impact staff funded with supplemental and concentration funds. Some changes to budgeted expenditures can be the result of staffing changes, changes to salary or benefits, hiring timelines or other circumstances.</i> <i>A reevaluation of goals and actions along with an analysis of data collected lead to minor modifications of some actions and metrics.</i> Efforts to create new and improved career-based educational opportunities for students are ongoing and take time to develop. New initiatives planned for 2016/17 are outlined in the 2016/17 plan section of the LCAP.		
ORIGINAL GOAL 4 (from prior year LCAP)	All students will stay in school, on target to graduate		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		

	Applicable Pupil Subgroups:	All Student Subgroups	
Expected Annual Measurable Outcomes:	4A Attendance - For the 2014-15 school year to date, 63.3% of students in Fresno Unified School District had an attendance rate above 95%. (Indicator # 3142) - It is expected that no less than 62.5% of students have an attendance rate above 95% in the 2015-16 school year. - To date, for the 2014-15 school year, 15.44% of students had chronic absenteeism at Fresno Unified School District. Efforts to improve attendance will reduce this number for the 2015-16 school year. Suspensions and Expulsions - The District had 2,771 on-campus suspension incidents - The District had 9,227 off campus suspension incidents for the 2013-14 school year. (Indicator # 2001, 843) Fresno Unified School District had 207 expulsion incidents in the 2013-14 school year. (Indicator # 528). - It is expected that Fresno Unified School District would reduce suspensions and expulsions for students. School Climate Survey The following responses were gathered from the School Climate Elementary and Secondary Survey administered in the 2014-15 school year. 66.5% of students feel that there is a teacher or some other adult who cares about them	Actual Annual Measurable Outcomes:	4A *Attendance - For the 2015/16 (to date) school year, 65.6% of students in Fresno Unified School District had an attendance rate above 95%. (Indicator # 3142) - For the 2015/16 school year (to date), 13.79% of students had chronic absenteeism at Fresno Unified School District. (Indicator # 5942) *Suspensions and Expulsions - For the 2014-15 school year, Fresno Unified had 2231 students with on-campus suspensions (Indicator # 2001) - For the 2014-15 school year, Fresno Unified had 8692 students with off-campus suspensions (Indicator # 843) - Fresno Unified School District had 144 expulsion incidents in the 2014-15 school year. (Indicator # 528). School Climate Survey The following responses were gathered from the School Climate Elementary and Secondary Survey administered in the 2015/16 school year. 64.8% of students feel that there is a teacher or some other adult who cares about them

	• 64.6% of students feel that they are part of the school • 86.45% of parents feel that their child's school provides a safe and secure environment for students to learn • It is expected that future survey results support the conclusion that students feel like they are cared for by the adults in the District, that they are part of the school community, and that they and their parents feel that students are safe and secure while at school. Parent Involvement Parent Involvement will be monitored based on participation in Parent University Course offerings <u>4B</u> Facilities Survey • For the 2013-14 school year 19% of families rated school facilities "exemplary" and 81% of families rated school facilities as "good" (Indicator #1302 and 2819) • Schools are evaluated each year based on the Facility Inspection Tool or "FIT" report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately. Williams Compliance Audit • Per the District's Williams Compliance audit, all students have access to standards-aligned materials		• 63% of students feel that they are part of the school • 95.1% of parents feel that their child's school provides a safe and secure environment for students to learn • It is expected that future survey results support the conclusion that students feel like they are cared for by the adults in the District, that they are part of the school community, and that they and their parents feel that students are safe and secure while at school. Parent Involvement Parents Served to date - 25,174 Parents served in 2015/16 - 5,174 Parent University sessions offered for 2015/16 - 630 <u>4B</u> Facilities Survey • For the 2014/15 school year 97.7% of families rated school facilities as "good" (Indicator #1302 and 2819) • Schools are evaluated each year based on the Facility Inspection Tool or "FIT" report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately. Williams Compliance Audit • Per the District's Williams Compliance audit, all students have access to standards-aligned materials
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	It is expected that all students have access to clean and safe facilities and that they have access to required materials.		*Complete subgroup data is listed in Appendix A
LCAP Year: 2015-16			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<u>Social Emotional Supports</u> (equivalent to 20 FTE Positions): - Provide school-sited Social Emotional Counselors to focus on interventions at all middle schools - Child Welfare Specialist positions to provide direct intervention at 29 elementary schools using home visits and other tools to reduce the number of students with chronic and severe attendance issues	\$2.4 Million (LCFF Sup and Con)	<u>Social Emotional Supports</u> - School based Social Emotional Support Specialists to focused on providing social emotional interventions and classroom support at all comprehensive middle schools - Child Welfare & Attendance Specialist positions provided services districtwide and direct intervention at 29 high-need elementary schools using home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence	\$2.6 Million (LCFF Sup and Con)
Scope of service: Schoolwide: 29 elementary schools Middle schools		Scope of service: Schoolwide: 29 elementary schools Middle schools	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Elementary students at 29 elementary schools and all middle school students</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Elementary students at 29 elementary schools and all middle school students</u>	
<u>School Climate and Culture Expansion:</u> Provide direction and support in building and maintaining our proactive approach	\$2.2 Million (LCFF Sup and Con)	<u>School Climate and Culture Expansion:</u> Provided direction and support to staff to strengthen school climate. Supports include Tier I –social, emotional and behavior supports	\$1.5 Million (LCFF Sup and Con)

- o Tier I –social, emotional and behavior supports needed by all students - o Tier II- interventions and re-teaching - o Tier III – intensive interventions • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Increase school-wide and district-wide professional learning opportunities		needed by all students, Tier II Student re-teaching and Tier III intensive interventions. • Built the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions. • Increased school-wide and district-wide professional learning opportunities for all staff. Teachers, Noon Time Assistants, Bus Drivers, Paraprofessionals and Substitute Teachers participated in on-going professional learning to build and improve adult-student interactions and to provide positive corrective feedback to students.	
Scope of service: Districtwide: All schools		Scope of service: Districtwide: All schools	
<u> X </u> ALL OR: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
<u>Community Engagement Investments:</u> • Professional development for all district parent engagement staff. • Targeted home visits to support college and career, discipline and attendance, choice and extended summer learning programs. • English Learner Re-designation (New) • Reforms of College and Career Pathways (New) • Restorative Practices (New) • Special Education Baseline (New) • Extended School Day Module (New) • Parent workshops conducted by partner community based originations.	\$1.4 Million (LCFF Sup and Con)	<u>Community Engagement Investments:</u> • Celebrated the 5th year of parent engagement • 2014 Golden Bell Award winning program • Over 20,000 parent participants to date • 4,116 parents served for the 2015-16 school year in the languages of Spanish, English, and Hmong (to date) • Served 85 school sites • Offered 621 parent learning sessions • Provided learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition and LCAP standalone workshops.	\$1.4 Million (LCFF Sup and Con)

Scope of service:	All Schools		Scope of service:	All Schools	
<u> X </u> ALL			<u> X </u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Restorative Practices Investment • Add Restorative Practices Counselors (from three to nine) • Serving the McLane Region • Expand to an additional 13 sites in the Edison and Fresno High Regions • Restorative Practices module for parents rolled out to 13 schools prior to winter break. A second module is planned about restorative / authoritative approaches to parenting for 2015-16	\$2.2 Million (LCFF Sup and Con)		Restorative Practices Investment • Additional Restorative Practices Counselors (from six to twelve) • Expanded from the McLane region to an additional 13 sites within Edison & Sunnyside regions in 2015 • Restorative Classroom Practices- Fall, Winter and Spring Sessions of Professional Learning at the 13 expanded schools; continued site-based learning and coaching at the 13 McLane Region schools • Parent Focus Group and five-week Parent Learning Module in McLane, Edison & Sunnyside Regions in English, Spanish and Hmong, in partnership with Parent University (December 2015-January 2016) • Partnered with Fresno Police Department in the professional learning and development of the Student Resource Officer role at restorative schools	\$2.3 Million (LCFF Sup and Con)	
Scope of service:	Schoolwide: Selected schools, expanding		Scope of service:	Schoolwide: Selected schools, expanding	
<u> X </u> ALL			<u> X </u> ALL		

OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____				OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			
<u>Social Emotional Support Program at each high school</u>		\$900,000 (LCFF Sup and Con)		<u>High School Reengagement Centers</u> - All comprehensive high schools and Duncan - Designed to reduce classroom disruptions and maintain access to instruction by providing students with behavioral and social emotional supports and interventions - Teachers met regularly as an accountable community for collaboration, planning and professional learning		\$29,000 (LCFF Sup and Con) Program fully implemented but funding was provided by another (non LCFF) funding source	
Scope of service: Districtwide: High Schools				Scope of service: Districtwide: High Schools			
_X_ALL				_X_ALL			
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____				OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			
<u>Additional Resources for Drug Counseling and Prevention</u>		\$150,000 (LCFF Sup and Con)		<u>Additional Resources for Drug Counseling and Prevention</u> - Reviewed proposals from multiple local vendors to provide site-based prevention and treatment services - Currently finalizing agreement with Eminence to provide services at high school level - Planning underway for a fall prevention kick-off with speaker Chris Herren		\$150,000 (LCFF Sup and Con)	
Scope of service: Districtwide: High Schools				Scope of service: Districtwide: High Schools			
_X_ALL				_X_ALL			

OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<u>Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u> To ensure facilities are clean and in good repair		<u>Custodians</u> - Positions hired - District continues to hire custodians as necessary to fill vacant positions	
Scope of service: Schoolwide:73 elementary, middle and high schools		Scope of service: Schoolwide:73 elementary, middle and high schools	
_X_ALL		_X_ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<u>Investments to Maintain Quality Facilities:</u> - Add two additional Mobile Maintenance Trailers to reduce time required for repairs - Replace heavy and light vehicles and equipment		<u>Investments to Maintain Quality Facilities:</u> - A new 5-person crew was created to deploy the fifth Mobile Maintenance Trailer to increase school site service frequency 20% of the Maintenance and Operations heavy and light fleet was replaced with new equipment	
Scope of service: Districtwide		Scope of service: Districtwide	
_X_ALL		_X_ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<u>One additional Relief Bus Driver</u> To cover absences on regular home-to-school routes to ensure transportation deficiencies do		<u>One additional Relief Bus Driver</u> Position filled	

not contribute to student absenteeism or tardies			
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
<u>One time funding to replace over 500 aging cafeteria tables</u>	\$500,000 (LCFF Sup and Con)	<u>Cafeteria tables purchased and placed at schools</u>	\$500,000 (LCFF Sup and Con)
Scope of service: Schoolwide:All Schools identifying this need in facilities survey		Scope of service: Schoolwide:All Schools identifying this need in facilities survey	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
<u>Funding to support crossing guards</u> • Up to 20 additional schools • To optimize student safety and promote a positive campus environment	\$26,000 (LCFF Sup and Con)	<u>Funding to support crossing guards</u> • Crossing guards added to two schools	\$26,000 (LCFF Sup and Con)
Scope of service: Schoolwide: Up to 20 schools		Scope of service: Schoolwide: Up to 20 schools	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
<u>Middle School Investment</u> • Fort Miller – Investments to meet targeted needs for a school with over 91% of students eligible for free or reduced meals o Safety / security enhancements o Professional learning o Facility upgrades	\$1.3 Million (LCFF Sup and Con)	<u>Middle School Investment</u> Implemented: • Safety and security • Professional learning • Facility upgrades	\$1.5 Million (LCFF Sup and Con)

- Technology upgrades - Wawona – Investment to support feeder progression / program change and emphasize regional identity for a school with over 87% of students eligible for free or reduced meals			- Technology upgrades - Visual and performing arts investments		
Scope of service:		Schoolwide: Fort Miller and Wawona	Scope of service:		Schoolwide: Fort Miller and Wawona
<u>X</u> ALL			<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		General Note: <i>While Fresno Unified School District does not fund across the board salary increases with supplemental and concentration funds, negotiated salary increases or changes to benefits do impact staff funded with supplemental and concentration funds. Some changes to budgeted expenditures can be the result of staffing changes, changes to salary or benefits, hiring timelines or other circumstances.</i> <i>A reevaluation of goals and actions along with an analysis of data collected lead to minor modifications of some actions and metrics.</i> <i>For the Social Emotional Program at each High School (High School Reengagement Centers), program was fully implemented but funding was provided by another (non LCFF) funding source</i>			
GOAL 5 (from prior year LCAP)		All four Fresno Unified Goals			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:		Schools:	All Schools		
		Applicable Pupil Subgroups:	All Student Subgroups		
Expected Annual Measurable Outcomes:		5A School Site Councils All School Site Councils (SSC) will use Dashboard indicators or other data to make		5A School Site Councils All School Site Councils (SSC) used Dashboard indicators or other data to	

	a quality Single Plan for Student Achievement • Actions and expenditures outlined in the SPSA will be designed to improve student outcomes • Schools and leaders will monitor the progress of Dashboard indicators to ensure student success • 5B Base services are designed to ensure each student receives a quality education, individualized to meet their individual needs. Fresno Unified School District will conduct targeted Cycles of Review to ensure students' progress in key academic indicators.		develop a comprehensive Single Plan for Student Achievement • Actions and expenditures detailed in the SPSA are designed to improve student outcomes • Site leaders and staff continue to monitor the progress of Dashboard indicators to ensure student success using the cycle of continuous improvement method 5B Fresno Unified School District continues to utilize Cycles of Review to ensure students' progress in key academic indicators.
LCAP Year: 2015-16			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<u>School site allocations to be prioritized by each school's School Site Council</u> (\$2.6 Million increase over prior year): • Supplemental materials and technology - o Technology budgets up by 40% over 2014-15 • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement - o General increase budgeted in School Liaison positions • Psychological services	\$11.7 Million (LCFF Sup and Con)	<u>School site allocations to be prioritized by each school's School Site Council</u> • Supplemental materials and technology • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement • Psychological services • Bilingual office staff Expenditures were selected based on data review sessions with School Site Councils. Plans were created by individual school sites and reviewed by	\$11.5 Million (LCFF Sup and Con)

• Bilingual office staff		Instructional Superintendents and the Office of State and Federal Programs	
Scope of service: Districtwide		Scope of service: Districtwide	
<u> X </u> ALL		<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) All students, selected schools	
<u>Supplemental Student Supports</u> • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel • Early childhood classroom aides • Counselors • Vice Principals (including extra Vice Principals at Gaston and Fort Miller)	\$15.1 Million (LCFF Sup and Con)	<u>Supplemental Student Supports</u> Implemented: • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel • Early childhood classroom aides • Counselors • Vice Principals	\$13.6 Million (LCFF Sup and Con)
Scope of service: All Schools		Scope of service: All Schools	
<u> X </u> ALL		<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) All students, select elementary and middle schools	
<u>Instruction for students</u> 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 administration staff based on	\$334.3 Million (LCFF Base)	<u>Instruction for students</u> All costs associated with the delivery of instruction to students. • All Schools were provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administration staff based on	\$353.7 Million (LCFF Base)

the type of school (elementary, middle or high school) enrollment, and the size of the campus		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		All schools were provided allocations for instructional supplies and extra-curricular and co-curricular activities	
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> _ALL		<u>X</u> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Professional Learning</u> Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	\$4.8 Million (LCFF Base)	<u>Professional Learning</u> Coordinated with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	\$0.4 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> _ALL		<u>X</u> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Early Learning</u> - Infants and toddlers - Preschool - Prekindergarten - Transitional kindergarten	\$0.5 Million (LCFF Base)	<u>Early Learning</u> Implemented: - Infants and toddlers - Preschool - Prekindergarten - Transitional kindergarten	\$0.4 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	

☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
<u>Prevention and Intervention</u> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions	\$2.4 Million (LCFF Base)	<u>Prevention and Intervention</u> Implemented: • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions	\$3.1 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
<u>Human Resources</u> • Recruit, hire, retain quality employees • Labor Relations	\$3.5 Million (LCFF Base)	<u>Human Resources</u> • Recruited, hired, retained quality employees • Labor Relations	\$3.7 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Career Technical Education</u> - Guidance and Counseling Services (both college and career) - Career based programs - Career Pathway development - Career awareness and exploration - Business and Industry support	\$11.5 Million (LCFF Base)	<u>Career Technical Education</u> Implemented: - Guidance and Counseling Services (both college and career) - Career based programs - Career Pathway development - Career awareness and exploration - Business and Industry support	\$2.2 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
__XALL		__XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Special Education</u> - Mental Health Services (AB114)- - Autism Services - Secondary Course Alignment - Special Education Department Regional Alignment	\$107.6 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)	<u>Special Education</u> Implemented: - Mental Health Services (AB114)- - Autism Services - Secondary Course Alignment - Special Education Department Regional Alignment	\$115.9 Million (LCFF Base, IDEA Federal funds, AB602, and other
Scope of service: Districtwide		Scope of service: Districtwide	
__XALL		__XALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Central Office Administration</u>	\$4.0 Million (LCFF Base)	<u>Central Office Administration</u>	\$4.1 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
__XALL		__XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Administrative Services</u> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal	\$7.4 Million (LCFF Base)	<u>Administrative Services</u> Implemented: • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal	\$8.1 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
__XALL		__XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Equity and Access / REA</u> • Research • Evaluation • Assessments • Eliminating disproportionality	\$1.4 Million (LCFF Base)	<u>Equity and Access / REA</u> Implemented: • Research • Evaluation • Assessments	\$1.2 Million (LCFF Base)

		Eliminating disproportionality	
Scope of service: Districtwide		Scope of service: Districtwide	
<u>_XALL</u>		<u>_XALL</u>	
OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____		OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____	
<u>Operational Services</u> - Food Services, including fresh fruit and vegetable program - Facilities, Maintenance, and Operations - Safety - Utilities - Transportation	\$102.5 Million (LCFF Base)	<u>Operational Services</u> Implemented: - Food Services, including fresh fruit and vegetable program - Facilities, Maintenance, and Operations - Safety - Utilities - Transportation	\$102.1 Million (LCFF Base)
Scope of service: Districtwide		Scope of service: Districtwide	
<u>_XALL</u>		<u>_XALL</u>	
OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____		OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____	
<u>Technology Services</u> - Technology infrastructure - Equipment	\$14.5 Million (LCFF Base)	<u>Technology Services</u> Implemented: - Technology infrastructure - Equipment - Included this year were two major projects: - Replacing 1550 aging projectors	\$17.9 Million (LCFF Base)

			o A personalized learning project that will provide a full set of computers to 185 teachers	
Scope of service:	Districtwide		Scope of service:	Districtwide
☒ ALL			☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
<u>Other Expenses</u>		\$9.2 Million (LCFF Base)	<u>Other Expenses</u> Included early retirement incentive and health contribution	
Scope of service:	Districtwide		Scope of service:	Districtwide
☒ ALL			☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		General Note: While Fresno Unified School District does not fund across the board salary increases with supplemental and concentration funds, negotiated salary increases or changes to benefits do impact staff funded with supplemental and concentration funds. Some changes to budgeted expenditures can be the result of staffing changes, changes to salary or benefits, hiring timelines or other circumstances. A reevaluation of goals and actions along with an analysis of data collected lead to minor modifications of some actions and metrics.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$154.3 million</u>
The amount of funds calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils, as determined by the state calculation tool, Fresno Unified School District will receive \$154.3. Under the Local Control Funding Formula (LCFF), the Supplemental and Concentration fund expenditures are itemize in section 2 of this plan. All actions and expenditures were developed based on an analysis of data, input from our stakeholders, and the needs of our unduplicated population in mind. Fresno Unified School District's unduplicated student population count is 88%. Due to this high risk population, the actions below, and described in section 2, are being implemented school wide or district wide:	
1	40 Designated Schools
2	School Site Supports
3	Additional Teacher Supply Funds
4	3% Professional Learning Column
5	Maintain Middle School Redesign
6	Professional Learning Related to the Implementation of the State Standards
7	Eliminate 5th and 6th Grade Combination Classes
8	National Board Certification
9	Instructional Supports
10	Employee Supports
11	Maintain 24:1 TK-third Grade Average Class Size
12	Further Develop Early Childhood Education
13	Maintain Elementary Augmentation for Students with Disabilities
14	Additional Special Education Director
15	Additional Supports for Libraries
16	Maintain Expanded Transitional Kindergarten
17	Equity and Access Partnership with UC Merced
18	GATE / Advanced Placement / International Baccalaureate Expansion
19	Funds to Support Covering Advanced Placement Fees

- 20 Redesign High School Schedules
- 21 Maintain Phoenix Community Day School
- 22 Extended Summer Learning
- 23 Adding Foster Youth Social Workers
- 24 Student Peer Mentor Program
- 25 Investments for Secondary Students with Disabilities
- 26 English Language Learners
- 27 Increase school allocations for athletics
- 28 District-Funded Field Trips
- 29 Increased Funding for Music Instrument Maintenance and Repair
- 30 Funds to Continue an After School Program at Edison High School
- 31 Campus Culture Position at Birney Elementary School
- 32 Leadership Enrichment Position
- 33 Linked Learning, ROP and CTE Pathway Development
- 34 Kids Invent!
- 35 Patino Entrepreneurial High School
- 36 Social Emotional Supports
- 37 School Climate and Culture Expansion
- 38 Community Engagement Investments
- 39 Expanded Student, Parent and Community Communication
- 40 Restorative Practices Investment
- 41 2 Community Nurses for Community-wide Health Issues
- 42 Resources for Drug Counseling and Prevention
- 43 Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions
- 44 Funds to Renovate High School Bathrooms
- 45 Two Additional Relief Bus Drivers
- 46 Upgrading District Technology
- 47 School Site Security Enhancements
- 48 School Site Allocations to be Prioritized by each School's Site Council
- 49 Supplemental Student Supports

Through the District's Equity and Access Partnership with UC Merced, district and school site leadership have easy access to current data via the School Quality Improvement Index (SQII). District leaders use the indicators to identify schools with the most need and site leaders use the SQII to identify school

wide and individual student needs. Using the SQII tool the District is able to allocate services that are principally directed towards, and are effective in meeting the District's goals for its unduplicated pupils as measured by the required metrics. All districtwide and schoolwide actions and services have been developed based upon the needs of unduplicated students, but will serve the needs of all students as well.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

29.57	%
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Fresno Unified School District will receive \$154.3 million in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Documented in the LCAP is 154.3 million in planned expenditures. Using the calculation tool provided by the state, the proportionality percentage is calculated at 29.57% of total funds received. The proportionality percentage is met by expending Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as is demonstrated and detailed in section 2 of the LCAP plan.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.



Guiding Policies



Engagement Efforts



GAEs



Annual Updates

Local Control and Accountability Plan and Annual Update Appendix

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(A) "Chronic absenteeism rate" shall be calculated as follows:

1. The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

(B) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(C) "High school dropout rate" shall be calculated as follows:

1. The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

2. The total number of cohort members.

3. Divide (1) by (2).

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

1. The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

2. The total number of cohort members.

3. Divide (1) by (2).

(E) "Suspension rate" shall be calculated as follows:

1. (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. (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(F) "Expulsion rate" shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

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	LCAP Priority	Metric	Cycle	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	White	Latino	African American	Asian	American Indian	Pacific Islander	Filipino	2 or more races
1	1BasicServices	Teacher misassignment rate	1314 EOY	0.1%													
			1415 EOY	0.5%													
2	1BasicServices	Teachers of EL's misassignment rate	1314 EOY	0.4%													
			1415 EOY	0.3%													
3	1BasicServices	Credentialed teacher rate	1314 EOY	97.9%													
			1415 EOY	98.0%													
4	1BasicServices	Credentialed teacher teaching outside of their own subject area rate	1314 EOY	0.7%													
			1415 EOY	0.2%													
5	1BasicServices	Highly Qualified Teacher rate	1314 EOY	N/A													
			1415 EOY	98.0%													
6	1BasicServices	Percentage of students meeting or exceeding standards for Math on CAASPP	1415 EOY	18.0%	15.00%	3.0%	n/a	n/a	4.0%	36.0%	15.0%	9.0%	22.0%	26.0%	27.0%	35.0%	27.0%
7	1BasicServices	Percentage of students meeting or exceeding standards for ELA on CAASPP	1415 EOY	27.0%	24.00%	2.0%	n/a	n/a	4.0%	46.0%	24.0%	16.0%	32.0%	16.0%	35.0%	50.0%	32.0%
8	1BasicServices	CST Science (Given to Grades 5, 8 and 10 only) Proficient or advanced	1415 EOY	37.0%		4.4%	n/a	n/a	13.5%	65.0%	31.9%	25.5%	43.7%	40.7%	48.1%	63.0%	45.3%
9	4PupilAchievement	Percentage of Kindergarten students scoring 'Ready to Go' based on overall rating on KSEP	1314 EOY	32.6%	30.6%	15.8%	19.2%	24.4%	13.9%	50.4%	30.9%	30.6%	31.1%	21.6%	18.2%	57.1%	31.9%
			1415 EOY	33.4%	31.7%	22.1%	12.5%	23.2%	12.4%	45.4%	32.2%	24.7%	33.5%	44.4%	50.0%	45.5%	43.3%
			1516 Winter	32.6%	30.0%	28.8%	22.9%	12.8%	14.6%	44.2%	31.3%	31.6%	32.8%	27.6%	23.1%	41.7%	41.8%
10	8OtherPupilOutcomes	Percentage of 3rd grade students reading at grade level	1415 EOY	24.6%	22.1%	5.0%	7.6%	9.6%	5.3%	44.9%	22.7%	13.9%	26.8%	15.4%	26.7%	50.0%	28.0%

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	LCAP Priority	Metric	Cycle	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	White	Latino	African American	Asian	American Indian	Pacific Islander	Filipino	2 or more races
11	8OtherPupilOutcomes	Students scoring significantly below the Common Core Reading level on the DRP	1415 EOY	53.4%	55.7%	94.2%	70.9%	65.7%	88.6%	31.3%	56.7%	63.9%	47.3%	53.9%	45.9%	28.1%	49.7%
			1516 Winter	51.9%	54.2%	92.4%	67.1%	63.9%	88.7%	29.6%	55.1%	62.5%	45.3%	53.1%	43.3%	19.8%	48.7%
12	4PupilAchievement	Number of 9th-12th grade students enrolled in AP or IB courses in the current year	1314 EOY	23.5%	21.6%	5.3%	5.9%	12.2%	2.1%	34.2%	20.4%	15.1%	33.7%	20.0%	34.6%	40.7%	21.6%
			1415 EOY	26.7%	25.1%	8.1%	9.8%	16.6%	4.0%	34.8%	25.0%	17.5%	36.0%	17.0%	39.6%	57.1%	24.4%
			1516 Fall	29.2%	27.8%	10.3%	9.5%	19.6%	3.9%	37.4%	28.2%	19.4%	35.9%	20.4%	24.6%	54.1%	28.5%
13	4PupilAchievement	Percentage of 9th-12th grade students completing AP/IB courses	1314 EOY	23.6%	21.6%	5.3%	8.1%	12.4%	2.3%	34.7%	20.6%	15.3%	33.8%	21.2%	34.6%	41.2%	21.7%
			1415 EOY	24.2%	22.5%	7.3%	9.3%	14.2%	3.1%	32.2%	22.3%	15.0%	33.9%	16.0%	41.3%	50.6%	21.9%
14	4PupilAchievement	Percentage of Advanced Placement (AP) exams passed (scoring 3+)	1314 EOY	33.0%	27.0%	33.0%	n/a	n/a	27.0%	48.0%	34.0%	18.0%	19.0%	13.0%	31.0%	46.0%	42.0%
			1415 EOY	36.0%	31.0%	43.0%	n/a	n/a	21.0%	51.0%	38.0%	22.0%	24.0%	25.0%	25.0%	47.0%	43.0%
15	4PupilAchievement	Percentage of graduates who completed A-G requirements	1213 EOY	33.0%	30.0%	22.0%	n/a	n/a	7.0%	43.0%	27.0%	26.0%	50.0%	8.0%	50.0%	33.0%	24.0%
			1314 EOY	37.0%	35.0%	25.0%	n/a	n/a	35.0%	45.0%	31.0%	30.0%	57.0%	26.0%	43.0%	77.0%	24.0%
16	4PupilAchievement	Percentage of students who enrolled in an institution of higher education	1314 EOY	67.4%													
			1415 EOY	64.7%													
17	8OtherPupilOutcomes	Percentage of students with a D or F on their report card	1415 EOY	58.1%	60.1%	69.5%	67.5%	72.7%	64.6%	45.3%	61.4%	68.0%	43.8%	65.3%	50.3%	33.0%	51.5%
			1516 Fall	46.8%	48.4%	56.9%	50.4%	59.6%	53.0%	36.0%	49.7%	54.9%	34.0%	48.6%	37.4%	24.2%	38.3%
18	4PupilAchievement	Number of 12th grade students scoring 'Ready' on the Early Assessment Program for college level English	1314 EOY	12.0%	9.0%	0.0%	n/a	5.3%	1.0%	30.0%	9.0%	8.3%	10.8%	11.8%	0.0%	42.9%	8.6%
			1415 EOY	10.5%	10.5%	0.0%	n/a	6.8%	0.0%	33.2%	10.4%	11.0%	11.9%	6.0%	20.0%	27.3%	14.6%

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	LCAP Priority	Metric	Cycle	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	White	Latino	African American	Asian	American Indian	Pacific Islander	Filipino	2 or more races
19	4PupilAchievement	Number of 12th grade students scoring 'Ready' on the Early Assessment Program for college level Math	1314 EOY	3.3%	2.7%	0.0%	0.0%	0.9%	2.3%	9.1%	2.3%	1.3%	3.0%	0.0%	0.0%	0.0%	0.0%
			1415 EOY	2.1%	1.4%	0.0%	0.0%	1.4%	2.2%	5.9%	1.2%	1.0%	3.1%	0.0%	0.0%	11.1%	0.0%
20	5PupilEngagement	Total graduates in prior year	1213 EOY	76.0%	75.0%	68.0%	n/a	n/a	51.0%	80.0%	74.0%	73.0%	84.0%	73.0%	78.0%	72.0%	66.0%
			1314 EOY	79.0%	78.0%	70.0%	n/a	n/a	48.0%	82.0%	78.0%	73.0%	87.0%	87.0%	76.0%	94.0%	74.0%
21	5PupilEngagement	Number of 7th-8th grade students who dropped out	1314 EOY	0.3%	0.3%	0.1%	0.0%	n/a	0.9%	0.8%	0.3%	0.4%	0.2%	0.0%	0.0%	3.0%	0.0%
			1415 EOY	0.7%	0.0%	0.5%	n/a	n/a	1.5%	1.3%	0.6%	1.1%	0.5%	0.0%	0.0%	0.0%	4.9%
22	5PupilEngagement	Number of 9th-12th grade students who dropped out in prior year	1213 EOY	16.0%	17.0%	23.0%	n/a	n/a	24.0%	14.0%	17.0%	19.0%	10.0%	23.0%	17.0%	28.0%	21.0%
			1314 EOY	14.0%	15.0%	21.0%	n/a	n/a	26.0%	12.0%	15.0%	13.0%	9.0%	13.0%	19.0%	0.0%	18.0%
23	4PupilAchievement	Number of English Learners making annual progress in learning English	1314 EOY	49.9%	49.6%	41.5%	32.1%	43.7%	30.5%	51.4%	50.6%	34.5%	47.4%	33.3%	60.0%	75.0%	44.4%
			1415 EOY	54.2%	54.1%	41.6%	47.4%	49.1%	33.4%	48.7%	54.8%	51.4%	52.9%	42.1%	57.1%	65.2%	50.9%
24	4PupilAchievement	Number of English Learners attaining English proficient level on the California English Language Development Test (CELDT) - Less than 5 years	1314 EOY	12.6%	12.7%	5.9%	8.0%	9.5%	2.7%	12.4%	13.1%	6.9%	10.3%	0.0%	7.7%	18.5%	10.0%
			1415 EOY	7.3%	7.3%	6.9%	9.4%	5.9%	2.2%	6.1%	7.9%	3.9%	4.8%	0.0%	7.0%	6.3%	4.4%
25	4PupilAchievement	Number of English Learners attaining English proficient level on the California English Language Development Test (CELDT) - 5 years or more	1314 EOY	24.7%	24.9%	20.0%	9.1%	21.8%	3.1%	22.6%	25.7%	9.1%	21.4%	66.7%	7.1%	0.0%	19.8%
			1415 EOY	19.7%	19.8%	18.5%	30.8%	19.5%	3.2%	20.0%	20.5%	9.1%	16.8%	100.0%	18.2%	0.0%	16.5%
26	4PupilAchievement	Number and percentage of English Learner students not advancing at least one proficiency level on the CELDT	1314 EOY	44.0%	45.2%	44.8%	48.7%	46.7%	51.4%	38.9%	43.8%	45.2%	45.1%	50.0%	26.8%	10.3%	46.3%

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	LCAP Priority	Metric	Cycle	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	White	Latino	African American	Asian	American Indian	Pacific Islander	Filipino	2 or more races
			1415 EOY	45.2%	46.1%	45.3%	42.2%	47.9%	51.6%	39.3%	44.7%	32.4%	47.3%	55.0%	25.9%	38.9%	49.8%
27	4PupilAchievement	Number of English Learner students redesignated (current academic year progress).	1314 EOY	9.5%	9.5%	0.0%	4.9%	6.8%	1.6%	11.7%	9.6%	16.0%	9.0%	4.8%	8.9%	9.4%	9.4%
			1415 EOY	17.8%	17.9%	0.0%	15.1%	13.1%	2.9%	17.7%	17.6%	14.0%	18.8%	13.0%	12.9%	35.7%	18.3%
28	8OtherPupilOutcomes	Number of unique students who are engaged in any goal 2 activities	1314 EOY	54.5%	54.5%	40.9%	43.0%	54.5%	44.6%	63.4%	52.3%	57.0%	58.1%	53.5%	58.1%	64.8%	47.5%
			1415 EOY	62.1%	61.8%	49.2%	49.7%	63.5%	54.5%	70.4%	60.0%	64.6%	65.7%	58.1%	63.7%	74.5%	60.8%
29	4PupilAchievement	Number of 9th-12th grade students enrolled in a CTE Pathway	1314 EOY	30.0%	30.8%	27.0%	21.6%	25.7%	14.6%	25.6%	30.9%	24.4%	34.1%	26.7%	32.7%	31.4%	27.1%
			1415 EOY	38.1%	38.4%	34.9%	40.2%	34.8%	27.0%	33.7%	39.1%	35.0%	39.2%	32.0%	23.9%	35.2%	38.5%
30	4PupilAchievement	Number and percentage of 9th grade students enrolled in a Linked Learning pathway	1314 EOY	6.5%	6.5%	3.2%	4.4%	5.9%	1.4%	7.5%	6.5%	5.1%	7.5%	3.9%	14.3%	11.1%	3.4%
			1415 EOY	31.9%	32.1%	30.6%	28.6%	29.8%	18.4%	28.3%	32.9%	32.3%	29.8%	26.9%	26.7%	14.8%	31.7%
			1516 Fall	48.5%	49.8%	44.9%	34.2%	40.7%	27.7%	41.9%	48.9%	43.3%	55.6%	59.3%	31.6%	42.1%	55.7%
31	5PupilEngagement	Total days of attendance.	1314 EOY	94.46%													
			1415 EOY	94.60%													
			1516 Fall	94.92%													
32	5PupilEngagement	Number of students chronically absent	1314 EOY	15.2%	15.0%	12.7%	34.8%	33.1%	26.0%	14.3%	15.6%	22.5%	7.0%	26.3%	11.9%	5.7%	17.9%
			1415 EOY	15.4%	15.3%	11.8%	21.8%	32.9%	26.0%	14.4%	16.0%	22.5%	6.5%	21.1%	5.5%	6.2%	18.3%
33	5PupilEngagement	Number of students who are truant as defined by education code (grades 1 to 12)	1415 EOY	56.6%	57.5%	46.5%	67.4%	78.7%	63.3%	52.5%	57.5%	73.0%	42.4%	65.9%	42.5%	44.3%	52.3%
34	6SchoolClimate	Number of on-campus suspension incidents per 100	1314 EOY	3.8%	2.4%	1.6%	3.3%	5.8%	3.2%	2.1%	2.0%	4.9%	0.7%	3.6%	1.0%	1.6%	2.0%
			1415 EOY	3.0%	1.9%	1.2%	2.7%	5.2%	2.3%	1.7%	1.7%	4.3%	0.4%	1.7%	1.4%	0.8%	2.0%
			1516 Winter	1.0%	1.0%	0.6%	1.9%	2.8%	1.6%	0.9%	0.9%	2.1%	0.3%	1.4%	1.7%	0.4%	1.1%
35	6SchoolClimate	Number of out of school suspension incidents	1314 EOY	12.6%	7.2%	5.6%	16.0%	18.8%	13.1%	6.3%	6.4%	16.8%	2.3%	10.9%	4.3%	3.6%	5.7%

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	LCAP Priority	Metric	Cycle	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	White	Latino	African American	Asian	American Indian	Pacific Islander	Filipino	2 or more races
			1415 EOY	97.7%													
47	1BasicServices	Students lacking their own copy of a textbook rate	1314 EOY	N/A													
			1415 EOY	0.0%													
			1516 Fall	0.0%													
48	1BasicServices	Most recently adopted textbooks rate	1314 EOY	N/A													
			1415 EOY	100.0%													
			1516 Fall	100.0%													
49	4PupilAchievement	Number of AP/IB exams taken	1314 EOY	5297	36.9%	5.6%	0.2%	1.1%	1.0%	14.1%	62.1%	5.7%	15.4%	0.2%	0.3%	1.0%	1.1%
			1415 EOY	6581	72.6%	4.1%	0.1%	1.2%	0.9%	14.3%	58.3%	4.9%	18.5%	0.4%	0.4%	1.2%	1.5%

*Response scales for elementary and secondary students vary. The affirmative responses were combined even though the scales were different