

Preparing Career Ready Graduates!



Fresno Unified School District





Local Control &
Accountability Plan



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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: 2015-16

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.

Involvement Process	Impact on LCAP
<p><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></p> <p>Planning for Genuine Engagement →</p> <p>Fresno Unified School District began our engagement process by reaching out to various groups and developing a strategy early in the fall. A tentative schedule of events was created and a workshop outline was developed that included an increased focus on data. Also included were updates on the implementation of new investments outlined in the prior year LCAP. Between November and March, the District conducted 40 meetings to engage with stakeholders on the LCAP. Meetings were held with administrators, parents 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 flyers were all utilized as communication tools. Enhanced relationships with community organizations that focus on children and education also enriched the process.</p> <p>Outline of Presentation →</p> <p>In general, the methodology for engagement was based on the following outline:</p> <ul style="list-style-type: none"> • A review of the local control funding formula and LCAP • A discussion of the eight state priority areas • General information about the school district • Updates on new investments for 2014-15 • A sharing of district data through the LCAP Data Dashboard • Receiving input on new investments for 2015-16 <p><i>With that said, The District continued the practice established last year of flexing our workshops in order to be more meaningful to individual groups. When groups desired a different type of engagement or information, every effort was made to accommodate the requests. As a result, some workshops were deep conversations in small groups, while others focused on the needs of a specific student group. For example, two Southeast Asian community groups approached the district about doing an LCAP event together. They requested that the workshop include some information about specific Asian populations. By accommodating this request, the resulting workshop became an opportunity to build bridges for both the Southeast Asian community and the District.</i></p>	<p>Impact on the LCAP and Why it Mattered</p> <p>Reaching out to potential partners early in the process allowed for stakeholders and community groups to plan for participation and determine how best to engage with the District. Early planning also allowed the District to construct an engagement strategy that is essentially year-round and not a standalone event.</p> <p>Impact on the LCAP and Why it Mattered</p> <p>Fresno Unified School District adopted a prototype workshop that comprised elements that were both consistent and flexible. The general format of “inform”, “review data”, and “listen to input” allows for quality sharing of information and helps to ensure that stakeholders are informed about new changes in the District.</p> <p>Flexibility in the outline came with planning for individual workshops. Asking questions like:</p> <ul style="list-style-type: none"> • Is this a group informed on the Local Control Funding Formula? • What information is important to this group? • What is the best way to ensure quality time for feedback? • What is the best way to encourage feedback? Orally? Group facilitation?

Communicating Areas of Investment Afforded to the District as a Result of the LCFF →

An important part of each workshop was capitalizing on the opportunity to update our stakeholders on key, new investments made by the District for the 2014-15 school year. In order to communicate investments, and more importantly to show the impact of the investments on children, the District incorporated a three pronged approach:

- What we said (in the 2014-15 LCAP)
- What we've done
- What's best for students

Partnering with Stakeholders to Utilize Data in our Decision Making →

For several years our District has utilized a District Data Dashboard for accountability and as a tool for making informed decisions. This year, we shared our LCAP Dashboard with stakeholders. It included the data elements required in legislation, but also included some indicators of value or interest to our stakeholder groups. For the majority of the indicators, the District also included the same information for our subgroups.

Providing information is important, but informing our community of why the District measures key items is also of value. To communicate this "why", a methodology was used to show the data for a few years to provide historical context, but also to include the following descriptors:

- What it measures
- Why it matters

Gathering Input and Ideas from Stakeholders →

Several methods and tools were used to solicit feedback from our stakeholders. The final part of the workshops included the opportunity to fill out an input survey. The survey requested that the stakeholder give thoughts on potential new District investments centered around 4 guiding questions:

1. How can Fresno Unified School District help more students excel in reading, writing and math?
2. How can Fresno Unified School District help more students to graduate from High School?
3. How can Fresno Unified School District help more students prepare for college and careers?
4. What can Fresno Unified School District do to help more parents become involved in our schools?

Included in the survey were the top responses for last year (along with the ability to rank the importance of each of those items) and also a space for stakeholders to include new ideas or

Impact on the LCAP and Why it Mattered

The Local Control Funding Formula represents the most dramatic change in school funding for decades. For Fresno Unified School District and school districts across the state, the funding provided from the LCFF and Proposition 30 represent the first funding increases the District has received from the State in years. These increases allowed for a few, key, strategic new investments. Being able to update stakeholders on those new investments is an important part of our accountability.

Impact on the LCAP and Why it Mattered

Fresno Unified School District's Board recently approved a District Data Dashboard. This dashboard represents 48 data indicators designed to assist the District with monitoring strategies and evaluating student success. Reviewing data allows internal and external stakeholders to make informed, and targeted planning and budgeting recommendations.

Impact on the LCAP and Why it Mattered

Diverse thought from stakeholders with different roles in the lives of Fresno's children help to ensure an innovative and quality plan and budget. A survey format that allows people to choose to rank popular ideas or to document their own ideas allows both flexibility and structure.

feedback. Where written survey feedback wasn't possible or practical, oral individual or group feedback was also accepted.

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 on the written survey.

Feedback Process →

In total, 1564 stakeholders participated in District workshops. In addition, over 1500 people participated in the online survey. Through these two venues, the District received over 10,000 recommendations and ideas for the 2015-16 school year.

The Fresno Teachers Association (FTA) was approached early in the school year for targeted engagement. After numerous discussions, FTA held several community workshops on the LCAP. To date, the information collected by FTA from their members has not been received by the District.

Summarizing and Communicating Feedback →

Responses to the five guiding questions were compiled and ranked according to the frequency of the recommendation. The top ten responses to each of the questions asked in the survey were summarized for the public in a Board presentation on February 25, 2015. The top ten responses to each of the questions were quantified and again communicated to the Board of Education on March 6, 2015.

Feedback was also summarized and assimilated to District Office Leaders for consideration in their 2015-16 planning and budgeting requests.

LCAP Draft (s) →

The first draft of the LCAP was introduced at the April 22, 2015 Board meeting. A presentation was conducted at that time that reviewed the purpose and timeline of the LCAP, introduced the community to the new template, and tied some of the initial Board discussions around new investments for the 2015-16 school year were outlined in the first draft of the LCAP. On April 23, 2015 the District Advisory Council (DAC) parent group met and received a presentation on the LCAP. Questions from this group were recorded and a written response provided from the Superintendent. On April 24, 2015 the draft of the LCAP was posted online as well as an opportunity to give feedback electronically. On May 21, 2015, the LCAP was presented to the District English Language Advisory Committee.

Impact on the LCAP and Why it Mattered

In discussions on stakeholder engagement, the topic frequently comes up about the quality of engagement versus the volume of people brought into the process. For Fresno Unified School District, our engagement allowed for a great number of people to be heard, in a variety of venues, with options for choosing the method and time for providing feedback.

Impact on the LCAP and Why it Mattered

With so many ideas, it is important to understand both popular thought, and new or innovative notions. By synthesizing feedback the District can understand what investments are thought to be key for the majority of stakeholders. By ensuring District leaders receive the benefit of ideas that might be new or innovative in nature, we capitalize on all strengths of the engagement process.

Impact on the LCAP and Why it Mattered

With so many ideas, it is important to understand both popular thought, and new or innovative notions. By synthesizing feedback the District can create a plan that effectively meets student needs.

Annual Update:

The second year for implementing the Local Control and Accountability Plan (LCAP) process allowed for greater thought and planning because there were no restrictions associated with late state legislative decisions. With the increased time, Fresno Unified was able to make the following changes to our stakeholder engagement strategy:

- Increased efforts to engage students as evidenced by: —————→
 - Student Advisory Board training on budgeting and prioritizing investments added in addition to the LCAP workshop
 - Added lunchtime student events at each of the 7 comprehensive high schools
 - Created a Foster Youth Roundtable with foster student participants to hear first-hand about the challenges faced by foster youth

- Data focus in decision making to increase transparency and ensure District and community focus on key areas as evidenced by: —————→
 - Board Approval of a District Data Dashboard
 - LCAP Dashboard including relevant subgroups available to all workshop participants

- Regional Community meetings to understand the unique needs of Fresno neighborhoods. —————→

- Foster Youth Roundtable meetings to bring together various foster youth stakeholders for a discussion specific to this group —————→

- Opportunity to provide stakeholders with updates on implementation of first year (2014-15) LCAP investments and initiatives —————→

Annual Update:

- Students are ultimately the end users of all K-12 educational efforts. Having a strong student voice in Fresno Unified’s LCAP will ultimately lead to improved academic outcomes and stronger relationships between district leaders, students, teacher and administrators.

- Data based decision making allows for greater targeting and focus of valuable district resources and is key to reducing disproportionality.

- Regional focus and smaller venues allow for specific and quality discussions.

- The opportunity to receive updates to social workers specifically hired to serve foster youth and to hear from foster students about challenges and opportunities specific to students living in the foster care system.
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- Allows for the evolution of conversations and discussions around student needs as new funding has allowed for new investments in targeted areas. Also, updating stakeholders on investments creates accountability for quality District implementation and monitoring of effectiveness.

LCAP Stakeholder Engagement Plan- 2014/15

Group	Targeted Audience	Date
Foster Youth Roundtable	Foster Students, Foster Parents, Community Advocates	November 6, 2014
Student Advisory Board	Students	November 10, 2014
Principals Meeting	School Principals	November 17, 2014
Co Administration Meeting	Administration	November 18- 20, 2014
Lunchtime Student Engagement Event	Students	November 20, 2014
Regional Engagement Meetings	Parents, Teachers, Students, Community	November 20, 2014
School Site Councils	Parents, Staff, Students, Administration	December - February
DAC (District Advisory Council) Review of 2014-15 LCAP and Discussion of 2015-16 Priorities	Parents	December 4, 2014
Student Advisory Board	Students	December 9, 2014
Lunchtime Student Engagement Event	Students	December 11, 2014
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 11, 2014
C.A.R.E – Community Advocates Resource for Education	Community	December 15, 2014
Lunchtime Student Engagement Event	Students	December 16, 2014
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 16, 2014
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 17, 2014
Community Based Organization –TV	Community (Audience, unknown)	January 13, 2015
Lunchtime Student Engagement Event	Students	January 14, 2015
Regional Engagement Meetings	Parents, Teachers, Students, Community	January 14, 2015
Lunchtime Student Engagement Event	Students	January 15, 2015

LCAP Stakeholder Engagement Plan- 2014/15

Group	Targeted Audience	Date
Regional Engagement Meetings	Parents, Teachers, Students, Community	January 15, 2015
CSEA	Staff	January 20, 2015
CAC (Community Advisory Committee)	Parents of SPED Students	January 20, 2015
West Fresno Community Meeting	Community, Parents, Students	January 20, 2015
SEIU	Staff	January 20, 2015
Lunchtime Student Engagement Event	Students	January 22, 2015
Regional Engagement Meetings	Parents, Teachers, Students, Community	January 27, 2015
DELAC (District English Learners Advisory Council) Review of 2014-15 LCAP and Discussion of 2015-16 Priorities	Parents of English Learners	January 28, 2015
FASTA	Substitute Teachers	January 28, 2015
Lunchtime Student Engagement Event	Students	January 29, 2015
Foster Youth Roundtable	Foster Students, Foster Parents, Community Advocates	Feb 10, 0015
Community Meeting	Parents, Teachers, Students, Community	Feb 11, 0015
Californians for Justice	Students, Community	Feb 11, 0015
Community Based Organization – Stone Soup/Fresno Center for New Americans	Parents, Students, Community	March 4, 2015
SEIU	Staff	March 24, 2015
DAC (District Advisory Council) Review of 2015-16 Draft	Parents	April 23, 2015
DELAC (District English Learners Advisory Council) Review of 2015-16 Draft	Parents of English Learners	May 21, 2015



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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.



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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.



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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?

<ul style="list-style-type: none"> • Increase instructional time each day by 30 minutes • 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 	<p>Designated Elementary Schools</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at 30 designated schools</u></p>	<p>LCFF Sup and Con, \$2.4 Million (Title II)</p>
<p><u>School Site Supports</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Instructional supports ○ Social / emotional supports ○ Family engagement ○ Technology and other supports 	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$8.0 Million (LCFF Sup and Con)</p>
<p><u>3% Professional learning column</u> for teachers to encourage veteran teachers to continue learning throughout their career</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$4.5 Million (LCFF Sup and Con)</p>

<p><u>Maintain middle school redesign</u></p> <ul style="list-style-type: none"> • Initiated in 2013-14 • Ensures a broad course of study for students • 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. 	<p>Schoolwide: Scandinavian Yosemite Fort miller Kings canyon Terronez Sequoia Tehipite Tenaya Wawona Tioga Ahwahnee</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School Students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
<p><u>Professional learning related to the implementation of the State Standards</u></p> <ul style="list-style-type: none"> • 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 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$9.3 Million</p> <p>\$5.1 Million (one time state mandate funds) \$1.4 Million (LCFF Sup and Con) \$2.8 Million (Title II)</p>
<p><u>Continue to provide additional resources to prevent 5th-6th grade combination classes</u></p>	<p>Districtwide: All elementary Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>5th and 6th grade students</u></p>	<p>\$700,000 (LCFF Sup and Con)</p>

<p><u>Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement</u> (five year investment)</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>	<p>\$450,000 (LCFF Sup and Con)</p>
<p><u>Instructional support</u></p> <ul style="list-style-type: none"> • 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 assessments 	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>	<p>\$660,000 (LCFF Sup and Con)</p>
<p><u>Employee supports</u></p> <ul style="list-style-type: none"> • 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 	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>	<p>\$3.8 Million (LCFF Sup and Con)</p>

**LCAP Year 2:
2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 • Teachers will receive training to enable them to maximize student learning on any new curriculum adoptions
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>40 Designated School Investment</p> <ul style="list-style-type: none"> • Increase instructional time each day by 30 minutes • 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 	<p>Schoolwide: All Designated Elementary Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at 30 designated schools</u></p>	<p>\$16.2Million</p> <p>(\$13.1Million LCFF Sup and Con, \$3.1 Million Title II)</p>
<p>School Site Supports</p> <ul style="list-style-type: none"> • 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 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$8.0 Million (LCFF Sup and Con)</p>
<p>3% Professional learning column for teachers to encourage veteran teachers to continue learning throughout their career</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$4.5 Million (LCFF Sup and Con)</p>
<p>Maintain middle school redesign</p> <ul style="list-style-type: none"> • Initiated in 2013-14 • Ensures a broad course of study for students • Allow teachers, teaching the same subjects, to have a common preparation 	<p>Schoolwide: Scandinavian Yosemite Fort miller Kings canyon Terronez Sequoia Tehipite</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School Students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>

<p>time</p> <ul style="list-style-type: none"> PLUS teams added to ensure direct instruction to students when teachers attend professional learning or collaborate 	<p>Tenaya Wawona Tioga Ahwahnee</p>		
<p><u>Professional Learning related to the implementation of the State Standards</u></p> <ul style="list-style-type: none"> All teachers: 3 buyback days To be determined based on curriculum adoptions and identified needs 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$9.3 Million</p> <p>\$5.1 Million (one time state mandate funds) \$1.4 Million (LCFF Sup and Con) \$2.8 Million (Title II)</p>
<p><u>Continue to provide additional resources to prevent 5th-6th grade combination classes</u></p>	<p>Districtwide: All elementary schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>5th and 6th grade students</u></p>	<p>\$700,000 (LCFF Sup and Con)</p>
<p><u>Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement student achievement</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$450,000 (LCFF Sup and Con)</p>
<p><u>Instructional support</u></p> <ul style="list-style-type: none"> To build the collective capacity to improve instruction Implement Math and Social Studies scope and sequence Implement K-12 online interim assessments 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$660,000 (LCFF Sup and Con)</p>

<p>Employee supports</p> <ul style="list-style-type: none"> • Additional teaching staff for elementary schools • Reduce large core classes in high schools (not an enrollment cap) • Additional VP for Gaston and Fort Miller 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$3.3 Million (LCFF Sup and Con)</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 • Teachers will receive training to enable them to maximize student learning on any new curriculum adoptions 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>40 Designated School Investment</p> <ul style="list-style-type: none"> • Increase instructional time each day by 30 minutes • 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 	<p>Schoolwide: All Designated Elementary Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at 30 designated schools</u></p>	<p>\$16.2 Million (\$13.1Million LCFF Sup and Con, \$3.1 Million Title II)</p>
<p>School Site Supports</p> <ul style="list-style-type: none"> • Revenues to be provided directly to school sites with the highest concentration of disadvantaged populations 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$8.0 Million (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> 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 		<p>__Other Subgroups:(Specify)</p>	
<p>3% Professional learning column for teachers to encourage veteran teachers to continue learning throughout their career</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$4.5 Million (LCFF Sup and Con)</p>
<p>Maintain middle school redesign</p> <ul style="list-style-type: none"> Initiated in 2013-14 Ensures a broad course of study for students 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. 	<p>Schoolwide:</p> <p>Scandinavian Yosemite Fort miller Kings canyon Terronez Sequoia Tehipite Tenaya Wawona Tioga Ahwahnee</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School Students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
<p>Professional Learning related to the implementation of the State Standards</p> <ul style="list-style-type: none"> All teachers: 3 buyback days To be determined based on curriculum adoptions and identified needs 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$4.2 Million</p> <p>\$1.4 Million (LCFF Sup and Con) \$2.8 Million (Title II)</p>
<p>Continue to provide additional resources to prevent 5th-6th grade combination classes</p>	<p>Districtwide:</p> <p>All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$700,000 (LCFF Sup and Con)</p>

		<input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>5th and 6th grade students</u>	
<u>Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$450,000 (LCFF Sup and Con)
<u>Instructional support</u> <ul style="list-style-type: none"> To build the collective capacity to improve instruction Implement Math and Social Studies scope and sequence Implement K-12 online interim assessments 	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$660,000 (LCFF Sup and Con)
<u>Employee supports</u> <ul style="list-style-type: none"> Additional teaching staff for elementary schools Reduce large core classes in high schools (not an enrollment cap) Additional VP for Gaston and Fort Miller 	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$3.3 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: 2015-16			
Expected Annual Measurable Outcomes:	KSEP (Kindergarten Readiness Assessment) <ul style="list-style-type: none"> 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. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
	<p>DRP (Degrees of Reading Power Assessment)</p> <ul style="list-style-type: none"> Per the winter DRP reading assessment in the 2014-15 school year, 13.7% of students in the third grade are reading at grade level. (Indicator #3169) 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. 			
	<p><u>Maintain 24:1 TK-third grade class size reduction</u></p> <ul style="list-style-type: none"> Required in Local Control Funding Formula legislation by the year 2020-21, but implemented by Fresno Unified School District starting in 2014-15 	<p>Districtwide: All elementary schools</p>	<p><u>___</u> ALL ----- OR: <u>___</u> Low Income pupils <u>___</u> English Learners <u>___</u> Foster Youth <u>___</u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$2.0 Million (LCFF Sup and Con)</p>
	<p><u>Continue to grow and develop early childhood education within Fresno Unified School District</u> Pre-kindergarten</p> <ul style="list-style-type: none"> Continue to address quality improvement in programs Maximize current capacity in existing classrooms <p>Full Day Learning Centers</p> <ul style="list-style-type: none"> Program expansion – grant award phase-in 	<p>Districtwide: Elementary schools</p>	<p><u>___</u> ALL ----- OR: <u>___</u> Low Income pupils <u>___</u> English Learners <u>___</u> Foster Youth <u>___</u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All pre-kindergarten students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
	<p><u>Maintain Special Education augmentation first established in 2014-15.</u> Early Learning</p> <ul style="list-style-type: none"> Inclusion expansion preschool 	<p>Districtwide: All schools</p>	<p><u>___</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>All special education students</u></p>	<p>\$2.4 Million (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> Creation of moderate / severe TK/K classes <p>Autism Services</p> <ul style="list-style-type: none"> Early Intervention, Elementary behavior intervention Teacher 			
<p><u>Additional Special Education Director</u></p> <ul style="list-style-type: none"> To promote the least restrictive environment with access to the best instruction in the Common Core State Standards 	<p>Districtwide:</p> <p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$140,000 (LCFF Sup and Con)</p>
<p><u>Maintain expanded transitional kindergarten</u></p> <ul style="list-style-type: none"> Includes both teachers and aides Continue to grow student enrollment 	<p>Districtwide:</p> <p>All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in transitional kindergarten</u></p>	<p>\$1.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain two additional early education aides</u></p> <ul style="list-style-type: none"> Added in 2014-15 to each elementary school to assist as needed with young students 	<p>Districtwide:</p> <p>All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$5 Million</p> <p>\$4.7 Million (Title I)</p> <p>\$270,000 (LCFF Sup and Con)</p>
<p><u>Additional Analyst to Promote Vendor Accountability</u></p> <ul style="list-style-type: none"> Track student outcomes from vendors contracted for services 	<p>Districtwide:</p> <p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$120,000 (LCFF Sup and Con)</p>

**LCAP Year 2:
2016-17**

<p>Expected</p>	<p>KSEP (Kindergarten Readiness Assessment)</p> <ul style="list-style-type: none"> For 2016-17, it is expected that more students will score “ready to go” on the KSEP test (Indicator #183)
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Annual Measurable Outcomes:	DRP (Degrees of Reading Power Assessment)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> For 2016-17, it is expected that there would be an increase of students in third grade will be reading at grade level (Indicator #3169) For 2016-17, 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) 			
<p><u>Maintain 24:1 TK-third grade class size reduction</u></p>	<p>Districtwide: All elementary schools</p>	<p>___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$2.0 Million (LCFF Sup and Con)</p>
<p><u>Continue to grow and develop early childhood education within Fresno Unified School District</u></p> <p>Pre-kindergarten</p> <ul style="list-style-type: none"> Continue to address quality improvement in programs Maximize current capacity in existing classrooms <p>Full Day Learning Centers</p> <ul style="list-style-type: none"> Program expansion – grant award phase-in 	<p>Districtwide: Elementary schools</p>	<p>___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All pre-kindergarten students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>

<p><u>Maintain Special Education augmentation first established in 2014-15.</u></p> <p>Early Learning</p> <ul style="list-style-type: none"> • Inclusion expansion preschool • Creation of moderate / severe TK/K classes <p>Autism Services</p> <ul style="list-style-type: none"> • Early Intervention, Elementary behavior intervention Teacher 	<p>Districtwide:</p> <p>All schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$2.4 Million (LCFF Sup and Con)</p>
<p><u>Additional Special Education Director</u></p> <ul style="list-style-type: none"> • To promote the least restrictive environment with access to the best instruction in the Common Core State Standards 	<p>Districtwide:</p> <p>All schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$140,000 (LCFF Sup and Con)</p>
<p><u>Maintain expanded transitional kindergarten</u></p> <ul style="list-style-type: none"> • Includes both teachers and aides • Continue to grow student enrollment 	<p>Districtwide:</p> <p>All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in transitional kindergarten</u></p>	<p>\$1.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain two additional early education aides</u></p> <ul style="list-style-type: none"> • Added in 2014-15 to each elementary school to assist as needed with young students 	<p>Districtwide:</p> <p>All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$5 Million</p> <p>\$4.7 Million (Title I) \$270,000 (LCFF Sup and Con)</p>

<p><u>Additional Analyst to Promote Vendor Accountability</u></p> <ul style="list-style-type: none"> Track student outcomes from vendors contracted for services 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$120,000 (LCFF Sup and Con)</p>
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**LCAP Year 3:
2017-18**

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>KSEP (Kindergarten Readiness Assessment)</p> <ul style="list-style-type: none"> For 2017-18, it is expected that more students will score “ready to go” on the KSEP test (Indicator #183) <p>DRP (Degrees of Reading Power Assessment)</p> <ul style="list-style-type: none"> For 2017-18, it is expected that there will be an increase of students in third grade reading at grade level (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)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Maintain 24:1 TK-third grade class size reduction</u></p>	<p>Districtwide: All Elementary Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$2.0 Million (LCFF Sup and Con)</p>
<p><u>Continue to grow and develop early childhood education within Fresno Unified School District</u></p> <p>Pre-kindergarten</p> <ul style="list-style-type: none"> Continue to address quality improvement in programs Maximize current capacity in existing 	<p>Districtwide: All Elementary Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All pre-kindergarten students</u></p>	<p>\$3.6 Million (LCFF Sup and Con)</p>

<p>classrooms Full Day Learning Centers</p> <ul style="list-style-type: none"> Program expansion – grant award phase-in 			
<p><u>Maintain Special Education augmentation first established in 2014-15.</u></p> <p>Early Learning</p> <ul style="list-style-type: none"> Inclusion expansion preschool Creation of moderate / severe TK/K classes <p>Autism Services</p> <ul style="list-style-type: none"> Early Intervention, Elementary behavior intervention Teacher 	<p>Districtwide: All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$2.4 Million (LCFF Sup and Con)</p>
<p><u>Additional Special Education Director</u></p> <ul style="list-style-type: none"> To promote the least restrictive environment with access to the best instruction in the Common Core State Standards 	<p>Districtwide: All schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$140,000 (LCFF Sup and Con)</p>
<p><u>Maintain expanded transitional kindergarten</u></p> <ul style="list-style-type: none"> Includes both teachers and aides Continue to grow student enrollment 	<p>Districtwide: All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in transitional kindergarten</u></p>	<p>\$1.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain two additional early education aides</u></p> <ul style="list-style-type: none"> Added in 2014-15 to each elementary school to assist as needed with young students 	<p>Districtwide: All elementary schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All elementary students in grades TK through third</u></p>	<p>\$5 Million</p> <p>\$4.7 Million (Title I) \$270,000 (LCFF Sup and Con)</p>

<p>Additional Analyst to Promote Vendor Accountability</p> <ul style="list-style-type: none"> Track student outcomes from vendors contracted for services 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$120,000 (LCFF Sup and Con)</p>
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Identified Need: 1C Fresno Unified School District needs to ensure students have the greatest number of postsecondary choices from the widest array of options

<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>All high schools ----- All subgroups</p>
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**LCAP Year 1:
2015-16**

<p style="text-align: center;">Expected Annual Measurable Outcomes:</p>	<p>Advanced Placement (AP) Exams</p> <ul style="list-style-type: none"> For the 2013-14 school year, 23.64% of ninth through twelfth grade students completed AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177) 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. <p>A-G Requirements</p> <ul style="list-style-type: none"> 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. <p>Enrolling in an Institution of Higher Learning</p> <ul style="list-style-type: none"> 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.
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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 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Equity and Access partnership with UC Merced</u></p> <ul style="list-style-type: none"> District and departmental processes through transparency of data to change conditions in the present School Quality Improvement Index (SQII) Measures impact of district investments Processes to ensure students transition seamlessly to college or certificate/license pathway postsecondary opportunities 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All subgroups. Eliminating disproportionality is a key focus of this work</u></p>	<p>\$1.5 million (LCFF Sup and Con)</p>
<p><u>Redesign high school schedules</u></p> <ul style="list-style-type: none"> 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. 	<p>Districtwide: All high schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All high school students</u></p>	<p>\$3.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain Phoenix Community Day School</u></p> <ul style="list-style-type: none"> Expanded in 2014-15 At capacity, will serve 180 at risk 7th through 12th grade students 	<p>Schoolwide: Phoenix Community Day School</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At-risk high school students</u></p>	<p>\$1.4 Million (LCFF Sup and Con)</p>

<p><u>Extended learning and credit recovery support</u></p> <ul style="list-style-type: none"> To improve student outcomes and support high school graduation 	<p>Districtwide: All Schools (Extended Learning) High Schools (Credit Recovery)</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5.5 Million</p> <p>\$1.6 Million (LCFF Sup and Con) \$3.9 Million (Title I)</p>
<p><u>Four Social Workers</u> to provide intensive case management to foster and high-risk homeless students. Social workers will:</p> <ul style="list-style-type: none"> 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 <p><u>Create a Foster Youth Roundtable</u></p> <ul style="list-style-type: none"> 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 propose new procedures or investments for future years <p><u>Goal 2 Supports for Foster Students</u></p> <ul style="list-style-type: none"> Supports to encourage Foster Youth to participate in Goal 2 activities 	<p>Districtwide: All schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$971,000</p> <p>\$450,00 (LCFF Sup and Con) \$521,000 (Title I)</p>

<p>Student Peer Mentor Program</p> <ul style="list-style-type: none"> • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects 	<p>Districtwide: Middle and High Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All at-risk middle and high school students</u></p>	<p>\$300,000 (LCFF Sup and Con)</p>
<p>Supplemental investments for Special Education Students (Plans for 2015-16 aligned with the California Special Education Task Force recommendations)</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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 	<p>Districtwide: All schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All special education students</u></p>	<p>\$865,000 (LCFF Sup and Con)</p>

**LCAP Year 2:
2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Advanced Placement (AP) Exams</p> <ul style="list-style-type: none"> • For the 2016-17 school year, more students will complete AP or IB classes. • For the 2016-17 school year, more students will pass the AP exam with a score of 3 or better. <p>A-G Requirements</p> <ul style="list-style-type: none"> • For 2016-17, it is expected that no less than 52% of students complete A-G requirements. <p>Enrolling in an Institution of Higher Learning</p>
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	<ul style="list-style-type: none"> 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. <p>Grades</p> <ul style="list-style-type: none"> Fresno Unified School District will continue to monitor this measure, as all students need to understand class content and graduate from high school. <p>Early Assessment Program</p> <ul style="list-style-type: none"> It is the goal of Fresno Unified School District to have more students ready for college level English and math. <p>CAHSEE</p> <ul style="list-style-type: none"> 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. <p>Graduation Rates</p> <ul style="list-style-type: none"> Fresno Unified School District will have no less than 80% of students graduating from High School in the 2016-17 school year. <p>Drop Out Rates</p> <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Equity and Access partnership with UC Merced</u></p> <ul style="list-style-type: none"> District and departmental processes through transparency of data to change conditions in the present School Quality Improvement Index (SQII) Measures impact of district investments Processes to ensure students transition 	<p>Districtwide:</p> <p>All Schools</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>All subgroups. Eliminating disproportionality is a key focus of this work</u></p>	<p>\$1.5 million (LCFF Sup and Con)</p>

<p>seamlessly to college or certificate/license pathway postsecondary opportunities</p>			
<p><u>Redesign high school schedules</u></p> <ul style="list-style-type: none"> 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. 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All high school students</u></p>	<p>\$3.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain Phoenix Community Day School</u></p> <ul style="list-style-type: none"> At capacity, will serve 180 at risk 7th through 12th grade students 	<p>Schoolwide: Phoenix Community Day School</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At-risk high school students</u></p>	<p>\$1.4 Million (LCFF Sup and Con)</p>
<p><u>Extended learning and credit recovery support</u></p> <ul style="list-style-type: none"> To improve student outcomes and support high school graduation 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5.5 Million</p> <p>\$1.6 Million (LCFF Sup and Con)</p> <p>\$3.9 Million (Title I)</p>

<p>Four Social Workers to provide intensive case management to foster and high-risk homeless students. Social workers will:</p> <ul style="list-style-type: none"> • 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 • <p>Create a Foster Youth Roundtable</p> <ul style="list-style-type: none"> • 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 propose new procedures or investments for future years <p>Goal 2 Supports for Foster Students</p> <ul style="list-style-type: none"> • Supports to encourage Foster Youth to participate in Goal 2 activities 	<p>Districtwide: All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$971,000</p> <p>\$450,00 (LCFF Sup and Con)</p> <p>\$521,000 (Title I)</p>
<p>Student Peer Mentor Program</p> <ul style="list-style-type: none"> • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat 	<p>Districtwide: Middle and High Schools (3 High Schools matched with 3 middle schools)</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All at-risk middle and high school students</u></p>	<p>\$300,000 (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> • Service Learning Projects 			
<p>Supplemental investments for Special Education Students (Plans for 2015-16 aligned with the California Special Education Task Force recommendations)</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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 	<p>Districtwide: All Schools</p>	<p><u> </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>All special education students</u></p>	<p>\$865,000 (LCFF Sup and Con)</p>

**LCAP Year 3:
2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Advanced Placement (AP) Exams</p> <ul style="list-style-type: none"> • For the 2017-18 school year, more students will complete AP or IB classes. • For the 2017-18 school year, more students will pass the AP exam with a score of 3 or better. <p>A-G Requirements</p> <ul style="list-style-type: none"> • For 2017-18, it is expected that no less than 53% of students complete A-G requirements. <p>Enrolling in an Institution of Higher Learning</p> <ul style="list-style-type: none"> • 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. <p>Grades</p> <ul style="list-style-type: none"> • Fresno Unified School District will continue to monitor this measure, as all students need to understand
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class content and graduate from high school.

Early Assessment Program

- It is the goal of Fresno Unified School District to have more students ready for college level English and math.

CAHSEE

- 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

- Fresno Unified School District will have no less than 80.5% of students graduating from High School in the 2017-18 school year.

Drop Out Rates

- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Equity and Access partnership with UC Merced</u></p> <ul style="list-style-type: none"> • District and departmental processes through transparency of data to change conditions in the present • School Quality Improvement Index (SQII) • Measures impact of district investments • Processes to ensure students transition seamlessly to college or certificate/license pathway postsecondary opportunities 	<p>Districtwide: All Schools</p>	<p><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></p>	<p>\$1.5 million (LCFF Sup and Con)</p>

<p><u>Redesign high school schedules</u></p> <ul style="list-style-type: none"> 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. 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All high school students</u></p>	<p>\$3.7 Million (LCFF Sup and Con)</p>
<p><u>Maintain Phoenix Community Day School</u></p> <ul style="list-style-type: none"> Expanded in 2014-15 At capacity, will serve 180 at risk 7th through 12th grade students 	<p>Schoolwide: Phoenix Community Day School</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At-risk high school students</u></p>	<p>\$1.4 Million (LCFF Sup and Con)</p>
<p><u>Extended learning and credit recovery support</u></p> <ul style="list-style-type: none"> To improve student outcomes and support high school graduation 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5.5 Million \$1.6 Million (LCFF Sup and Con) \$3.9 Million (Title I)</p>
<p><u>Four Social Workers</u> to provide intensive case management to foster and high-risk homeless students. Social workers will:</p> <ul style="list-style-type: none"> 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 	<p>Districtwide: All Schools</p>	<p>ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$971,000 \$450,00 (LCFF Sup and Con) \$521,000 (Title I)</p>

<ul style="list-style-type: none"> • Connect students with mentors • Family consultations <p><u>Create a Foster Youth Roundtable</u></p> <ul style="list-style-type: none"> • 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 propose new procedures or investments for future years <p><u>Goal 2 Supports for Foster Students</u></p> <ul style="list-style-type: none"> • Supports to encourage Foster Youth to participate in Goal 2 activities 			
<p><u>Student Peer Mentor Program</u></p> <ul style="list-style-type: none"> • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects 	<p>Districtwide:</p> <p>Middle and High Schools (3 High Schools matched with 3 middle schools)</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All at-risk middle and high school students</u></p>	<p>\$300,000 (LCFF Sup and Con)</p>
<p><u>Supplemental investments for Special Education Students</u> (Plans for 2015-16 aligned with the California Special Education Task Force recommendations)</p> <ul style="list-style-type: none"> • Middle School Course alignment to increase graduation rates, provide access to A-G courses and completion of a diploma track 	<p>Districtwide:</p> <p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>All secondary special education students</u></p>	<p>\$865,000 (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> • Strategic Adult Transition Program options <ul style="list-style-type: none"> ○ 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 			
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: 2015-16			
Expected Annual Measurable Outcomes:	<p>For the 2014-15 school year, student progress towards English proficiency on the CELDT exam was:</p> <ul style="list-style-type: none"> • 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>Incorporate English Language Development (ELD) Standards into all trainings for adults in the system</u></p> <p><u>Implement Fresno Unified School District's Master Plan for English Learners</u></p> <p><u>Provide professional learning</u></p> <ul style="list-style-type: none"> • 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 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 <p><u>Communicate to site leaders</u></p> <ul style="list-style-type: none"> • Expectations that English Learners progress • Monitor implementation of services and programs 	<p>Districtwide:</p> <p>All Schools</p> <p>(West Ed Partnership moving from 3 to 5 elementary schools)</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7.5 Million</p> <p>\$5.8 Million (LCFF Sup and Con)</p> <p>\$56,000 (Title I)</p> <p>\$1.6 Million (Title III)</p>
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<p><u>Partnership with WestEd</u></p> <ul style="list-style-type: none"> • 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. <p><u>Implement a Response to Intervention (RTI) process</u> that addresses the language and literacy needs of English Learners</p> <p><u>Provide resources to expand EL learning time in the form of summer school and after school programs</u> (Technology based reading intervention, Imagine Learning) to intervene and prevent creating Long Term English Learners</p>			
<p><u>Continue to improve Fresno Unified School District's Redesignation Rate by:</u></p> <p>District Level Actions:</p> <ul style="list-style-type: none"> • 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 <p>Site Leader Preparedness:</p>	<p>Districtwide: All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<ul style="list-style-type: none"> • Establish high expectations for continued rededesignation • 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 <p>Ensure Teacher Preparedness:</p> <ul style="list-style-type: none"> • 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 <p><u>Earlier Intervention / Enrichment to keep kids on track to redesignation:</u></p> <ul style="list-style-type: none"> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework 			
<p><u>Professional Learning for Teachers in Bilingual Classrooms</u></p>	<p>Schoolwide:</p> <p>Schools with Bilingual Classrooms</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students in bilingual classrooms</u></p>	<p>\$75,000 (LCFF Sup and Con)</p>

LCAP Year 2:
2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Incorporate English Language Development (ELD) Standards into all trainings for adults in the system</u></p> <p><u>Implement Fresno Unified School District's Master Plan for English Learners</u></p> <p><u>Provide professional learning</u></p> <ul style="list-style-type: none"> Further the implementation the Common Core State Standards in English language 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 <p><u>Communicate to site leaders</u></p> <ul style="list-style-type: none"> Expectations that English Learners progress Monitor implementation of services and 	<p>Districtwide:</p> <p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7.5Million</p> <p>\$5.8 Million (LCFF Sup and Con)</p> <p>\$56,000 (Title I)</p> <p>\$1.6 Million (Title III)</p>

<p>programs</p> <p><u>Partnership with WestEd</u></p> <ul style="list-style-type: none"> • 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. <p><u>Implement a Response to Intervention (RTI) process</u> that addresses the language and literacy needs of English Learners</p> <p><u>Provide resources to expand EL learning time in the form of summer school and after school programs</u> (Technology based reading intervention, Imagine Learning) to intervene and prevent creating Long Term English Learners</p>			
<p><u>Continue to improve Fresno Unified School District's Redesignation Rate by:</u></p> <p>District Level Actions:</p> <ul style="list-style-type: none"> • Adjust redesignation goals set last year at district, elementary, middle and high school levels • Continue quarterly monitoring by site • Provide professional learning as needed 	<p>Districtwide:</p> <p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>based English Learner assessment results</p> <p>Site Leader Preparedness:</p> <ul style="list-style-type: none"> • Establish high expectations for continued rededesignation • 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 <p>Ensure Teacher Preparedness:</p> <ul style="list-style-type: none"> • 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 <p><u>Earlier Intervention / Enrichment to keep kids on track to redesignation:</u></p> <ul style="list-style-type: none"> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework 			
<p>LCAP Year 3: 2017-18</p>			
<p>Expected</p>	<ul style="list-style-type: none"> • Fresno Unified School District's goal is to continue our growth trend in the percentage of English Learners 		

<p>Annual Measurable Outcomes:</p>	<p>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.</p>		
<p><u>Incorporate English Language Development (ELD) Standards into all trainings for adults in the system</u></p> <p><u>Implement Fresno Unified School District's Master Plan for English Learners</u></p> <p><u>Provide professional learning</u></p> <ul style="list-style-type: none"> • Further the implementation the Common Core State Standards in English language 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 <p><u>Communicate to site leaders</u></p> <ul style="list-style-type: none"> • Expectations that English Learners progress • Monitor implementation of services and programs <p><u>Implement a Response to Intervention (RTI)</u></p>	<p>Districtwide: _____</p> <p>All schools _____</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7.5 Million</p> <p>\$5.8 Million (LCFF Sup and Con)</p> <p>\$56,000 (Title I)</p> <p>\$1.6 Million (Title III)</p>

<p>process that addresses the language and literacy needs of English Learners</p> <p><u>Provide resources to expand EL learning time in the form of summer school and after school programs</u> (Technology based reading intervention, Imagine Learning) to intervene and prevent creating Long Term English Learners</p>			
<p><u>Continue to improve Fresno Unified School District's Redesignation Rate by:</u></p> <p>District Level Actions:</p> <ul style="list-style-type: none"> • 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 <p>Site Leader Preparedness:</p> <ul style="list-style-type: none"> • Establish high expectations for continued rededesignation • 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 <p>Ensure Teacher Preparedness:</p> <ul style="list-style-type: none"> • Ability to identify needs based on language 	<p>Districtwide:</p> <p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>acquisition level</p> <ul style="list-style-type: none"> • Ability to address language development needs in all content areas • Ability to provide in-classroom support for struggling students <p><u>Earlier Intervention / Enrichment to keep kids on track to redesignation:</u></p> <ul style="list-style-type: none"> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework 			
<p>GOAL 2</p>	<p>All Students will engage in arts, activities and athletics</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need: 2A</p>	<p>Each student at Fresno Unified School District needs to engage in some form of art, activity or athletic extra or co-curricular opportunity</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All student subgroups</p>	
<p style="text-align: center;">LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p><u>Increase school allocations for athletics:</u></p> <ul style="list-style-type: none"> • Uniforms • Protective Gear • Safety Equipment • Equipment • Officials 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600,000 (LCFF Sup and Con)</p>
<p><u>Goal 2</u></p> <ul style="list-style-type: none"> • 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) 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4.025 Million (LCFF Sup and Con)</p>
<p><u>Maintain increased teacher stipends for after school activities</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
<p><u>Pilot Elementary Campus Culture position at Birney Elementary School</u></p>	<p>Schoolwide: Birney Elementary School</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at Birney Elementary School</u></p>	<p>\$95,000 (LCFF Sup and Con)</p>

<p>Leadership Enrichment Position</p> <ul style="list-style-type: none"> To provide leadership enrichment opportunities focused on academic and social emotional well-being of students 	<p>Districtwide: All students</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$81,000 (LCFF Sup and Con)</p>
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**LCAP Year 2:
2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>It is the goal of Fresno Unified School District to increase the rate at which students engage in arts, activities and athletics.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Increase school allocations for athletics:</u></p> <ul style="list-style-type: none"> Uniforms Protective Gear Safety Equipment Equipment Officials 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600,000 (LCFF Sup and Con)</p>
<p><u>Goal 2</u></p> <ul style="list-style-type: none"> 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) 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4.025 Million (LCFF Sup and Con)</p>

<p><u>Maintain increased teacher stipends for after school activities</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
<p><u>Pilot Elementary Campus Culture position at Birney Elementary School</u></p>	<p>Schoolwide: Birney Elementary School</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at Birney Elementary School</u></p>	<p>\$95,000 (LCFF Sup and Con)</p>
<p><u>Leadership Enrichment Position</u></p> <ul style="list-style-type: none"> To provide leadership enrichment opportunities focused on academic and social emotional well-being of students 	<p>Districtwide: All students</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$81,000 (LCFF Sup and Con)</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>It is the goal of Fresno Unified School District to increase the rate at which students engage in arts, activities and athletics.</p>		
<p><u>Increase school allocations for athletics:</u></p> <ul style="list-style-type: none"> Uniforms Protective Gear Safety Equipment Equipment Officials 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600,000 (LCFF Sup and Con)</p>

<p>Goal 2</p> <ul style="list-style-type: none"> 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) 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4.025 Million (LCFF Sup and Con)</p>
<p><u>Maintain increased teacher stipends for after school activities</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.6 Million (LCFF Sup and Con)</p>
<p><u>Pilot Elementary Campus Culture position at Birney Elementary School</u></p>	<p>Schoolwide: Birney Elementary School</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at Birney Elementary School</u></p>	<p>\$95,000 (LCFF Sup and Con)</p>
<p><u>Leadership Enrichment Position</u></p> <ul style="list-style-type: none"> To provide leadership enrichment opportunities focused on academic and social emotional well-being of students 	<p>Distictwide: All students</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$81,000 (LCFF Sup and Con)</p>

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: 2015-16			
Expected Annual Measurable Outcomes:	Career Technical Education:		
	<ul style="list-style-type: none"> For the 2014-15 school year, 30.86% 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:		
	<ul style="list-style-type: none"> 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>High School Strategy:</p> <ul style="list-style-type: none"> • 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 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$9.2 Million (LCFF Sup and Con)</p>
<p>Kids Invent!</p> <ul style="list-style-type: none"> • 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 	<p>Districtwide: Elementary Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All 5th and 6th grade students</u></p>	<p>\$1.4 Million (LCFF Sup and Con)</p>
<p>New Entrepreneurial High School:</p> <ul style="list-style-type: none"> • Three additional FTE to ensure adequate course offerings to support 10th grade class and expansion in 2016-17 to include 10th and 11th grades. • Business contracts 	<p>Schoolwide: New High School</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>10th grade students at the new high school</u></p>	<p>\$700,000 (LCFF Sup and Con)</p>

**LCAP Year 2:
2016-17**

**Expected
Annual
Measurable
Outcomes:**

Career Technical Education:

- It is the goal of Fresno Unified School District that no less than 36% of 9th-12th grade students enroll in a CTE pathway in the 2016-17 school year.

Exposure to career skills and options:

- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>High School Strategy:</u></p> <ul style="list-style-type: none"> • 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 	<p>Districtwide: All High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$9.2 Million (LCFF Sup and Con)</p>
<p><u>Kids Invent!</u></p> <ul style="list-style-type: none"> • 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 	<p>Districtwide: Elementary Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All 5th and 6th grade students</u></p>	<p>\$1.4 Million (LCFF Sup and Con)</p>

teachers with implementation			
<u>New Entrepreneurial High School:</u> <ul style="list-style-type: none"> Business contracts 		Schoolwide: <input type="checkbox"/> ALL ----- New High School OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>10th grade students at the new high school</u>	\$700,000 (LCFF Sup and Con)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Career Technical Education: <ul style="list-style-type: none"> It is the goal of Fresno Unified School District that no less than 38% of 9th-12th grade students enroll in a CTE pathway in the 2017-18 school year. 		
	Exposure to career skills and options: <ul style="list-style-type: none"> 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>High School Strategy:</u> <ul style="list-style-type: none"> 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 	Districtwide: All High Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6.2 Million (LCFF Sup and Con)
<u>Kids Invent!</u> <ul style="list-style-type: none"> Contact with the Lyles Center for Innovation and Entrepreneurship Tailored- learning for Science, Technology, Engineering and Mathematics (STEM) for 	Districtwide: Elementary Schools	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All 5th and 6th grade students</u>	\$1.4 Million (LCFF Sup and Con)

<p>every 5th grade student / classroom in the District</p> <ul style="list-style-type: none"> 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 			
<p><u>New Entrepreneurial High School:</u></p> <ul style="list-style-type: none"> Business contracts 	<p>Schoolwide: New High School</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>10th grade students at the new high school</u></p>	<p>\$700,000 (LCFF Sup and Con)</p>

<p>GOAL 4</p>	<p>All students will stay in school, on track to graduate</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____</p>
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<p>Identified Need: 4A</p>	<p>All students need to be in school, on time each day ready to learn (Preamble to the approved District goals)</p>
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<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>All schools ----- All student subgroups</p>
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**LCAP Year 1:
2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Attendance</p> <ul style="list-style-type: none"> 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
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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
- 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Social Emotional Supports (equivalent to 20 FTE Positions):</p> <ul style="list-style-type: none"> • 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 	<p>Schoolwide: 29 elementary schools Middle schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Elementary students at 29 elementary schools and all middle school students</u></p>	<p>\$2.4 Million (LCFF Sup and Con)</p>

<p>reduce the number of students with chronic and sever attendance issues</p>			
<p><u>School Climate and Culture Expansion:</u></p> <ul style="list-style-type: none"> • Provide direction and support in building and maintaining our proactive approach <ul style="list-style-type: none"> ○ Tier I –social, emotional and behavior supports needed by all students ○ Tier II- interventions and re-teaching ○ 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 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2.2 Million (LCFF Sup and Con)</p>
<p><u>Community Engagement Investments:</u></p> <ul style="list-style-type: none"> • 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) 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1.4 Million (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> Parent workshops conducted by partner community based originations. 			
<p><u>Restorative Practices Investment</u></p> <ul style="list-style-type: none"> 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 	<p>Schoolwide: Selected schools, expanding</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u><input checked="" type="checkbox"/> Other Subgroups:(Specify) All students at schools within the McLane Region and others as designated</u></p>	<p>\$2.2 Million (LCFF Sup and Con)</p>
<p><u>Social Emotional Support Program at each high school</u></p>	<p>Districtwide: High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$900,000 (LCFF Sup and Con)</p>
<p><u>Additional Resources for Drug Counseling and Prevention</u></p>	<p>Districtwide: High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$150,000 (LCFF Sup and Con)</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected</p>		<p>Attendance</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> It is expected that no less than 62.75% of students have an attendance rate above 95% in the 2016-17 school year. Efforts to engage families will improve attendance and reduce absenteeism. <p>Suspensions and Expulsions</p> <ul style="list-style-type: none"> It is expected that Fresno Unified School District would reduce suspensions and expulsions for students. <p>School Climate Survey</p> <ul style="list-style-type: none"> 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 			
<p>Social Emotional Supports (equivalent to 20 FTE Positions):</p> <ul style="list-style-type: none"> 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 sever attendance issues 	<p>Schoolwide:</p> <p>29 elementary schools</p> <p>Middle schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Elementary students at 29 elementary schools and all middle school students</u></p>	<p>\$2.4 Million (LCFF Sup and Con)</p>
<p>School Climate and Culture Expansion:</p> <ul style="list-style-type: none"> Provide direction and support in building and maintaining our proactive approach <ul style="list-style-type: none"> Tier I –social, emotional and behavior supports needed by all students Tier II- interventions and re-teaching Tier III – intensive interventions Build the capacity of and provide support to classroom teachers as they implement Tier 	<p>Districtwide:</p> <p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2.2 Million (LCFF Sup and Con)</p>

<p>1 and 2 interventions</p> <ul style="list-style-type: none"> Increase school-wide and district-wide professional learning opportunities 			
<p><u>Community Engagement Investments:</u></p> <ul style="list-style-type: none"> 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 Reforms of College and Career Pathways Restorative Practices Special Education Baseline Extended School Day Module Parent workshops conducted by partner community based organizations. 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1.4 Million (LCFF Sup and Con)</p>
<p><u>Restorative Practices Investment</u></p> <ul style="list-style-type: none"> Maintain Restorative Practices Counselors Serving the McLane Region Expand to additional sites 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 	<p>Schoolwide: Selected schools, expanding</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at schools within the McLane Region and others as designated</u></p>	<p>\$2.2 Million (LCFF Sup and Con)</p>
<p><u>Social Emotional Support Program at each high school</u></p>	<p>Districtwide: High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$900,000 (LCFF Sup and Con)</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<u>Additional Resources for Drug Counseling and Prevention</u>	Districtwide: High Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$150,000 (LCFF Sup and Con)

**LCAP Year 3:
2017-18**

Expected Annual Measurable Outcomes:	<p>Attendance</p> <ul style="list-style-type: none"> It is expected that no less than 63% of students have an attendance rate above 95% in the 2017-18 school year. Efforts to engage families will improve attendance and reduce absenteeism. <p>Suspensions and Expulsions</p> <ul style="list-style-type: none"> It is expected that Fresno Unified School District would reduce suspensions and expulsions for students. <p>School Climate Survey</p> <ul style="list-style-type: none"> 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Social Emotional Supports</u> (equivalent to 20 FTE Positions):</p> <ul style="list-style-type: none"> 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 	Schoolwide: 29 elementary schools Middle schools	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Elementary students at 29 elementary schools and all middle school students</u>	\$2.4 Million (LCFF Sup and Con)

<p>and sever attendance issues</p>			
<p><u>School Climate and Culture Expansion:</u></p> <ul style="list-style-type: none"> • Provide direction and support in building and maintaining our proactive approach <ul style="list-style-type: none"> ○ Tier I –social, emotional and behavior supports needed by all students ○ Tier II- interventions and re-teaching ○ 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 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$2.2 Million (LCFF Sup and Con)</p>
<p><u>Community Engagement Investments:</u></p> <ul style="list-style-type: none"> • 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 • Reforms of College and Career Pathways • Restorative Practices • Special Education Baseline • Extended School Day Module 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$1.4 Million (LCFF Sup and Con)</p>

<ul style="list-style-type: none"> Parent workshops conducted by partner community based organizations. 			
<p><u>Restorative Practices Investment</u></p> <ul style="list-style-type: none"> Maintain Restorative Practices Counselors Serving the McLane Region Expand to additional sites 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 	<p>Schoolwide: Selected schools, expanding</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at schools within the McLane Region and others as designated</u></p>	<p>\$2.2 Million (LCFF Sup and Con)</p>
<p><u>Social Emotional Support Program at each high school</u></p>	<p>Districtwide: High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$900,000 (LCFF Sup and Con)</p>
<p><u>Additional Resources for Drug Counseling and Prevention</u></p>	<p>Districtwide: High Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$150,000 (LCFF Sup and Con)</p>

<p>Identified Need: 4B</p>	<p>Fresno Unified School District needs to provide a safe, clean and orderly learning and working environment (Core Beliefs and Commitments)</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All student subgroups</p>	

**LCAP Year 1:
2015-16**

Expected
Annual
Measurable
Outcomes:

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
- 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
<p><u>Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u></p> <ul style="list-style-type: none"> • To ensure facilities are clean and in good repair 	<p>Schoolwide: 73 elementary, middle and high schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.2 Million (LCFF Sup and Con)</p>
<p><u>Investments to Maintain Quality Facilities:</u></p> <ul style="list-style-type: none"> • Add two additional Mobile Maintenance Trailers to reduce time required for repairs • Replace heavy and light vehicles and equipment 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1.6 Million (LCFF Sup and Con)</p>
<p><u>One additional Relief Bus Driver to cover absences on regular home-to-school routes to ensure transportation deficiencies do not contribute to student absenteeism or tardies</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$57,000 (LCFF Sup and Con)</p>

<p><u>One time funding to replace over 500 aging cafeteria tables</u></p>	<p>Schoolwide: All Schools identifying this need in facilities survey</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$500,000 (LCFF Sup and Con)</p>
<p><u>Funding to support crossing guards</u></p> <ul style="list-style-type: none"> • Up to 20 additional schools • To optimize student safety and promote a positive campus environment 	<p>Schoolwide: Up to 20 schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$26,000 (LCFF Sup and Con)</p>
<p><u>Middle School Investment</u></p> <ul style="list-style-type: none"> • Fort Miller – Investments to meet targeted needs for a school with over 91% of students eligible for free or reduced meals <ul style="list-style-type: none"> ○ Safety / security enhancements ○ Professional learning ○ Facility upgrades ○ 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 	<p>Schoolwide: Fort Miller Wawona</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1.3 Million (LCFF Sup and Con)</p>

**LCAP Year 2:
2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Williams Compliance Audit</p> <ul style="list-style-type: none"> • It is expected that all students have access to clean and safe facilities and that they have access to required materials.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u></p> <ul style="list-style-type: none"> To ensure facilities are clean and in good repair 	<p>Schoolwide: 73 elementary, middle and high schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$3.2 Million (LCFF Sup and Con)</p>
<p><u>Investments to Maintain Quality Facilities:</u></p> <ul style="list-style-type: none"> Maintain two Mobile Maintenance Units to reduce time required for repairs 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$450,000 (LCFF Sup and Con)</p>
<p><u>One additional Relief Bus Driver to cover absences on regular home-to-school routes</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$57,000 (LCFF Sup and Con)</p>
<p><u>Funding to support crossing guards</u></p> <ul style="list-style-type: none"> Up to 20 additional schools 	<p>Schoolwide: Up to 20 schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$26,000 (LCFF Sup and Con)</p>

**LCAP Year 3:
2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Williams Compliance Audit It is expected that all students have access to clean and safe facilities and that they have access to required materials.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u></p> <ul style="list-style-type: none"> To ensure facilities are clean and in good repair 	<p>Schoolwide: 73 Elementary, Middle and High Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.2 Million (LCFF Sup and Con)</p>
<p><u>Investments to Maintain Quality Facilities:</u></p> <ul style="list-style-type: none"> Maintain two Mobile Maintenance Units to reduce time required for repairs 	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$450,000 (LCFF Sup and Con)</p>
<p><u>One additional Relief Bus Driver to cover absences on regular home-to-school routes</u></p>	<p>Districtwide: All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$57,000 (LCFF Sup and Con)</p>
<p><u>Funding to support crossing guards</u></p> <ul style="list-style-type: none"> Up to 20 additional schools 	<p>Schoolwide: Up to 20 schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$26,000 (LCFF Sup and Con)</p>
<p>GOAL 5</p>	<p>All four Fresno Unified Goals</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____</p>	
<p>Identified Need: 5A</p>	<p>Each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on verifiable data (AR 0420)</p>		

Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All student subgroups	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All School Site Councils (SSC) will use Dashboard indicators or other data to make 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>School site allocations to be prioritized by each school's School Site Council</u> (\$2.6 Million increase over prior year):</p> <ul style="list-style-type: none"> • Supplemental materials and technology <ul style="list-style-type: none"> ○ Technology budgets up by 40% over 2014-15 • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement <ul style="list-style-type: none"> ○ General increase budgeted in School Liaison positions • Psychological services • Bilingual office staff 	<p>Districtwide:</p> <p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$11.7 Million (LCFF Sup and Con)</p>
<p><u>Supplemental Student Supports</u></p> <ul style="list-style-type: none"> • Instructional Coaches • Lead teachers of Accountable Communities • Intervention teachers • Health personnel • Early childhood classroom aides 	<p>Districtwide:</p> <p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15.1Million (LCFF Sup and Con)</p>

**LCAP Year 3:
2017-18**

**Expected
Annual
Measurable
Outcomes:**

- All School Site Councils (SSC) will use Dashboard indicators or other data to make 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>School site allocations to be prioritized by each school's School Site Council :</u></p> <ul style="list-style-type: none"> • Supplemental materials • Academic interventions and supports • Supplemental counseling services • Staff for attendance support • Parent involvement • Psychological services • Bilingual office staff 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$11.7 Million (LCFF Sup and Con)</p>
<p><u>Supplemental Student Supports</u></p> <ul style="list-style-type: none"> • 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) 	<p>Districtwide: All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15.1 Million (LCFF Sup and Con)</p>

**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: 2015-16			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Instruction for students</u></p> <p>All costs associated with the delivery of instruction to students.</p> <ul style="list-style-type: none"> All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administration 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 	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$334.3 Million (LCFF Base)
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees 	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4.8 Million (LCFF Base)

<p><u>Early Learning</u></p> <ul style="list-style-type: none"> • Infants and toddlers • Preschool • Prekindergarten • Transitional kindergarten 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5 Million (LCFF Base)</p>
<p><u>Prevention and Intervention</u></p> <ul style="list-style-type: none"> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2.4 Million (LCFF Base)</p>
<p><u>Human Resources</u></p> <ul style="list-style-type: none"> • Recruit, hire, retain quality employees • Labor Relations 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3.5 Million (LCFF Base)</p>
<p><u>Career Technical Education</u></p> <ul style="list-style-type: none"> • Guidance and Counseling Services (both college and career) • Career based programs • Career Pathway development • Career awareness and exploration • Business and Industry support 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$11.5 Million (LCFF Base)</p>
<p><u>Special Education</u></p> <ul style="list-style-type: none"> • Mental Health Services (AB114)- • Autism Services • Secondary Course Alignment • Special Education Department Regional Alignment 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$107.6 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)</p>

<p><u>Central Office Administration</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$4.0 Million (LCFF Base)</p>
<p><u>Administrative Services</u></p> <ul style="list-style-type: none"> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$7.4 Million (LCFF Base)</p>
<p><u>Equity and Access / REA</u></p> <ul style="list-style-type: none"> • Research • Evaluation • Assessments • Eliminating disproportionality 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$1.4 Million (LCFF Base)</p>
<p><u>Operational Services</u></p> <ul style="list-style-type: none"> • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety • Utilities • Transportation 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$102.5 Million (LCFF Base)</p>
<p><u>Technology Services</u></p> <ul style="list-style-type: none"> • Technology infrastructure • Equipment 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$14.5 Million (LCFF Base)</p>
<p><u>Other Expenses</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:</p>	<p>\$9.2 Million (LCFF Base)</p>

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

**LCAP Year 2:
2016-17**

**Expected
Annual
Measurable
Outcomes:**

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Instruction for students</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$334.3 Million (LCFF Base)
<u>Professional Learning</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4.8 Million (LCFF Base)
<u>Early Learning</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$.5 Million (LCFF Base)
<u>Prevention and Intervention</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$2.4 Million (LCFF Base)

		<input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
<u>Human Resources</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3.6 Million (LCFF Base)
<u>Career Technical Education</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$11.5 Million (LCFF Base)
<u>Special Education</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$107.6 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)
<u>Central Office Administration</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Base)
<u>Administrative Services</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7.4 Million (LCFF Base)

<u>Equity and Access / REA</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Base)
<u>Operational Services</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$102.5 Million (LCFF Base)
<u>Technology Services</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$14.5 Million (LCFF Base)
<u>Other Expenses</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$9.3 Million (LCFF Base)

**LCAP Year 3:
2017-18**

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><u>Instruction for students</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$334.3 Million (LCFF Base)</p>
<p><u>Professional Learning</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$4.8 Million (LCFF Base)</p>
<p><u>Early Learning</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$.5 Million (LCFF Base)</p>
<p><u>Prevention and Intervention</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$2.4 Million (LCFF Base)</p>
<p><u>Human Resources</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$3.6 Million (LCFF Base)</p>
<p><u>Career Technical Education</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient</p>	<p>\$11.5 Million (LCFF Base)</p>

		___ Other Subgroups:(Specify) _____ _____	
<u>Special Education</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$107.6 Million (LCFF Base, IDEA Federal funds, AB602, and other state and local funds)
<u>Central Office Administration</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4.0 Million (LCFF Base)
<u>Administrative Services</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7.4 Million (LCFF Base)
<u>Equity and Access / REA</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1.4 Million (LCFF Base)
<u>Operational Services</u>	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$102.5 Million (LCFF Base)

<p><u>Technology Services</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$14.5 Million (LCFF Base)</p>
<p><u>Other Expenses</u></p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$9.3 Million (LCFF Base)</p>



*Local Control &
Accountability Plan*



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.



*Local Control &
Accountability Plan*



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?

<p>ORIGINAL GOAL 1 (from prior year LCAP)</p>	<p>All students will excel in reading, writing and math</p>		<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>District Wide All students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased implementation and awareness of the CCSS to support differentiated instruction for all students to ensure closure of achievement gaps.</p> <p>Establish SBAC, A-G Completion, AP, EAP and API Benchmarks</p> <p>Increase the hours of professional learning and teachers taking advantage of stipends for professional learning</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Professional learning for teachers, lead teachers, and administrators focused on the new State assessments (SBAC) and using data to inform instruction • Created an assessment council made of up teachers, site, and district leaders • 96 hours of professional development and collaboration time for teachers • Professional learning focuses: <ul style="list-style-type: none"> ○ Classroom strategies ○ Shifts created by the CCSS ○ Common assessments ○ Rubrics for evaluation of student work ○ Addressing subgroup needs ○ Technology scope and sequence ○ Standards progression <p>Benchmarks have been established. See Appendix A. SBAC results not yet available and API will not be produced by the State this year</p> <ul style="list-style-type: none"> • 12 courses have been offered centering around:

	<p>Achieve an average class size of 24:1 in grades K-3</p> <p>Verify where additional staff will be added. Complete the hiring and assignment process to ensure strategy is initiated</p> <p>Maintain a Williams Audit result indicating “no findings”</p> <ul style="list-style-type: none"> • Students have access to standards aligned materials • Facilities in good repair • Teachers are appropriately assigned 		<ul style="list-style-type: none"> ○ Implementing the CCSS ○ Best practices for teaching English learners ○ Meeting the social emotional needs of students ○ Multi tiered levels of support to individualize educational opportunities for students • Currently no less than 500 teachers are on track to receive this stipend <p>All TK-3rd grade classrooms achieved an average class size of 24:1 in the 2014-15 school year, a full 6 years ahead of the state requirement</p> <p>Two classroom aides have been added to each elementary school</p> <p>For 2014-15, 33.25% of students scored “ready to go” on the KSEP test to measure Kindergarten readiness</p> <ul style="list-style-type: none"> • Up about 1% from the prior year. <p>All students have access to standards aligned curriculum, 99.1% of our teachers are highly qualified and all of our schools are in good or exemplary repair</p>
<p>LCAP Year: 2014-15</p>			

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>3% professional learning column for teachers to encourage veteran teachers to continue learning throughout their career</p>	<p>\$4.5 Million (LCFF)</p>	<p>Cycle 1 (Occurred from October to December)</p> <ul style="list-style-type: none"> • 432 course seats were filled during open registration which equated to 270 unit members registering (some registered for more than one course). • Out of the 270 unit members who registered, 163 unit members attended classes and completed the required coursework. • Out of the 163 unit members, 128 successfully earned 3 units • Out of the 163 unit members, 35 earned 6 units <p>Cycle 2 ended March 31, 2015:</p> <ul style="list-style-type: none"> • 379 course seats were filled by unit members during open registration for Cycle 2 in December. • Upon Cycle 2 ending on April 31, 197 unit members completed PL Column courses. <p>Cycle 3 (April 7 to June 18, 2015):</p> <ul style="list-style-type: none"> • 558 course seats were filled by unit members during open registration for Cycle 3 in March. • As of April, 313 unit members are currently registered in Cycle 3 PL Column Courses 	<p>\$70,000 (LCFF)</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	<p>District Wide</p>

<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Initiative had as first year balance of \$4,430,000. This program was created and initiated in 2014-15 and will continue to build as classes are implemented and teachers complete classes.		
10 School Investment: <ul style="list-style-type: none"> • Increase instructional time by 30 minutes • 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 	\$3.5 Million (10 Schools) (\$2.3 Million LCFF, \$1.2 Million Title II)	10 Designated Elementary Schools have received: <ul style="list-style-type: none"> • Increased instructional time of 30 minutes • Ten additional professional development days for teachers to increase opportunities for professional growth (in process) • One additional certificated staff member 	\$3.5 Million (10 Schools) (\$2.3 Million LCFF, \$1.2 Million Title II)
Scope of service:	10 Designated Elementary Schools		Scope of service: 10 Designated Elementary Schools
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at designated elementary schools</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Cost was as budgeted. This program has been successful and will expand in future years. Note the following: <ul style="list-style-type: none"> • DRP (reading assessment) growth from designated schools was 68.5% versus the District average growth of 66.2% • KAIG Proficiency (kindergarten assessment) growth was 2.21% proficiency versus the District average growth of 1.41% • KAIG overall growth was 23% for designated schools versus 17% for the District average overall growth 		

		<ul style="list-style-type: none"> Attendance at the designated schools was 95.11% versus the District average attendance of 94.8% for elementary schools year to date. 		
Reduce class size on average to a 24:1 ratio for grades TK-3		\$5.7 Million (LCFF)	Reduced class size on average to a 24:1 ratio for grades TK-3 for each elementary school	\$5.7 Million (LCFF)
Scope of service:	All Elementary Schools		Scope of service:	All Elementary Schools
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) All students in TK-3 rd grades	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Cost was as budgeted. Required in Local Control Funding Formula legislation by the year 2020-21, but implemented by Fresno Unified School District starting in 2014-15.		
Redesign high school schedules to ensure optimal opportunities for students and teachers		High Schools \$3.0 Million (LCFF)	<u>PLUS Teams added at all Middle and High Schools</u>	High Schools \$3.0 Million (LCFF)
			<ul style="list-style-type: none"> Ensure direct instruction to students when teachers attend professional learning or collaborate PLUS teams provide social emotional support to students Support teachers in implementing the common core All positions are filled. All members of the PLUS team receive 16 full days of training each year As evidence of this change: <ul style="list-style-type: none"> Teacher collaboration and professional learning time went from 18 hours to 96 hours Teacher participation in Common 	

		Core State Standards trainings went from 35% in core content areas to 100%	
Scope of service: High Schools		Scope of service: High Schools	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at middle and high schools</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to refine the master scheduling process. No major changes to this strategy, although the actual costs may vary from year to year.		
School Site Allocations: <ul style="list-style-type: none"> • Supplemental Materials • Response to interventions • Counseling Services • Supplemental Staff for Attendance interventions • Parent Involvement • Psychological Services • Bilingual Office Staff 	\$9.3 Million (LCFF)	School Site Allocations: <ul style="list-style-type: none"> • Supplemental Materials • Response to interventions • Counseling Services • Supplemental Staff for Attendance interventions • Parent Involvement • Psychological Services • Bilingual Office Staff 	\$8.5 Million (LCFF)
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or	Actual costs are projected to be under budgeted costs by \$800,000. Over the last several years, School Site Councils have spent time reviewing data and coming up with a thoughtful plan tailored to meet the unique needs of each school community. To facilitate		

changes to goals?		the local planning and execution afforded by this process, an additional allocation of 2.6 million dollars was added to the school site budgets for 2015-16.		
<p>\$4.4 Million investment in Middle School Redesign first initiated in 2013-14 to ensure a broad course of study for students and allow teachers, teaching the same subjects, to have a common prep period.</p>		<p>Middle Schools \$4.4 Million (LCFF)</p>	<p>PLUS Teams added at all Middle Schools</p> <ul style="list-style-type: none"> • Ensure direct instruction to students when teachers attend professional learning or collaborate • PLUS teams provide social emotional support to students • Support teachers in implementing the common core • All positions are filled. • All members of the PLUS team receive 16 full days of training each year • As evidence of this change: <ul style="list-style-type: none"> ○ Teacher collaboration and professional learning time went from 18 hours to 96 hours ○ Teacher participation in Common Core State Standards trainings went from 35% in core content areas to 100% 	<p>Middle Schools \$3.4 Million (LCFF)</p>
Scope of service:	Middle Schools		Scope of service:	Middle Schools
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students at middle and high schools</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Middle school cost was \$1 Million less than the original budget. Continue to refine the master scheduling process. No major changes to this strategy, although the actual costs will vary from year to year.		

<p>Eliminate All 5-6 Combination Classes</p>	<p>\$1.0 Million (LCFF)</p>	<p>Fresno Unified School District had no 5-6 combination classes for 2014-15. <i>Combination classes for these grade levels are particularly difficult for teachers and students due to the different Common Core State Standards for these two grades.</i></p>	<p>\$1.0 Million (LCFF)</p>
<p>Scope of service: All Elementary Schools</p>		<p>Scope of service: All Elementary Schools</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All 5th and 6th grade students</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No change. Cost can vary from year to year depending on the number of classes that need to be added to prevent combination classes.</p>		
<p>Early Childhood Investments:</p> <ul style="list-style-type: none"> • Parent and Child Education Centers (PACE) • Child Development Centers • Pre-Kindergarten • Expanded Preschool (58 schools in 2013-14) • Administered KSSEP to all incoming kindergartners to determine Kindergarten readiness • Expanded Kindergarten to the contractual instructional time 	<p>\$7.7 Million (LCFF)</p>	<p>Update on Early Childhood Investments:</p> <ul style="list-style-type: none"> • Pre K enrollment is up 463 students this year, serving a total of 2942 students • A new Early Learning Center serving children ages six weeks to five years of age opened in March of 2015 • Partnered with the Fresno Housing Authority to identify and enroll students in early learning programs • Offering nationally acclaimed Abriendo Puertas at Parc Grove for parents of young children residing at the complex • Planned and Implemented the Birth-3rd grade reading initiative to increase the number of students reading at grade level by 3rd grade 	<p>\$7.7 Million</p>

<p>Expanded Transitional Kindergarten (including both teachers and aides)</p>	<p>\$1.8 Million (LCFF)</p>	<ul style="list-style-type: none"> • Early Learning Principal Academy - 6 month course on leading pre-k–3rd grade • Met with 25 local Licensed Family Child Care providers to begin collaboration around strategies to ensure children in our community are prepared for Kindergarten and to support families as children transition into Elementary schools • Developed a comprehensive Pre-K and TK weekly lesson plan guide that aligns with the California Department of Education curriculum foundations and the Common Core State Standards • Developed and implemented a music and arts curriculum for pre-k and TK students • Initiated professional learning for pre-k to 3rd grade to meet the Reading by 3rd Grade goal. • Transitional Kindergarten enrollment is up 76 students this year for a total of 1349 students enrolled district wide 	<p>\$1.7 Million (LCFF)</p>
<p>Scope of service:</p>	<p>All Elementary Schools</p>	<p>Scope of service:</p>	<p>All Elementary Schools</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All TK-3rd grade students</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actual costs were under budgeted costs by \$100,000.</p> <ul style="list-style-type: none"> • Continue to address quality improvement in programs • Maximize current capacity of classes in existence • Expand full day learning centers 		

<p>Begin process and investments to adopt supplemental Math K-8 content and materials aligned to the Common Core State Standards</p>	<p>\$1.7 Million (LCFF)</p>	<p>July-September 2014</p> <ul style="list-style-type: none"> • Advisory team selected top 3 programs • Pilot teachers trained <p>September –December 2014</p> <ul style="list-style-type: none"> • 375 teachers piloted the materials and provided feedback <p>January 2015</p> <ul style="list-style-type: none"> • Gathered input from Math Advisory Team, English Learner Services, Special Education, and Curriculum <p>March 2015</p> <ul style="list-style-type: none"> • March 11th recommendation for adoption • March 25th curriculum adopted at the Board of Education Meeting 	<p>\$7.2 Million (\$1 Million onetime funds from the CCSS, \$6.2 Million LCFF)</p>
<p>Scope of service: All Elementary and Middle Schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: All Elementary and Middle Schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students, kindergarten through 8th grade</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Actual costs were over the original budget by \$5.5 million due to materials being purchased in 2014-15 school year. By paying the full cost up front, the District was able to negotiate a purchase price that was reduced by \$2 million. This action was authorized by the Board of Education on the May 13, 2015 Board meeting. Professional learning planned for 2015-16 specific to this adoption to support students and teachers.</p>	
<p>Two additional kindergarten Instructional Aides at each school</p>	<p>\$4.0 Million (Title I)</p>	<p>Two additional Instructional Aides added to each school</p>	<p>\$4.0 Million (Title I)</p>
<p>Scope of service: All Elementary Schools</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service: All Elementary Schools</p> <p><input type="checkbox"/> ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students from TK through third grade</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes planned, although positions will be in place the full year.		
Supplemental resources to create assessments to evaluate student progress in reading, writing, mathematics and other subjects	\$258,559 (LCFF)	Assessment Update: <ul style="list-style-type: none"> • Assessment team created • Some assessment work initiated • Proposal is currently under review 	\$258,559 (LCFF)
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	No changes planned. Proposal for interim assessments under review and implementation will move forward in 2015-16.		
Provide onetime funding to support teachers who choose to pursue National Board Certification to give teachers proven skills to advance student achievement	\$450,000 (LCFF)	In the process of redesigning a program here as National requirements have changed. Program will begin in 2015-16.	\$110,000 (LCFF)
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Actual costs are projected to come in \$340,000 less than original budget. In the process of redesigning a program here as National requirements have changed. The new program will begin in 2015-16.
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Extended learning opportunities and credit recovery support to improve student outcomes	\$4.5 Million (\$1.5 Million LCFF, \$3 Million Title I)	Credit Recovery Update: <ul style="list-style-type: none"> • Credit recover classes are being offered at all high school campuses • Currently 991 students are enrolled in 35 different classes • Of the 35 classes, 12 are online, while the remaining 23 are teacher-directed • Data on the specific student's credit deficiency by course is provided to each high school principal and head counselor so students can be identified and offered supports to stay on target to graduate. 	\$4.5 Million (\$1.5 Million LCFF, \$3 Million Title I)
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Scope of service: All High Schools		Scope of service: All High Schools	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students needing additional assistance to progress towards graduation</u>	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No change.
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ORIGINAL GOAL 2 <small>(from prior year LCAP)</small>	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_X 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	District wide
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		Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	Plan high-quality after-school program opportunities for students to surpass current offerings and broaden opportunities for all students to participate.		Actual Annual Measurable Outcomes:	In 2013-14, 54.43% of students participated in a goal 2 activity. To date (through April 9, 2015), for the 2014-15 school year, 60.42% of students are engaged in some form of art, activity of athletic program at their school.
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
Increase teacher stipends for after school activities		\$3.0 Million (LCFF)	Teacher Stipends for after school activities	
Scope of service:	Elementary and Middle Schools		Scope of service:	Elementary and Middle Schools
__ALL			__X ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		No change.		
Increase school allocations for activities and athletics:		\$600,000 (LCFF)	Update on school allocations for after school activities:	
<ul style="list-style-type: none"> • Uniforms • Protective Gear • Safety Equipment 			<ul style="list-style-type: none"> • Elementary- <ul style="list-style-type: none"> ○ \$4,500 per site for uniforms • Middle Schools- <ul style="list-style-type: none"> ○ Increase of \$5,750 per site for Protective Equipment • High Schools- <ul style="list-style-type: none"> ○ Increase of \$26,000 per seven 	
			\$600,000 (LCFF)	

		comprehensive high schools for athletics/activities general budget <input type="radio"/> Increase of \$3,000 per site for protective Equipment <input type="radio"/> Increase of \$13,000 per site for cost of officials	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	No change.		
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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Redesign of high school scheduling opportunities through the implementation of Linked Learning Pathways and revised high school scheduling, as well as the further implementation of the Common Core State Standards	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> For the 2014-15, 30.85% of Fresno Unified School District 9th through 12th grade students are enrolled in a CTE pathway All high schools have a PLUS team added to ensure quality instruction to students when teachers attend professional learning or collaborate. In addition, the PLUS teams provide social-emotional support to students and

	<p>Determine what courses / subjects will be measured</p> <p>Increase the redesignation rate for English Learners prior to entering middle and high school</p> <p>Increase the number of English Learners attaining the English proficiency level on the Title III Accountability Report</p>		<p>support teachers in the implementation of the Common Core State Standards.</p> <p>The District will continue to monitor student engagement in arts, activities, and athletics as well as ensuring students have access to a broad range of course offerings</p> <ul style="list-style-type: none"> • For the 2014-15 school year, 14% of English Learner students have been redesignated. For the previous year 10.3% of students were redesignated. • For Annual Measurable Achievement Objective 1 for English Learners (The percentage of EL students making annual progress in learning English) the percentage of students was 54%. This was up from 49.6% last year. • For Annual Measurable Achievement Objective 2 for English Learners (The percentage of EL students attaining English Proficient level on the CELDT) the percentage of students attaining English proficiency in more than five years was 35%. This was up from 33.2% the prior year • For Annual Measurable Achievement Objective 2 for English Learners (The percentage of EL students attaining English Proficient level on the CELT) the percentage of students attaining English
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			<p>proficiency in less than five years was 26%. This was up from 19.7% the prior year</p> <ul style="list-style-type: none"> Long term English learners were reduced from 50.29% in 2011 to 39.53% in 2015.
LCAP Year: 2014-15			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>High School Strategy:</p> <ul style="list-style-type: none"> Linked Learning Personal learning supports 	<p>\$5.0 Million (LCFF)</p>	<p>Linked Learning Pathways</p> <ul style="list-style-type: none"> Linked Learning pathways have been initiated at each of our comprehensive high schools beginning in the 9th grade All CTE teachers received Common Core State Standards training, Project Based Learning, and instructional strategies implementation this year All newly hired counselors received training in Linked Learning pathway structures and course development. Each school has hired a Pathway Coordinator for all comprehensive high schools. <ul style="list-style-type: none"> Responsible for all site pathways and CTE experiences, teacher support, Business and Industry engagement, curriculum development, work based learning, and student supports services for students enrolled in pathways and courses at their sites. All Coordinators have begun to 	<p>\$3.8 Million (LCFF)</p>

<ul style="list-style-type: none"> • Supports for Sunnyside High School Doctor's Academy • Kids Invent! –work with CSU Fresno to provide students with hands-on applications of science and math through innovative and creative activities 		<p>develop business and industry contacts and are developing business advisory committees and work-based learning opportunities for the pathways and other CTE experiences at their sites.</p> <ul style="list-style-type: none"> ○ Coordinators are also responsible for developing regional activities to provide feeder elementary and middle school students with exposure and experiences that will support future pathway development • Linked Learning Pathway teachers and Coordinators received training last summer through ConnectEd • A contract is in place with Career Cruising, a web based career awareness and exploration program at each of our middle school sites. Career Cruising allows our middle school students to find career interests and explore the occupations and requirements associated with each career field. <p>Sunnyside Doctors Academy</p> <ul style="list-style-type: none"> • Currently 146 students are enrolled at the Sunnyside Doctors Academy. <p>Kids Invent!</p> <ul style="list-style-type: none"> • Contract with the Lyles Center for Innovation and Entrepreneurship at Fresno State • Tailored student learning in Science, Technology, Engineering, and Math 	
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		<p>(STEM) for every 5th grade classroom</p> <ul style="list-style-type: none"> • 60 minutes of classroom time once a week from September through June • Instructional Videos for teachers • All supplies provided for the classrooms • Each school has a Liaison teacher who collects student work, distributes supplies and materials and assists 5th grade teachers to collect student logs 		
Scope of service:	All High Schools		Scope of service:	High Schools, Elementary Schools
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)High School students, 5 th grade students	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Actual expenditures are projected to be \$1.2 million less than the original budget. Kids Invent will be expanded from 5th grade to 5th and 6th grade for 2015-16. New pathways will be added to Bullard High School (biomedicine), Fresno High School (Marketing), Hoover High School (Eco-technology), McLane High School (Entrepreneurship), Roosevelt High School (Health Academy), and Sunnyside High School (Multimedia and marketing).</p>		
ORIGINAL GOAL 4 (from prior year LCAP)	All students will stay in school, on target to graduate		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2___ 3___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7___ 8___ COE only: 9___ 10___ Local : Specify _____	
Goal Applies to:	Schools:	District wide		
	Applicable Pupil Subgroups:	All Students, Special Education Students,		
Expected Annual Measurable Outcomes:	Review the percentage of parents responding agree or strongly agree to “my child’s school provides a safe and secure environment for students to learn” as measured on the Parent /	Actual Annual Measurable Outcomes:	Parent Survey for 2014-15 reported 86.45% of parents feel that their child’s school provides a safe and secure environment for students to learn.	

	<p>Family Survey.</p> <p>Establish benchmarks for parent participation through Parent University</p> <p>Review the SPED program implementation elements that lead to improved graduation rate.</p>		<p>Parent University Benchmarks established for:</p> <ul style="list-style-type: none"> • Number and percentage of parents who graduated at least one parent university module by grade level • Number and percentage of parents who graduated at least two or more parent university modules • Number and percentage of parents who attended at least one class but did not graduate • Number and percentage of parents who demonstrated interest but did not attend • Number and percentage of modules taught in English • Number and percentage of modules taught in Spanish • Number and percentage of modules taught in Hmong • Number and percentage of parents formally engaged in a school site activity <p>Program has been reviewed and changes implemented.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>	<p>Estimated Actual Annual Expenditures</p>

School Security Initiative <ul style="list-style-type: none"> • Campus Safety Assistants 	\$145,000 (LCFF)	School Security Initiative <p>A supplemental Campus Safety Assistant was added to Gaston Middle School and Phoenix Secondary School for the 2014-15 school year</p>	\$145,000 (LCFF)
Scope of service: Gaston Middle School, Phoenix Secondary School		Scope of service: Gaston Middle School, Phoenix Secondary School	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>students at Gaston Middle School and Phoenix Secondary School</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No change.		
Expansion of Community Day School <ul style="list-style-type: none"> • Expanding to serve approximately 180 at-risk 7-12 grade students 	\$1.9 Million (LCFF)	Phoenix Secondary School <ul style="list-style-type: none"> • Current enrollment is 92 students • School was located to a bigger campus • Seven new teachers hired for small group instruction • Two additional social workers for intensive social and emotional intervention • One additional school counselor hired, • A learning director was hired • A job placement / career tech position was added • Three additional campus safety assistants added • CenCal Mentoring provides mentors for relational support 3 days a week, • Additional office help to coordinate attendance efforts 	\$1.3 Million (LCFF)

Scope of service: Phoenix Secondary School			Scope of service: Phoenix Secondary School		
__ALL			__ALL		
OR: X 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>Students at Phoenix Secondary School</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actual costs came in \$600,000 below the original budget. Enrollment is not as high as was originally planned, so positions have been scaled back. The nature of this school makes enrollment difficult to predict, so costs will fluctuate from year to year.			
Add 40 additional custodians, 3 custodial supervisors, and 4 grounds maintenance positions to ensure facilities are clean and in good repair		\$2.6 Million (LCFF)	Custodians <ul style="list-style-type: none"> Hiring process has been ongoing for the 2014-15 school year Substitute Custodians in place prior to positions being filled with permanent positions Custodians serve 73 schools that include Elementary, Middle and High Schools Placement is based on an analysis of square footage, current custodial support and other criteria to determine placement 		\$900,000 (LCFF)
Scope of service: Select Schools			Scope of service: Select Schools		
__ALL			__ALL		
OR: X 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 X Other Subgroups:(Specify) <u>students at selected schools</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or		Actual expenditures are projected to come in \$1.7 million less than the original budget due to the time it took to fill these positions. Substitute custodians were placed at sites until all positions were filled.			

<ul style="list-style-type: none"> • Three additional Psychologists 		<p>Psychological Services</p> <ul style="list-style-type: none"> • Psychologists hired • Targeted Psychologist Support deployment (TPS): The goal of TPS is to support staff in building relational capacity to create and foster a welcoming and safe school site • Using the Safe and Civil Schools framework, assigned schools develop clearly defined routines and procedures throughout the school and classrooms that establish a school culture which promotes academic achievement, appropriate and effective social/coping skills, and encouraging social-emotional health for all students. • TPS provides focused support, coaching, consultation, professional learning, facilitation, and resources for assigned school sites in their endeavor to successfully implement and integrate Social-Emotional systems and initiatives within the Multi-Tiered System of Supports (MTSS). FUSD schools: Sequoia Middle School, Wawona Middle School, Anthony Elementary, and Wilson Elementary. 	
Scope of service:	Districtwide	Scope of service:	Districtwide
__ALL		__ALL	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education Students</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No change. For secondary course alignment, Fresno Unified will be rolling out student scheduling and pre-planning for 15-16 school year.</p>		
<p>Supplemental Resources to assist Special Education department with the early identification of students with reading disabilities</p>	<p>\$2.4 Million (LCFF)</p>	<p>Supplemental Resources to assist Special Education department with the early identification of students with reading disabilities</p> <ul style="list-style-type: none"> • DIBELS (Dynamic Indicators of Basic Early Literacy Skills) <ul style="list-style-type: none"> ○ A set of procedures and measures for assessing the acquisition of early literacy skills from K-6th grade ○ Designed to be one minute fluency measures to monitor the development of early literacy and early reading skills ○ Six trainings completed with 100 participants • Corrective Reading Trainings: <ul style="list-style-type: none"> ○ Designed to promote reading accuracy, fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level ○ Two trainings completed for both teachers and paraprofessionals: 40 participants 	<p>\$2.4 Million (LCFF)</p>

		<ul style="list-style-type: none"> • Reading Mastery Trainings <ul style="list-style-type: none"> ○ Designed to promote reading accuracy, fluency, and comprehension skills of students in grades 1-3 who are reading below their grade level ○ Three trainings completed for both teachers and paraprofessionals: 40 participants • Continued training and development in Multi-Tiered System of Supports (MTSS) <ul style="list-style-type: none"> ○ Defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems ○ Individual school implementation in the specific area of literacy 	
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education Students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No change.		
Safe and Civil Expansion to provide an environment conducive to restorative practices	\$1.9 Million (LCFF)	Safe and Civil Update <ul style="list-style-type: none"> • Four additional Teachers on Special Assignment (TSA) hired 	\$1.6 Million (LCFF)

		<ul style="list-style-type: none"> ○ Created a regional support structure which assigns one TSA to each region ○ Allows for increased site visits, professional learning opportunities and support to site leaders and admin staff. ○ On average, the TSA team visits 30 sites per week ○ Individual support in the area of classroom management, bullying prevention and social emotional learning. ● Safe & Civil Training has been provided to 40 new social-emotional staff ● Five days of Coaching Classroom Management training has been provided to instructional coaches and three sessions of Coaching Classroom Management were offered to Administrators. ● Staff from the 22 focus schools participated in the first session of Advanced Safe & Civil training in August, and participated in additional trainings in November and February. 	
Scope of service:	Districtwide	Scope of service:	Districtwide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and		Actual costs are projected to come in \$300,000 less than the original budget. No changes are	

expenditures will be made as a result of reviewing past progress and/or changes to goals?		planned to the program.		
Schools are provided additional support including instructional coaches, lead teachers, library personnel and supplies, administrative support, athletic directors, transition teachers, magnet school support, learning coordinators, campus culture personnel, activity and athletic directors, police officers and probation officers		\$30.5 Million (\$18.4 Million LCFF, \$493,731 Title III, \$11.6 Million Title I)	<ul style="list-style-type: none"> As if April 1, 2015, 283 positions were budgeted and 273 positions have been filled Includes: Health Assistants, Medical Assistants, Literacy Coaches, School Counselors, Nurses, Bilingual Para Professionals, Instructional Assistants, Extra teaching staff, some high school Vice Principals 	\$29.5 Million (\$17.4 Million LCFF, \$493,731 Title III, \$11.6 Million Title I)
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			<u>X</u> ALL	
OR: <u>X</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <u>X</u> 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?		Actual projected expenditures are projected to come in \$1 million less than the original budget due to occasional openings.		
Student Mentor Program		\$300,000 (LCFF)	Student Peer Mentoring Program Update <ul style="list-style-type: none"> Implemented on February 11th The program matched 100 high school mentors (11th and 12th grade) one-on-one with 100 middle school mentees (7th and 8th graders) Created for the purpose of guiding and supporting the mentee in many areas of the student's academic, social, and emotional development. 	\$300,000 (LCFF)

			<ul style="list-style-type: none"> The sites participating in the program are as follows : <ul style="list-style-type: none"> Bullard (30 student mentors) – Tenaya (30 student mentees) Edison (40 student mentors) – Gaston (40 student mentees) Roosevelt (30 student mentors) – Tehipite (30 student mentees) Mentors receive stipends, and meet with mentees for approximately 8 hours per month Criteria for selection of mentors/mentees is specific to the needs of the site Mentors and mentees receive ongoing training, participate in enrichment activities, and complete service learning projects Each site has an adult coordinator on campus identified, as well as adult mentor volunteers to assist with the supervision of the program 	
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			__ALL	
OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: X 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?	No change.			
Equity and Access – Continue work to ensure all students have the best learning conditions	\$1 Million (LCFF)	Equity and Access Updates	<ul style="list-style-type: none"> Guiding principal: “To provide all students 	\$1 Million (LCFF)

and post-secondary outcomes possible			<p>with the opportunity to graduate with the greatest number of postsecondary choices from the widest array of options”</p> <ul style="list-style-type: none"> • Using data to anticipate outcomes and intervene to provide student support • Using Dashboard data to improve current, required processes: <ul style="list-style-type: none"> ○ Single Plan for Student Achievement (SPSA) ○ Local Control and Accountability Plan (LCAP) ○ Waiver from Elementary and Secondary Education Act • Data-sharing agreements with local institutions of higher education to allow for student data after high school graduation • School-Level Cycles of Continuous Improvement • Equity focus to meet the needs of ALL students • 	
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All subgroups. Reducing disproportionality is the focus of this work.</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No change planned. Costs are slightly different due to grants ending. Pursuing grant opportunities to assist in the funding of this work.		
ORIGINAL	Board Expectation: All students will be in school, on time, and			Related State and/or Local Priorities:

GOAL (from prior year LCAP)	ready to learn every day			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 Students, including foster youth		
Expected Annual Measurable Outcomes:	Greater school site support through more site personnel focused on social emotional supports and attendance. Establish benchmarks for attendance rates, suspension and expulsion rates, chronic absenteeism, middle School and high School dropout rates and high school graduation rates	Actual Annual Measurable Outcomes:	To date for the 2014-15 school year, the attendance rate for Fresno Unified School District is 94.69%, which is up from 94.46% last year On campus suspension rate to date: 2.20% Off campus suspension rate to date: 8.43% Expulsion rate to date: .12% Chronic absenteeism to date: 15.44% Middle school dropout rate to date: 1.07% High school dropout rate to date: 15.60% High School graduate rate 2013-14: 79.3%	
LCAP Year: 2014-15				
	Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
	Restorative Practices Investment <ul style="list-style-type: none"> Continue Restorative training in the 6 pilot sites Expand to an additional 7 sites with a restorative readiness program 	\$1.5 Million (LCFF)	Update on Restorative Practices <ul style="list-style-type: none"> Hired three additional Restorative Practices School Counselors The additional Counselors are supporting six elementary sites within the McLane Region-providing coaching and support to the staff, leading professional learning, and providing direct services to students and staff in the implementation of Restorative Practices 	\$1.5 Million (LCFF)

			<ul style="list-style-type: none"> Multiple large and small group training sessions have been held within the Region for teachers and administrators since the spring 2014 semester. Training has been provided to the Social Emotional Support Specialists (SESS) at both middle schools in the McLane region, as well as the SESS at Gaston as preparation for roll-out in the Edison Region Initial training has also occurred for our agency partners at Fresno Street Saints, serving Gaston Middle School Restorative Practices training began in late April with teachers and administrators in the five Edison elementary schools. Developed, in partnership with Parent University, an Introduction to Restorative Practices module for parents within the McLane Region which was rolled out at all 13 schools prior to Winter Break 	
Scope of service:	McLane Region		Scope of service:	McLane Region
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)All students, selected schools	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No Change. Next year, Fresno Unified will be hiring 6 additional restorative counselors and expanding the program to additional regions.			
Social Emotional Supports (equivalent to 20 additional FTE Positions):	\$2.1 Million (LCFF)	Social Emotional Support Update	<ul style="list-style-type: none"> Twelve Social Emotional Support 	
			\$1.9 Million (LCFF)	

		Movement and Attendance Collaboratives in partnering with the community on attendance concerns.	
Scope of service: Elementary and Middle Schools		Scope of service: Elementary and Middle Schools	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) All students, select elementary and middle schools	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Program came in \$200,000 less than the original budget. No changes planned for next year.		
Community Engagement Investments: <ul style="list-style-type: none"> Professional Development for Home School Liaison Positions Targeted home visits to support college and career, discipline and attendance Parent workshops (conducted by Parent University) at community sites 	\$1.4 Million (LCFF)	Community Engagement Investments Update: <ul style="list-style-type: none"> Parent University will continue supporting our parent's desire to engage in their child's education by providing courses offering in targeted areas of focus for our district. The Fall 2014 Parent University provided parents with workshops on: <ul style="list-style-type: none"> Early Learning, Elementary, Middle and High School Transition, Common Core by Valley PBS, Science Technology Math and Science by Parent Institute for Quality Education and other partner community organizations. Expanded targeted engagement efforts for families in the area of attendance, extended learning summer programs, restorative practices, and choice programs. 	\$1.0 Million (LCFF)

Scope of service:	Districtwide		Scope of service:	Districtwide	
__ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> 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?	Program came in \$400,000 less than the original budget. Changes for next year will center on course offerings.				
<p>In addition to services offered by Project Access, the District will be adding 4 new Social workers to provide intensive case management to foster and high risk homeless students</p> <ul style="list-style-type: none"> ○ Complete needs assessment ○ Complete and monitor student academic plan ○ Conduct individual student meetings ○ Conduct group support sessions ○ Academic monitoring ○ Attendance monitoring ○ Connection with peer mentors ○ Attend meetings to ensure unique challenges of foster youth are addressed ○ Family consultations <p>● Create a Foster Youth Stakeholder Round Table discussion. Priorities of the group would be to review data associated with our foster youth, discuss initiatives outlined in the LCAP</p>	<p>\$1.4 Million (\$400,000 LCFF and \$637,142 Title I)</p>	<p>Foster Youth Updates</p> <ul style="list-style-type: none"> ● Four Social workers have been hired and are currently working in their new roles to support 7-10th grade foster youth ● Each has a case load of approximately 150 students ● Equity and Access has created a case management tool to improve the cohesion between the social workers and school counselors <ul style="list-style-type: none"> ● The first foster youth roundtable was held on November 16, 2014 to brainstorm ideas to further support foster students. ● The second foster youth roundtable was 	<p>\$1.4 Million (\$400,000 LCFF and \$637,142 Title I)</p>		

<p>and propose new procedures or investments for future years</p> <ul style="list-style-type: none"> • Build partnership and cohesion between the new Foster Youth Social workers and the Academic Counselors • Ensure specific expectations are set for the number of times Foster Youth meet with their Academic Counselors. • Create professional development for the Academic Counselors to ensure they are aware of the unique challenges of Foster Youth • Foster and develop relationships with State and County agencies, as well as with foster stakeholders to connect foster youth to resources on campus 			<p>conducted on February 11, 2015</p>	
<p>Scope of service: Districtwide</p>			<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Costs will come in as originally budgeted. Some changes anticipated based on feedback from the Foster Youth Roundtable. Adding funding for 2015-16 to support students in goal 2 participation.</p>			
<p>ORIGINAL GOAL (from prior year LCAP)</p>	<p>Actions addressing all District goals</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p>			
	<p>Applicable Pupil Subgroups: English learner students and students recently redesignated</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the redesignation rate for English Learners prior to entering middle and high school</p> <p>Increase the number of English Learners attaining the English proficiency level on the Title III Accountability Report</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>English Learner Updates:</p> <ul style="list-style-type: none"> • For the 2014-15 school year, 14% of English Learner students have been redesignated. For the previous year 10.3% of students were redesignated. • For Annual Measurable Achievement Objective 1 for English Learners (The percentage of EL students making annual progress in learning English) the percentage of students was 54%. This was up from 49.6% last year. • For Annual Measurable Achievement Objective 2 for English Learners (The percentage of EL students attaining English Proficient level on the CELDT) the percentage of students attaining English proficiency in more than five years was 35%. This was up from 33.2% the prior year • For Annual Measurable Achievement Objective 2 for English Learners (The percentage of EL students attaining English Proficient level on the CELT) the percentage of students attaining English proficiency in less than five years was 26%. This was up from 19.7% the prior year • Long term English learners were reduced from 50.29% in 2011 to 39.53% in 2015.
<p align="center">LCAP Year: 2014-15</p>			

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>English Learners</p> <ul style="list-style-type: none"> • Incorporate English Language Development standards into all trainings for adults in the system • Provide professional learning for the implementation the CCSS in ELA/literacy, ELD and mathematics to operationalize the instructional shifts • Leverage partnership with WestEd to build the English Learner expertise of district leadership, professional learning providers, and instructional coaches. • Provide three schools direct professional learning from WestEd on the implementation of the ELA/ELD Frameworks to maximize all students' access to the academic language and 	<p>\$7.9 Million (\$5.5 Million LCFF, \$320,810 Title I, \$2 Million Title III)</p>	<p>Updates for English Learners</p> <ul style="list-style-type: none"> • Utilize the California English Language Arts / English Language Development Framework for the implementation of the Common Core State Standards (CCSS) and English Language Development (ELD) standards <ul style="list-style-type: none"> ○ Part of multiple District professional learning sessions <ul style="list-style-type: none"> ▪ Principals Institute ▪ Instructional coach sessions ▪ professional Learning for all TK-12 teachers ▪ School site-based sessions • Provide professional learning for the implementation the CCSS in literacy, and mathematics to improve shifts in instruction • Leverage partnership with WestEd <ul style="list-style-type: none"> ○ Build the expertise of English Language Instruction for district leadership, Professional Learning providers, and instructional coaches ○ Provide three Lab Schools (King, Olmos, and Rowell) Professional Learning from WestEd on the implementation of the ELA/ELD Framework that include face-to-face 	<p>\$6.8 Million (\$4.6 Million LCFF, \$320,810 Title I, \$1.8 Million Title III)</p>

<p>literacy required to be successful.</p> <ul style="list-style-type: none"> • Implement Fresno Unified’s Master Plan for English Learners <ul style="list-style-type: none"> ○ Implement a process that clearly communicates to site leaders the expectations that English Learners progress and that monitors effective implementation of services and programs. ○ Provide professional learning to implement the shifts embodied in the new ELD Standards in designated ELD settings. ○ Provide professional learning to staff responsible for EL placement to ensure greatest access to rigorous academic programs. ○ Provide professional learning to leverage EL students’ primary language as a resource to maximize student achievement. ○ Implement a Response to Intervention (RTI) process that clearly 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 		<p>trainings, lesson planning, demonstration, and observation with feedback.</p> <ul style="list-style-type: none"> • Implement the District’s Master Plan for EL’s <ul style="list-style-type: none"> ○ Each school is assigned to a Teacher on Special Assignment (TSA) or Manager who works with the administration at each site to ensure the Master Plan for EL’s is guiding instructional practices and placement of EL’s <ul style="list-style-type: none"> ▪ Set goals ▪ Monitor progress ▪ Ensure the Master Plan for EL’s is guiding instruction ▪ Placement of EL’s ▪ Provide professional learning ○ Home Community Relations Liaison work with sites to establish and maintain the ELACs at each school • Provide resources to expand learning time in the form of summer school and after school programs • Technology based reading intervention • Imagine Learning English at 25 elementary schools, serving approximately 1,700 Kindergarten, first and second grade EL’s to prevent creating Long Term English Learners 	
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<p>intervene and prevent creating Long Term English Learner</p> <ul style="list-style-type: none"> • Further define and expand language specific Home School Liaison Positions <ul style="list-style-type: none"> ○ 15 schools adding a Spanish language position ○ 3 schools adding Hmong language position 		<ul style="list-style-type: none"> • 13 out of 15 Spanish Positions have been filled • All three Hmong positions have been filled 	
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actual costs will come in \$1.1 million under the original budget. For 2015-16, TSA positions are being added to support professional learning for teachers and administrators to support English language learners.</p>		
<p>Actions specific to address increasing the redesignation rate:</p> <p>District Level Actions:</p> <ul style="list-style-type: none"> • Establish redesignation goals at district, elementary, middle and high school levels • Monitor quarterly by site • Provide professional learning as needed based English Learner assessment results <p>Site Leader Preparedness:</p> <ul style="list-style-type: none"> • Establish high expectations for rededesignation 		<p>Actions specific to increasing the redesignation rate:</p> <p>District Level Actions:</p> <ul style="list-style-type: none"> • Goals set at district, elementary, middle and high school levels and monitored quarterly • Provided training as needed based on assessment results <p>Site Leader Preparedness:</p> <ul style="list-style-type: none"> • Established high expectations for redesignation 	

<ul style="list-style-type: none"> • Set goals by grade level and monitor progress quarterly • Establish structures for early intervention • Provide professional learning by teacher/grade based on assessment outcomes <p>Ensure Teacher Preparedness:</p> <ul style="list-style-type: none"> • 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 <p>Earlier Intervention / Enrichment to keep kids on track to redesignation:</p> <ul style="list-style-type: none"> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework 		<ul style="list-style-type: none"> • Set goals by grade level and monitored progress quarterly • Established structures for early intervention • Provided PL by teacher/grade based on assessment outcomes <p>Ensure Teacher Preparedness:</p> <ul style="list-style-type: none"> • Identified needs based on language acquisition level • Addressed language development needs in all content areas • Provided in-classroom support for struggling students <p>Earlier Intervention / Enrichment to keep kids on track to redesignation:</p> <ul style="list-style-type: none"> • Expanded learning time for K-1 students: tutoring, computer-based English development, and assistance with homework at 24 elementary schools. 	
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>TSA positions are being added to support professional learning for teachers and administrators to support English language learners.</p>		

ORIGINAL GOAL <small>(from prior year LCAP)</small>	Baseline investments addressing all District 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 <u> </u>		
	Goal Applies to:	Schools:	All Schools		
Goal Applies to:	Applicable Pupil Subgroups:	All Students			
Instruction for students All costs associated with the delivery of instruction to students. <ul style="list-style-type: none"> All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administration 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 Invested \$2.6 Million in 2013-14 to reduce class size by 1 student in grades 4-12 Purchased 15,100 tablets for students in 2013-14 CalSTRS Pension Contribution: Additional District contributions as reflected in the Governor's May Revised Budget Proposal	\$314.4 Million (\$296.3 Million LCFF, \$9.2 Million Lottery, \$2.2 Million TIIG, \$6.2 Million in local resources \$3.5 Million (LCFF)	Instruction for students All costs associated with the delivery of instruction to students. <ul style="list-style-type: none"> All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administration 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 	\$317.0 Million		
Scope of service:	Districtwide		Scope of service:	Districtwide	
_XALL			_X ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Actual costs will come in \$2.6 million above the original budget.			
<p>Professional Learning To coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees. A key focus is on building pipelines for aspiring, new and existing employees.</p> <ul style="list-style-type: none"> • \$5.2 investment in teacher training for the common core state standards for the 2013-15 school years • \$500,000 in support for the 2013-14 school year for Accountable Communities at schools 	\$7.2 Million (\$1.6 Million LCFF, \$2.6 Million Title II, \$3.0 Million one- time Common Core)	<p>Professional Learning To coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees. A key focus is on building pipelines for aspiring, new and existing employees.</p>	\$7.5 Million	
Scope of service:	Districtwide		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Actual costs will come in \$300,000 above the original budget.			

<p><u>Parent University</u> Provide support for parents through the delivery of parent learning modules in the following areas:</p> <ul style="list-style-type: none"> • Early learning (New) • Elementary school • Middle school • High school • Special Education (New) • English Learners (New) • Adult education support of civic and immigrant learning efforts 	<p>\$1.1 Million (Title I)</p>	<p><u>Parent University</u> Provide support for parents through the delivery of parent learning modules in the following areas:</p> <ul style="list-style-type: none"> • Early learning (New) • Elementary school • Middle school • High school • Special Education (New) • English Learners (New) <p>Adult education support of civic and immigrant learning efforts</p>	<p>\$1.1 Million (Title I)</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><u> </u>XALL</p>		<p><u> </u>XALL</p>	
<p>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)_____</p>		<p>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)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No change.</p>		
<p><u>Prevention and Intervention</u></p> <ul style="list-style-type: none"> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions • \$400,000 invested in 2013-14 to expand Men’s and Women’s Alliance programs 	<p>\$5 Million (\$3 Million LCFF, \$264,000 Grant Revenue, \$1.7 Million Title I)</p>	<p><u>Prevention and Intervention</u></p> <ul style="list-style-type: none"> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions 	<p>\$4.7 Million</p>

<ul style="list-style-type: none"> • Attention to Attendance (A2A) provides a tool for schools to increase communication to parents about the importance of attendance 			
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> XALL		<input checked="" type="checkbox"/> XALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Actual costs are projected to come in \$300,000 below the original budget.		
<u>Research, Evaluation and Assessment</u> <ul style="list-style-type: none"> • School Report Cards • Surveys for parents, student and staff to monitor policies and practices around school safety, communication and climate • State reporting 	\$1 Million (LCFF)	<u>Research, Evaluation and Assessment</u> <ul style="list-style-type: none"> • School Report Cards • Surveys for parents, student and staff to monitor policies and practices around school safety, communication and climate • State reporting 	\$900,000 (LCFF)
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> XALL		<input checked="" type="checkbox"/> XALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of	Actual costs are projected to come in \$100,000 below the original budget.		

reviewing past progress and/or changes to goals?				
Career Technical Education <ul style="list-style-type: none"> Regional Occupation Programs (ROP) Guidance and Counseling Services (both college and career) Career based programs Career Pathway development Career awareness and exploration Business and Industry support 		\$4.6 Million (\$2.5 Million LCFF, \$2.1 Million ROP)	Career Technical Education <ul style="list-style-type: none"> Regional Occupation Programs (ROP) Guidance and Counseling Services (both college and career) Career based programs Career Pathway development Career awareness and exploration Business and Industry support 	\$2.6 Million
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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actual costs are projected to come in \$2 million below the original budget.		
Special Education Mental Health Services (AB114)- <ul style="list-style-type: none"> Addition of 2 licensed Mental Health Therapist to meet Mental Health Needs 2 Psychologists Autism Services <ul style="list-style-type: none"> 8 FTE (4 certificated staff, 4 classified para-educator support) Secondary Course Alignment <ul style="list-style-type: none"> Increase Graduation rate 		\$99 Million (\$38.3 Million LCFF, \$60.7 Million IDEA, AB602, Other Federal Grants)	Special Education Mental Health Services (AB114)- <ul style="list-style-type: none"> Addition of 2 licensed Mental Health Therapist to meet Mental Health Needs 2 Psychologists Autism Services <ul style="list-style-type: none"> 8 FTE (4 certificated staff, 4 classified para-educator support) Secondary Course Alignment <ul style="list-style-type: none"> Increase Graduation rate 	\$100 Million

<ul style="list-style-type: none"> • Provide equal access to A-G courses • Provide access to completion of a diploma track • Provide teachers with professional learning <p>Special Education Department Regional Alignment</p> <ul style="list-style-type: none"> • 3 Psychologists • 5 Regional Instructional Managers 		<ul style="list-style-type: none"> • Provide equal access to A-G courses • Provide access to completion of a diploma track • Provide teachers with professional learning <p>Special Education Department Regional Alignment</p> <ul style="list-style-type: none"> • 3 Psychologists • 5 Regional Instructional Managers 	
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> XALL</p>		<p><input checked="" type="checkbox"/> XALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actual costs are projected to come in \$1 million above the original budget.</p>		
<p>Central Office Administration</p>	<p>\$30.2 Million (LCFF)</p>	<p>Central Office Administration</p>	<p>\$31.1 Million (LCFF)</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> XALL</p>		<p><input checked="" type="checkbox"/> XALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or</p>	<p>Actual costs are projected to come in \$900,000 above the original budget.</p>		

changes to goals?				
Operational Services <ul style="list-style-type: none"> • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety • Utilities • Transportation • Invested \$300,00 to reduce walking distance for middle schools 		\$91.2 Million (\$83 Million LCFF, \$8.2 Million Federal Resources, Other State Resources)	Operational Services <ul style="list-style-type: none"> • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety • Utilities • Transportation 	\$87.4 Million
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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actual costs are projected to come in \$3.8 million below the original budget.		

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 charterwide 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>\$ 126.4 Million</u>
<p>Approximately \$126.4 Million of LCFF Supplemental and concentration grant funds were budgeted District-wide for expenditures to improve services for low income, foster youth and English learner students. Of key consideration, and unique to Fresno Unified, is the vast majority of students who fall within this category. For the 2014-15 school year 87% of our students are included in the unduplicated count. This affords a significant opportunity to improve the educational outcomes of these targeted groups by improving District programs. Included in the \$126.4 Million are the items detailed in section 2 and summarized in section 3b as well as funds allocated to school sites based on their unduplicated numbers of EL, Low Income and Foster Youth to ensure that individual school sites had flexibility to prioritize funds to meet the individual needs of their schools.</p>	

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.

26.07	%
<p>Services are improved because investments are subject to a cycle of continuous improvement. In this process, site and district leaders evaluate initiatives by subjecting them to a process of planning, implementing, assessing results, analyzing outcomes, reflecting, and re-planning. In addition to improving initiatives, additional supplemental and concentration funds allowed the District to add or expand services for students with the following new investments:</p> <ul style="list-style-type: none"> • Increasing Designated Schools to allow for more time with an effective teacher • School site supports for schools with high disadvantaged populations • Professional learning related to the implementation of State standards • Instructional supports • Staff supports • An additional Director for Special Education • Goal 2 investments, including more investments in arts and activities and increasing participation for foster students 	

- Professional learning for bilingual classrooms
- Piloting a campus culture position at Birney Elementary School
- Leadership Enrichment Position
- Career technical investments
- A new entrepreneurial high school
- Resources for drug counseling and prevention
- Facility investments
- Security investments

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.



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).

APPENDIX A

	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
1	Basic Services	Credentialed teacher rate	2013-14	98%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Basic Services	Credentialed teacher teaching outside of their own subject area rate	2013-14	<1%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	Basic Services	Highly Qualified Teacher rate	2013-14	99.1%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	Basic Services	Teacher misassignment rate	2013-14	<1%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	Basic Services	Teachers of English learners misassignment rate	2013-14	0.4%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Other Pupil Outcomes	Number and percentage of Kindergarten students scoring 'Ready to Go' based on overall rating on KSEP	2013-14	32.6%	30.8%	22.5%	15.8%	23.6%	15.7%	27.4%	38.2%	50.2%	31.0%	30.5%	31.2%
			2014-15	33.3%	31.6%	28.3%	24.4%	30.8%	13.7%	28.7%	38.2%	45.4%	32.0%	24.7%	33.6%
7	Other Pupil Outcomes	Percentage of 3rd grade students reading at grade level	2013-14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Winter 2014	13.7%	11.0%	0.6%	9.6%	4.0%	4.9%	12.7%	14.8%	35.5%	11.2%	9.0%	13.3%
8	Other Pupil Outcomes	Percentage of 2nd through 12th graders reading significantly below grade level	2013-14	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			Winter 2014	55.1%											
9	Pupil Achievement	Percentage of 9th-12th grade students completing AP/IB courses	2013-14	23.6%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
10	Pupil Achievement	Percentage of Advanced Placement (AP) exams passed (scoring 3+)	2013-14	32.9%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	Pupil Achievement	Percentage of graduates who completed A-G requirements	2013-14	46.4%	49.5%	27.9%	7.7%	0.0%	9.1%	42.2%	55.5%	56.2%	42.5%	43.1%	69.0%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	Pupil Achievement	Percentage of students who enrolled in an institution of higher education	2013-14	37.7%	37.3%	37.1%	53.6%	0.0%	30.5%	37.6%	37.7%	35.5%	38.2%	38.3%	36.9%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	Pupil Achievement	Percentage of students with a D or an F on their report card	2013-14	44.1%	46.2%	58.0%	56.8%	59.7%	51.2%	50.5%	37.4%	33.6%	47.5%	53.2%	29.6%
			2014-15 to date	41.9%	43.6%	53.7%	47.6%	53.8%	49.5%	48.4%	35.0%	31.3%	44.8%	50.5%	28.8%
14	Pupil Achievement	Number of 12 grade students scoring 'conditionally ready' on the Early Assessment Program for college level English	2013-14	12.2%	11.0%	0.0%	0.0%	11.0%	3.0%	12.0%	12.4%	21.2%	10.2%	12.2%	12.0%
			2014-15	11.9%	11.2%	0.0%	0.0%	7.1%	1.5%	11.7%	12.1%	18.4%	11.1%	9.1%	12.6%
15	Pupil Achievement	Number of 12th grade students scoring 'Ready' on the Early Assessment Program for college level English	2013-14	12.1%	9.0%	0.0%	0.0%	5.2%	1.0%	11.3%	12.9%	30.2%	9.1%	8.3%	10.8%
			2014-15	12.7%	10.0%	0.0%	0.0%	6.5%	0.0%	10.8%	14.6%	32.2%	9.9%	10.3%	11.6%
16	Pupil Achievement	Number of 12th grade students scoring 'conditionally ready' on the Early Assessment Program for college level Math	2013-14	38.9%	36.9%	9.6%	0.0%	23.8%	16.3%	39.9%	38.2%	48.2%	33.2%	28.7%	48.1%
			2014-15	31.8%	29.3%	6.8%	20.0%	16.8%	14.6%	34.4%	29.6%	50.2%	26.2%	20.1%	42.2%
17	Pupil Achievement	Number of 12th grade students scoring 'Ready' on the Early Assessment Program for college level Math	2013-14	3.3%	2.7%	0.0%	0.0%	1.3%	2.3%	5.1%	1.8%	9.1%	2.3%	1.3%	3.0%
			2014-15	2.1%	1.4%	0.0%	0.0%	1.0%	2.1%	3.2%	1.1%	5.8%	1.2%	1.0%	3.1%

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	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
18	Pupil Achievement	1st Time CAHSEE Pass Rate (ELA)	2013-14	73.5%	71.57%	23.48%	58.33%	62.67%	17.18%	69.82%	77.32%	86.79%	71.15%	65.50%	79.51%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Pupil Achievement	1st Time CAHSEE Pass Rate (Math)	2013-14	76.7%	75.31%	41.43%	45.95%	58.90%	22.62%	76.62%	76.85%	87.35%	74.00%	65.96%	88.51%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Pupil Engagement	Graduation Rate	2012-13	76.2%	78.0%	69.7%	0.0%	0.0%	48.4%	0.0%	0.0%	81.6%	77.6%	73.1%	86.7%
			2013-14	79.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
21	Pupil Engagement	Number of 7th-8th grade students who dropped out	2013-14	0.9%	0.3%	0.4%	4.4%	1.5%	0.5%	0.9%	1.0%	1.7%	0.9%	1.6%	0.0%
			2014-15	1.2%	0.3%	0.8%	2.0%	3.5%	0.0%	1.3%	1.1%	1.3%	1.2%	1.5%	0.4%
22	Pupil Engagement	High School Dropout Rate	2013-14	14.0%	14.8%	21.4%	24.0%	26.0%	26.5%	14.1%	13.9%	11.3%	15.4%	17.8%	8.9%
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
23	Pupil Achievement	Number of English Learner students who have been redesignated in the current school year	2013-14	9.4%	9.3%	0.0%	3.9%	5.6%	1.6%	8.2%	10.7%	11.0%	9.5%	14.0%	8.6%
			2014-15	14.7%	15.1%	0.0%	7.7%	9.5%	2.6%	14.0%	15.5%	14.1%	14.5%	12.8%	15.7%
24	Pupil Achievement	Number and percentage of English Learner students not advancing at least one proficiency level on the CELDT	2013-14	44.0%	44.9%	44.1%	39.6%	45.4%	52.0%	44.5%	43.5%	38.6%	43.8%	44.2%	45.2%
			2014-15	44.1%	45.9%	44.1%	44.7%	45.8%	50.9%	45.0%	43.1%	36.6%	43.7%	30.0%	46.2%
25	Pupil Achievement	Annual Measurable Achievement Objective 2 Percentage of English Learners attaining English proficient level on the California English Language Development Test (CELDT) - Less than 5 years	2013-14	12.6%	12.6%	6.3%	3.7%	13.1%	2.3%	12.0%	13.2%	12.3%	13.1%	6.9%	10.3%
			2014-15	10.7%	11.1%	10.7%	12.9%	6.8%	2.9%	10.1%	11.3%	8.1%	11.4%	6.9%	7.9%

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	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
26	Pupil Achievement	Annual Measurable Achievement Objective 2 Percentage of English Learners attaining English proficient level on the California English Language Development Test (CELDT) - 5 years or more	2013-14	24.7%	24.8%	21.2%	11.8%	20.0%	3.2%	23.2%	26.6%	22.6%	25.7%	16.7%	21.3%
			2014-15	22.3%	22.3%	22.3%	12.5%	15.6%	3.9%	19.7%	25.7%	23.8%	23.1%	9.1%	19.4%
27	Other Pupil Outcomes	Number of students who are engaged in any goal 2 activities	2013-14	54.4%	54.2%	41.1%	42.5%	54.3%	44.9%	52.7%	56.3%	63.4%	52.2%	56.9%	58.0%
			2014-15	61.4%	63.2%	52.2%	49.1%	63.8%	55.1%	59.5%	63.3%	69.9%	59.3%	63.6%	65.0%
28	Pupil Achievement	Number of 9th-12th grade students enrolled in a CTE Pathway	2013-14	30.0%	30.8%	27.2%	21.6%	25.1%	14.4%	30.9%	29.1%	25.6%	30.9%	24.4%	34.1%
			2014-15	30.8%	30.9%	26.2%	23.3%	22.2%	17.5%	32.1%	29.5%	27.7%	31.3%	27.1%	34.0%
29	Pupil Achievement	Number and percentage of 9th grade students enrolled in a Linked Learning pathway (new for 2014-15)	2013-14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	30.0%	30.7%	29.3%	21.4%	27.9%	14.5%	33.9%	25.9%	23.5%	31.3%	27.8%	30.1%
30	Pupil Achievement	Number and percentage of 3rd graders who have a career experience on school site (primarily American Ambulance)	2013-14	95.8%	98.4%	95.9%	95.9%	95.6%	94.3%	95.9%	95.7%	94.3%	96.4%	91.5%	97.4%
			2014-15 to date	88.8%	89.5%	88.7%	91.5%	88.6%	89.3%	88.5%	89.2%	91.0%	88.7%	88.3%	89.3%
31	Pupil Achievement	Number of 4th grade students who have visited a local business	2013-14	86.4%	88.4%	88.6%	84.4%	84.5%	86.7%	86.9%	85.9%	86.1%	86.7%	80.9%	89.3%
			2014-15 to date	87.9%	89.6%	89.7%	93.2%	87.3%	86.1%	87.4%	88.4%	82.2%	89.5%	85.8%	86.2%
32	Pupil Achievement	Number of 6th grade students who have visited a local community college	2013-14	86.4%	88.2%	88.1%	88.7%	87.6%	90.4%	86.7%	86.1%	77.0%	87.1%	85.9%	91.7%
			2014-15 to date	75.2%	76.7%	82.7%	63.5%	71.6%	73.2%	74.7%	75.7%	61.7%	77.6%	74.9%	74.7%
33	Pupil Achievement	Number of 8th grade students who have visited a California State University campus	2013-14	20.8%	21.7%	21.6%	8.1%	17.2%	17.8%	18.4%	23.3%	16.3%	20.4%	24.1%	24.0%
			2014-15 to date	15.9%	17.1%	16.5%	14.6%	15.1%	8.9%	15.0%	16.9%	9.9%	16.3%	20.0%	15.8%

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	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
34	Pupil Engagement	Number of students with 95%+ Attendance	2013-14	52.7%	53.3%	54.7%	35.8%	33.5%	39.4%	52.6%	52.8%	51.0%	51.4%	45.6%	68.7%
			2014-15	63.3%	65.8%	72.4%	56.6%	41.9%	48.4%	63.5%	63.1%	62.4%	62.2%	55.2%	78.4%
35	School Climate	Number of on-campus suspension incidents per 100	2013-14	3.0%	2.0%	1.3%	3.9%	4.9%	2.9%	2.5%	1.1%	1.7%	1.7%	4.2%	0.6%
			2014-15	2.4%	1.7%	1.0%	4.1%	3.8%	2.0%	2.1%	1.0%	1.4%	1.5%	3.7%	0.3%
36	School Climate	Number of out of school suspension incidents	2013-14	9.7%	6.0%	4.3%	17.3%	16.2%	11.1%	8.1%	3.3%	5.5%	5.3%	14.1%	2.0%
			2014-15	9.2%	5.6%	3.8%	18.9%	14.1%	10.2%	7.3%	2.9%	4.9%	4.7%	13.5%	1.7%
37	School Climate	Number of Expulsion incidents.	2013-14	0.2%	0.2%	0.2%	0.6%	1.0%	0.5%	0.3%	0.1%	0.1%	0.2%	0.9%	0.1%
			2014-15	0.1%	0.1%	0.1%	0.1%	0.6%	0.3%	0.2%	0.1%	0.1%	0.1%	0.5%	0.0%
38	School Climate	Number of Elementary students that responded 'Most of the time' or 'All of the time' and Secondary students that responded 'Agree' or 'Strongly Agree' to "There is a teacher or some other adult who really cares about me?" on the current academic year school climate survey	2013-14	62.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	66.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
39	School Climate	Number and percentage of Elementary students that responded 'Most of the time' or 'All of the time' and Secondary students that responded 'Agree' or 'Strongly Agree' to "I feel like I am part of this school?" on the current academic year school climate survey	2013-14	57.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	64.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	LCAP Priority	Metric	Timeframe	Percent	Low Income	English Learner	Foster Youth	HomeLess	Special Ed	Male	Female	White	Latino	African American	Asian
40	School Climate	Number and percentage of parents that responded "Agree" or "Strongly Agree" to "My child's school provides a safe and secure environment for students to learn" on the current academic year parent survey	2013-14	92.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	86.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
41	Basic Services	Overall Facility Rating of Exemplary	2013-14	19.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
42	Basic Services	Overall Facility Rating of Good	2013-14	81.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2014-15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A