

**SUMMARY OF FRESNO UNIFIED SCHOOL DISTRICT'S
2015-2018 LCAP
SEPTEMBER 2015**

DISTRICT PROFILE:

- FUSD enrolls **70,595 students** (not counting charter schools).
- **86% are high need students**, including 25% English learners and 1% in foster care. – *SEE PAGES 2-3*
- Test Scores: There is not much current state testing data reported at the State level because of the transition to new standards (Common Core) and a new testing system (CAASP). There is state data available for FUSD's Science test. *SEE PAGES 4-5*
 - FUSD students are generally **performing below state averages** and FUSD English Learners (ELs) are performing far below their English proficient peers – *SEE PAGES 4-5*
 - English learner reclassification rates in FUSD are below both the state and the county averages – *SEE PAGE 6*

LCAP REVIEW SECTIONS:

- A. *Stakeholder Engagement:* FUSD had an engagement plan that started in November and held lots of workshops. FUSD advertised LCAP meetings in a number of ways (TV and newspaper, something we've not seen a lot) and appears to have engaged a good variety of stakeholders. FUSD used workshops and an online survey to get input. There is no indication in the LCAP or on the FUSD website that the LCAP or outreach materials were translated. LCAP does not state whether or where community input might be reflected. – *SEE PAGES 7-8*
- B. *Annual Update:* LCAP shows some data driven reflection on measurable outcomes. But the LCAP does not break out either planned or actual expenditures within LCFF \$ so it is **not transparent** whether actions were implemented as planned based on spending. *SEE PAGES 9 -*

However, note that FUSD's LCAP Coordinator Tammy Townsend provided an excel spreadsheet showing this information more clearly. The chart on page 4 reflects the information that Ms. Townsend shared, not what is in the LCAP. There were a few big-ticket actions in which the planned funding was not used and FUSD provides an explanation in each case. – *SEE PAGE 11*

- C. *Goals and Measurable Outcomes:* FUSD has no lack of data. Besides including measurable outcomes at the beginning of each Goal, the LCAP contains an Appendix with 42 Indicators it is apparently tracking. The Annual Update section of the LCAP contains outcomes that appear to come from a very extensive data set of indicator. *However, some of the state's required metrics are not included. On the plus side: FUSD uses some metrics that are not required but seem to be helpful. On the "needs improvement" side: FUSD should be clearer in its Measurable Outcomes sections. It does a better job in the Update section and should use some of that same information.* – *SEE PAGES 8– 12.*
- D. *Actions and Expenditures:* FUSD's LCAP identifies all the sources of funding it plans to spend and includes funding from LCFF and federal sources. FUSD's LCAP includes \$126,000,000 in supplemental/concentration funding and \$459,000,000 in base funding. This represents over 90% of all LCFF funding FUSD projects it will receive in 2015-16 (629,757,418). The LCAP provides detail about what it will spend these funds on, but it does not describe how the services and actions are "principally directed" to meet the needs of low-income, English learner and foster students or that these actions are effective in helping these students reach the LCAP goals. *SEE PAGES 13 -16*

PART A:

LCAP SECTION 1

STAKEHOLDER ENGAGEMENT

1a) What did this district do to engage parents, community members and students in developing, reviewing and supporting implementation of the LCAP?

- The District began its engagement process in the fall. The LCAP and district's website shows the Engagement Plan for the 2014-15 school year, starting in November. The engagement plan lists dates for 39 different meetings with different targets (students, parents, community, administrators, principals, teachers).
- The District had a meeting each with Californians for Justice (2/11/15) and Stone Soup/Fresno Center for New Americans (3/4/15).
- 1,564 stakeholders participated in District workshops.
- Over 1,500 people (in addition to above 1,564) participated in the District's online survey.

<ul style="list-style-type: none"> • The District involved the following groups of stakeholders: <ul style="list-style-type: none"> ○ Parents ○ Students ○ Administrators ○ Principals ○ Fresno Teachers Association (FTA) ○ Substitute teachers (FASTA) ○ Classified staff (SEIU) ○ California School Employee Association (CSEA) ○ Community groups (Community Advocates Resource for Education (C.A.R.E.)) 	<ul style="list-style-type: none"> • The following Parent Advisory Committees provided input: <ul style="list-style-type: none"> ○ District Advisory Committee (DAC) (2 mtgs) ○ District English Learners Advisory Committee (DELAC) (2 mtgs) ○ Foster parents ○ Community Advisory Committee (CAC – for parents of students with disabilities)
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1b) What did the district do to ensure representation from high needs students? Who did they reach out to?

- The District held meetings with students: 1 with Student Advisory Board, a lunchtime student engagement events at each of the 7 comprehensive high schools, and 2 foster youth roundtable meetings.
- LCAP does not state which students were represented in these meetings, except for foster youth.

2a) What was the process for engagement? How were parents, community members, and students informed of engagement activities?

- The District advertised its engagement process through TV, newspaper, email, website, student messenger, phone messages, and flyers.
- LCAP states that when a community organization or group requested a specific meeting or format for a meeting, the District accommodated such requests.

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- 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...the resulting workshop became an opportunity to build bridges for both the Southeast Asian community and the District."
- The two LCFF required parent committees were consulted only twice, with the DELAC's last consultation just two week before the final adoption by the FUSD Board.

2b) What documents or information did the district share with the community? Was this information translated and if so, how? Was the completed draft LCAP provided in time for the community to review before it attended the public hearing? (How many days/weeks were provided?)

- LCAP states the District's methodology for engagement was based on this outline:
 - Review LCFF and LCAP
 - Discuss 8 state priority areas
 - General info about the District
 - Updates on new investments in the District for 2014-15
 - Sharing District data through LCAP Data Dashboard
 - Receiving input on new investments for 2015-16
- The District did not post the presentations on the website this year (as it did in 2014).
- LCAP explains the effort to be flexible depending on whether the group was informed on LCFF, what info is important to the group, what is the best way to get feedback from the group (orally, group facilitation)?
- LCAP does not state whether the information was translated.
- Final LCAP, Executive Summary and online survey are available on the District's website. They are in English only.

3a) Did the district engage students, parents and community in reviewing its progress on goals, actions, outcomes and spending as reported in the Annual Update?

- LCAP includes the same meetings described above as the meetings to review progress on LCAP goals.
- LCAP states the additional time for engagement allowed for more engagement with students, citing the same meetings above.
- LCAP states there was more focus on providing data:
 - FUSD Board approved a District Data Dashboard
 - LCAP Dashboard was provided to all workshop participants. It includes data by relevant subgroups (but not for all measures). See Appendix (pp 136-141).

3b) Were there any changes made in the LCAP prior to adoption as a result of written comments or other feedback received through the engagement process?

- LCAP notes impacts on the "process" but not on the LCAP itself or any specific changes that were made as a result of input received.
- LCAP contains lots of positive comments about the value of informed engagement, information and input. Examples:
 - Early outreach on LCAP process allowed for better planning and an engagement strategy that is year-round
 - LCAP credits LCFF with being the first funding increases from the State in years" and states that 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." LCAP does not state what those key investments were in this section.
- LCAP states the District received over 10,000 recommendations/ideas for the 2015-16 school year.

PART B: LCAP

SECTION 2

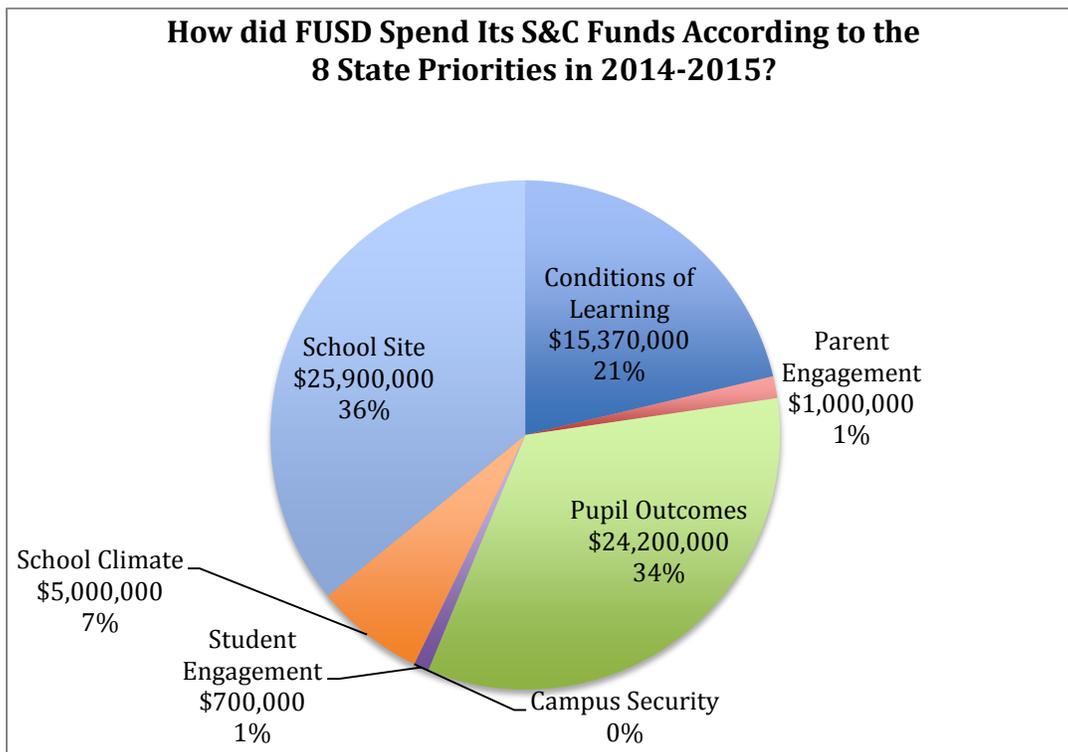
2014-2015 ANNUAL UPDATE

The District's Annual Update for 2014-15 starts on page 86 of the LCAP.

4a) According to the Annual Update, how much supplemental and concentration funding did the district spend last year? Does it match what the district said it planned to spend?

- The District planned actions and services in 2014-15 using supplemental/concentration funding totaling **\$72,170,000**. This information was provided by FUSD staff upon request.
- The Annual Update does not distinguish LCFF funding between base, supplemental or concentration.

4b) How did the district spend its Supplemental & Concentration dollars last year?



Note: FUSD's 2014-15 Update does not break out LCFF dollars. FUSD's LCAP Coordinator provided separate spreadsheet w/the info.

This is the data that the chart on the previous page is based on.
 Note: FUSD addressed all 8 state priorities (except 1.2), but because they combined many services in one action, we counted the most prevalent priority.

LCAP Area	8 State Priority Categories	Total \$
Conditions of Learning	1.1 Basic Services: Teachers (Credentialed & Properly Assigned)	\$4,670,000
	1.2 Basic Services: Standards-aligned instructional materials (Textbooks)	
	1.3 Basic Services: School Facilities in Good Repair	\$800,000
	2. Implementation of State Standards (CCSS & ELD)	\$5,600,000
	7. Course Access	\$4,300,000
Parent Engagement	3. Parental Involvement	\$1,000,000
Pupil Outcomes	4. Student Achievement	\$24,200,000
	4.1 Student Achievement Indirect	
	8. Other Student Outcomes*	
Student Engagement	5. Student Engagement / Social Emotional Support	\$ 700,000
Campus Security	6.1 School Climate: SROs/ Police/ Security Guards	
School Climate	6.2 School Climate: Restorative Justice, Cultural Competency, & Others	\$5,000,000
School Sites	9. School Site	\$25,900,000
	TOTAL	\$72,170,000
	* Social Sciences, Foreign Language, HS Science, Art, Career Technical Education, Health, PE	

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4c) Did the district do what it said it would do in the 2014-15 LCAP? (Summarize any significant increases/decreases in funding, actions that were not implemented or changed)

- Mostly yes according to the LCAP.
- This table shows actions where planned spending and actual spending had big differences.

FUSD LCAP Goal	Action in LCAP (Verbatim)	Amount S&C Budgeted in 2014-2015	Actual S&C Expenditures in 2014-2015
1A.3	<u>3% Professional learning column</u> for teachers to encourage veteran teachers to continue learning throughout their career	\$4,500,000	\$100,000 (\$4,400,000)
1A.7	Support for teachers who choose to pursue National Board Certification to give teachers proven skills to enhance student achievement (five year investment)	\$450,000	\$100,000 (\$350,000)
3A.1	<u>High School Strategy:</u> · 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	\$5,000,000	\$3,800,000 (\$1,200,000)
4A.3	<u>Community Engagement Investments:</u> · Professional development for all district parent engagement staff. · Targeted home visits to support college and career, discipline and attendance, choice and extended summer learning programs. · English Learner Re-designation (New) · Reforms of College and Career Pathways (New) · Restorative Practices (New) · Special Education Baseline (New) · Extended School Day Module (New) · Parent workshops conducted by partner community based organizations.	\$1,400,000	\$1,000,000 (\$ 400,000)

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4B.1	<u>Maintain 40 additional custodians, three custodial supervisors, and four grounds maintenance positions</u> · To ensure facilities are clean and in good repair	\$2,600,000	\$800,000 (\$1,800,000)
Page 111	Safe and Civil Expansion to provide an environment conducive to restorative practices	\$1,900,000	\$1,600,000 (\$ 300,000)

5a) Did the District meet its expected outcomes? FUSD completed many of the Actions it planned for 2014-15. But it did not set specific Actual Annual Measurable Outcomes for its Goals. The information provided in the Outcomes section (right side of page) were mostly benchmarks to use in the Actual Annual Measurable Outcomes. They will be useful for the 2015-16 Update process and developing the 2016-17 LCAP.

- Example: PP 98-99
 - Goal 2 Expected Measurable Outcome: After-school opportunities to surpass current offerings and broaden opportunities for all students to participate. *But no measurable goal was set. It is not clear which activities are being measured.*
 - Goal 2 Actual Measurable Outcomes: 2013-14: 54.43% participation; 2014-15: 60.42% participation in art, after-school or athletic program at school. These look like improvements but it is not clear what activities are being measured.
- Example: PP 104-105
 - Goal 4 Expected Measurable Outcomes: 1)Percentage of parents’ survey responses to Parent Family Survey Qs on “safe/secure environment for students to learn”, 2) set benchmarks for parent participation in Parent University, and 3) review Special Education program implementation elements that lead to improved graduate rate.
 - Goal 4 Actual Measurable Outcomes: 1) Parent survey: 2014-15 86.45% of parents feel child’s school provides safe/secure environment. *But what was the goal? Is this really just setting a benchmark?* 2) Parent University benchmarks are identified but not set. E.g., “Number and percentage of parents who graduated at least two or more parent university modules” was identified as a benchmark but no goal was set; 3) Special Education program has been reviewed and changes implemented. *Sounds like this goal was met. How can you tell?*

5b) Did the District reflect on how progress or lack of progress will impact its approach for the 2015-16 LCAP?

- Not in the Measurable Outcomes sections of the Update. FUSD did reflect on how the specific Actions were implemented for the most part.

5c) Does the district plan to make any significant changes to actions/service this year (2015-16) compared to last year (2014-15)? These include increases/decreases in funding, increases/decreases in actions/services.

- Yes. See FUSD’s “2015-16 LCAP Initiative Internal Summary” showing an **increase of \$59,000,000** in planned spending for 2015-16 compared with spending in 2014-15 of supplemental/concentration funding.

PART C: **LCAP SECTION 2** **GOALS & MEASURABLE OUTCOMES**

The goals and measurable outcomes for each goal are located on different pages of the LCAP. See page #s in parentheses below.

6) What are the district's goals outlined in Section 2 of the LCAP?

Districts are required to create goals as well as metrics and progress indicators each year that show how they plan to reach their goals. Below are the **5 goals** that FUSD outlined in Section 2 of their LCAP, as compared to their goals last year.

GOAL 1: All students will excel in reading, writing and math. (P16)

- 1A. Each student needs more time with an effective teacher (p16)
- 1B. Every student can and must read at grade level (Core beliefs/Commitments) (p24)
- 1C. FUSD needs to ensure students have the greatest number of postsecondary choices from the widest array of options. (p30)
- 1D. FUSD 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. (p42)
 - **Goal 1 2014-2015:** All students will excel in reading, writing and math.

GOAL 2: All students will engage in arts, activities and athletics. (p51)

- 2A. Each student at FUSD needs to engage in some form of art, activity or athletic extra or co-curricular opportunity. (p52)
 - **Goal 2 2014-2015:** All students will engage in arts, activities and athletics.

GOAL 3: All students will demonstrate the character and competencies for workplace success. (p56)

- **Goal 3 2014-2015:** All students will demonstrate the character and competencies for workplace success.

GOAL 4: All students will stay in school, on track to graduate. (p61)

- 4A. All students need to be in school, on time each day ready to learn (Preamble to the approved District goals). (p61)
- 4B. FSD needs to provide a safe, clean and orderly learning and working environment (Core beliefs and Commitments) (p69)
 - **Goal 4 2014-2015:** All students will stay in school on target to graduate.

GOAL 5: All four FUSD goals. (p72)

- 5A. Each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on verifiable data (AR 0420) (p72)
- 5B. the purpose of all FUSD goals is to improve outcomes for students. In keeping with our Theory of Action, profound and dramatic improvement is required at all levels of the District. (p75)
 - **Goal 5 2014-2015:** None.

7) How will the district measure its annual progress?

- FUSD LCAP contains actions to measure progress:
 - Action 1.B. (p 26) – Analyst to promote vendor accountability: just for reading only (per Goal 1). It is not clear if this action relates only to the Goal 1 of getting all students to grade-level reading.
 - Action 5.B. (p 78) – Research, evaluation, assessments to eliminate disproportionality in all Goals.

State Priority Areas	FUSD's LCAP includes these measures	* = required metric Δ = area to improve
CONDITIONS OF LEARNING		
Basic Services: Degree to which...	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: <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 (P16) 	*
	Students have access to standards aligned instructional materials: <ul style="list-style-type: none"> • No objective measures – just restates the standard. • See Update: Maintain a Williams Audit result indicating “no findings” (p 88) 	Δ
	School facilities are in good repair: <ul style="list-style-type: none"> • 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) • Overall facility ratings of Exemplary or Good (App Indicator 41, 42) 	*
Implementation of State Standards	Implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students, and English language development (ELD) standards for English learners: <ul style="list-style-type: none"> • KSEP (Kindergarten Readiness Assessment) No less than 34% of students will score “ready to go” on 2015-16 KSEP test. (Indicator #183) • DRP (Degrees of Reading Power Assessment) No less than 15% of students in third grade are reading at grade level by winter 2015-16 DRP. (Indicator #3169) 	Δ

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	<ul style="list-style-type: none"> No 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>Good measures on reading. Would be good to have similar for math, science. See required EL measures below in Student Achievement.</p>	
Course Access	<p>Student enrollment in a broad course of study:</p> <ul style="list-style-type: none"> # students engaged in any Goal 2 activities (art, athletics, extra or co-curricular activities) (App Indicator 27) <p>Good starting measure for engagement activities. Would be good to measure Actions for MS and HS redesign to show whether broader course access is being achieved. Check FUSD Data Dashboard in LCAP App.</p>	△
STUDENT OUTCOMES		
Student Achievement	<p>Performance on standardized tests:</p> <ul style="list-style-type: none"> Pass rate for CA High School Exit Exam (CAHSEE) – 1st time Takers (App Indicator 19) <p>Need measures for new Common Core tests CAASP. Scores to be released 9/9/15. Need measure to replace CAHSEE, at least through 2017-18. Check FUSD Data Dashboard in LCAP App.</p>	△
	<p>EL reclassification rate:</p> <ul style="list-style-type: none"> English learner redesignation (App Indicator 23) 	*
	<p>Share of ELs that become English proficient (CELDT scores):</p> <ul style="list-style-type: none"> English language proficiency (per the CELDT) and Federal measures of Annual Measurable Achievement Objectives (AMAOs) ((App Indicator 24, 25, 26) 	*
	<p>Share of students college and career ready:</p> <ul style="list-style-type: none"> # 9-12th grade students enrolled in a CTE pathway (App Indicator 28) # 9-12th grade students enrolled in a Linked Learning Pathway (App Indicator 29) #/%age of 3d grade students who have a career experience at school site (American Ambulance) (App Indicator 30) # 4th grade students who visit a local business (App Indicator 31) # 6th grade students who visit a community college (App Indicator 32) # 8th grade students who visit a CSU campus (App Indicator 33) <p>Very good to see measures for college/career readiness in earlier grades! Also check Data Dashboard in LCAP App.</p>	*
	<p>Share of students that pass Advanced Placement exams with 3 or higher</p> <ul style="list-style-type: none"> %age of students completing A-G, IB courses. (App Indicator 9.) %age of AP exams with 3+ score. (App Indicator 10) %age of graduates who completed A-G courses (App Indicator 11) 	*
	Share of students determined prepared for college by the Early Assessment Program:	

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	<ul style="list-style-type: none"> # 12th graders scoring Conditionally Ready/Ready in college level English/Math on the Early Assessment Program. (App Indicator 14-18) 	
	<p>Other indicators of student performance in required areas of study:</p> <ul style="list-style-type: none"> 90% of classrooms visited demonstrate evidence of differentiation for at-risk students. <p>Interesting additional measure not required. Seems also indicative of student engagement.</p>	*
Other Student Outcomes	<ul style="list-style-type: none"> %age of graduates who enroll in post-secondary institution. (App Indicator 12) %age of students w/D or F on report card. (App Indicator 13) <p>This indicator is supposed to measure access to and enrollment in other courses such as social sciences, health, physical education, foreign language, CTE per LCFF statute. Check FUSD Data Dashboard in LCAP App.</p>	△
ENGAGEMENT		
Student Engagement	<p>School attendance rates:</p> <ul style="list-style-type: none"> # of students with 95%+ attendance (App Indicator 34) 	*
	<p>Chronic absenteeism rates:</p> <ul style="list-style-type: none"> No less than 62.5% of student have attendance rate above 95% in 2015-16. In 2014-15, 15.44% of student had chronic absenteeism. 	*
	<p>Middle school dropout rates:</p> <ul style="list-style-type: none"> Establish baseline for MS completion rate. <p>The District should not only establish the completion rate but should include other outcomes that are proactively addressing this year as opposed to next year.</p>	
School Climate	<p>High school dropout rates:</p> <ul style="list-style-type: none"> # 7th/8th graders who drop out (App Indicator 21) <p>Drop out rate (App Indicator 22)</p>	*
	<p>High school graduation rates:</p> <ul style="list-style-type: none"> Graduation rate – (App Indicator 20) 	*
	<p>Student expulsion rates: # of expulsions (App Indicator 37)</p> <p>Student suspension rates:</p> <ul style="list-style-type: none"> # of on-campus suspensions per 100 (App Indicator 35) # of off-campus suspensions (App Indicator 36) 	*
	<p>Other local measures including school surveys:</p> <ul style="list-style-type: none"> Survey responses from students in School Climate Survey question that a teacher/adult really cares about them: <ul style="list-style-type: none"> # elementary students who respond “Most of the Time” or “All of the Time” # of secondary students who respond “Agree” or “Strongly Agree” (App Indicator 38) Survey responses to: I feel like I am a part of school (App Indicator 39) Survey responses from parents on: my school provides a safe and secure environment for learning (App Indicator 40) 	*
	<p>Efforts to seek parent input in district and school site decision making:</p>	

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	<ul style="list-style-type: none"> No measures in LCAP Update or App re site decision making, just "school site activity." (P 105) 	<p>△</p>
<p>Parent Involvement</p>	<p>Promotion of parental participation:</p> <ul style="list-style-type: none"> LCAP Survey question 4: What can Fresno Unified School District do to help more parents become involved in our schools? <p>See plan in Update to identify measures to set benchmarks. Were they set or to be done in 2015-16? (pp 104-105)</p>	<p>*</p> <p>△</p>

PART D:

LCAP SECTIONS 2 & 3:

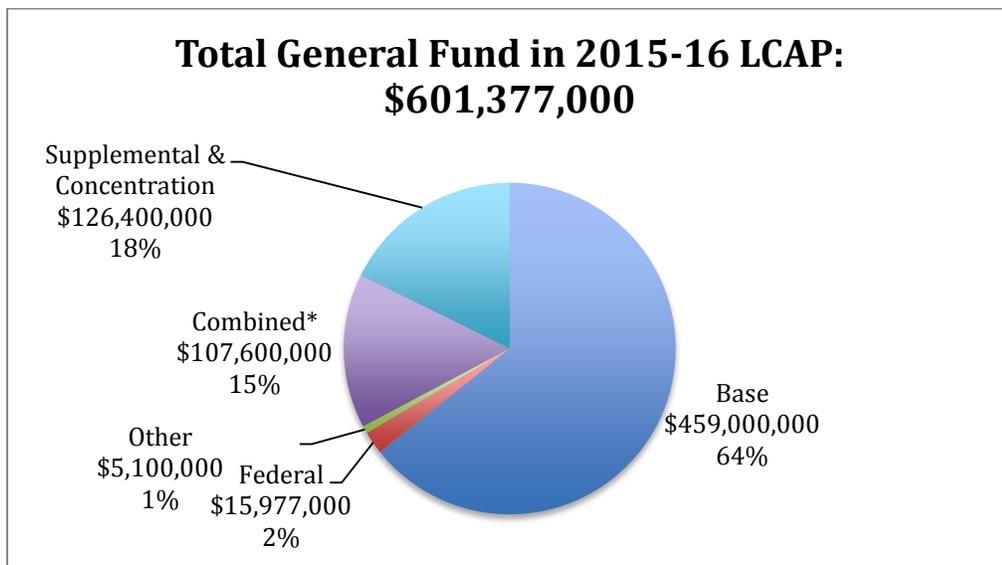
ACTIONS & EXPENDITURES

8) How much LCFF money will FUSD receive in 2015-2016 and how much will specifically be for high-need students? See Chart next page.

FUSD predicts that it will receive the following amount of LCFF dollars in 2015-16, almost 70% of full funding:

	THIS YEAR 2015-16	AT FULL LCFF FUNDING ¹
Total LCFF:	\$629,757,418²	\$ 702,557,647
Base Grant: (money generated by all students)	\$459,000,000³	\$ 519,150,887
S&C Grants: (money generated by low-income, English learners and foster youth to support these students' needs)	\$126,400,000	\$ 174,777,336

- FUSD has received about **70%** of the total yearly LCFF S&C funding the district will receive when LCFF is fully funded by the end of the 8-year implementation.
- The S&C Funds are generated by the **87%** of FUSD's 70,595 students who are either low-income, English language learners or foster youth. This percentage is part of the Formula.



¹ Source: Estimate by California Department of Education, LCFF Funding Snapshot for 2014-15, website: <http://ias.cde.ca.gov/lcffsnapshot/lcff.aspx>

² Source: 2015-16 adopted budget. This is a projection.

³ Source: Sum of Actions/Services in 2015-16 LCAP identified as funded with LCFF Base funds.

9a) Does FUSD clearly justify districtwide and school wide expenditures of supplemental and concentration dollars as required by the regulations in Section 3A?

- As a highly concentrated district, FUSD must justify how district-wide spending is “principally directed toward” and “effective” in “meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.” Cal. Code Regs. tit. 5, § 15496(b)(1)(B). Section 3.A is where the District is required to provide this justification.
- FUSD proposes to spend **97% of its S&C funds on districtwide actions and services**. LCAP states:

“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.”

That does NOT explain how these actions will be “principally directed toward” and “effective” in meeting FUSD’s goals for high need students. However, see Goal 1.D targeting ELs. Actions are obviously directed to get English learners to meet certain benchmarks which are assumed to be necessary to meet FUSD’s other goals for these students. (p42)

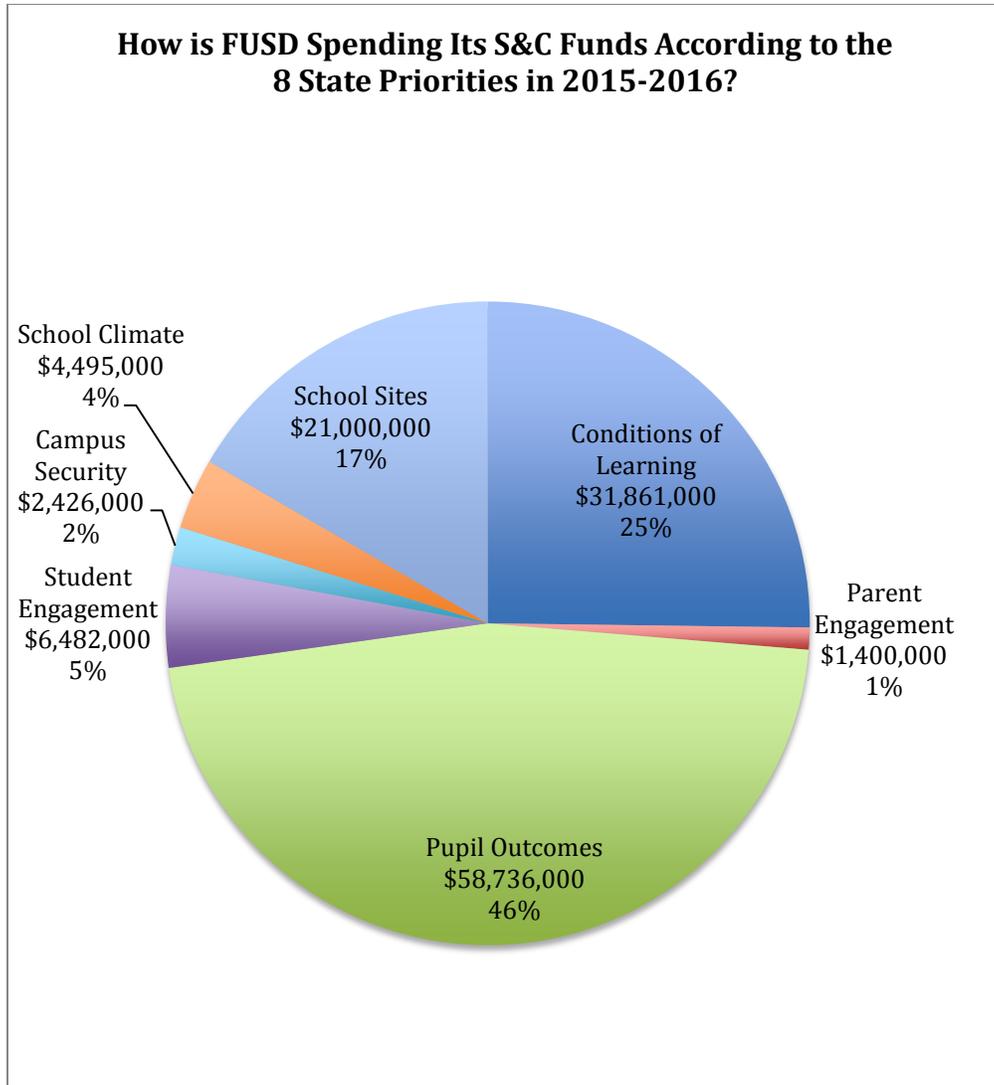
9b) Does FUSD properly explain how supplemental and concentration dollars pushed down to school sites will be spent according to the regulations?

- **NOT CLEAR.** FUSD allocates \$8 million for “School Site Supports” (p17) and explains that “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.” We must read the Waiver application to figure this out.
- **CLEAR.** FUSD allocates \$11.7 million (\$2.6 M increase from last year) for School site allocations (p73) to be prioritized by each school’s School Site Council. Expected Annual Measurable Outcomes state that the School Site Councils will use Dashboard indicators or other data to make a quality Single Plan for Student Achievement and schools/leaders will monitor the progress of Dashboard indicators. LCAP also states that School Sites completed a needs assessment and worked with their site councils to prioritize these funds. (p133)

10) Does FUSD properly and clearly calculate the proportion by which the district must increase or improve services for high need students above what it does for all students? What is the District’s minimum proportionality percentage?

- FUSD’s LCAP states its “minimum proportionality percentage” or **MPP is 26%**. This represents the amount of the increase or improvement in services provided to high-need students all students over and above the services provided for all students. This increase or improvement must be in quantity **(26% more effort than that provided all students or approx. \$126.4 million)** or quality.
- FUSD’s LCAP shows **\$126,400,000 million** in supplemental/concentration funding.
- Public Advocates requested FUSD’s 7-step calculation which districts are required to perform to properly calculate the amount of supplemental/concentration funding it receives each year of the 8-year implementation. Until that information is received from FUSD, the numbers shown here are estimates.

11) How will the supplemental and concentration funds be used to better support the priority areas that local stakeholders care about? See CBO Concerns Handout.



See the Table on the next page to see the breakdown of these funding amounts.

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Area	8 State Priority Categories	Total S&C
Conditions of Learning	1.1 Basic Services: Teachers (Credentialed & Properly Assigned)	\$ 6,950,000
	1.2 Basic Services: Standards-aligned instructional materials (Textbooks)	
	1.3 Basic Services: School Facilities in Good Repair	\$ 5,300,000
	2. Implementation of State Standards (CCSS & ELD)	\$ 12,311,000
	7. Course Access	\$ 7,300,000
Parent Eng.	3. Parental Involvement	\$ 1,400,000
Pupil Outcomes	4. Student Achievement	\$ 58,736,000
	4.1 Student Achievement Indirect	
	8. Other Student Outcomes*	
Student Engagement	5. Student Engagement / Social Emotional Support	\$ 6,482,000
Campus Security	6.1 School Climate: SROs/ Police/ Security Guards	\$ 2,426,000
School Climate	6.2 School Climate: Restorative Justice, Cultural Competency, & Others	\$ 4,495,000
	9. School Site	\$ 19,700,000
	10. Unclear	\$ 1,300,000
	TOTAL	\$126,400,000