

Progress Indicators

| From LCAP Data Dashboard | 2013-2014 | 2014-2015 (To Date) | Results |
|--|---------------------------|--------------------------|----------------|
| Number of 9th-12th grade students enrolled in a CTE Pathway | 30.0% | 30.8% | ↑ 0.8% |
| Number of English Learner students who have been re-designated in the current school year | 9.4% | 14.7% | ↑ 5.3% |
| Annual Measurable Achievement Objective 2% of English proficient level on the California English Language Development Test (CLEDT) Less than 5 years | 12.6% | 10.7% | ↓ 1.9% |
| Annual Measurable Achievement Objective 2% of English proficient level on the California English Language Development Test (CLEDT) 5 years or more | 24.7% | 22.3% | ↓ 2.4% |
| Number of students who are engaged in any goal 2 activities | 54.4% | 61.4% | ↑ 7% |
| Number of students with 95%+ Attendance | 52.7% | 63.3% | ↑ 10.6% |
| Number of on-campus suspension incidents per 100 | 3.0% | 2.4% | ↓ 0.6% |
| Number of out of school suspension incidents | 9.7% | 9.2% | ↓ 0.5% |
| High School Graduation Rate | 76.23% (2012-2013) | 79.3% (2013-2014) | ↑ 3.07% |
| Number and percentage of Kindergarten students scoring 'Ready to Go' based on overall rating on KSEP | 32.6% | 33.3% | ↑ .7% |
| Percentage of 9th-12th grade students completing AP/IB courses | 23.6% | | |
| Percentage of Advanced Placement (AP) exams passed (scoring 3+) | 32.9% | | |
| Percentage of graduates who completed A-G requirements | 49.2% | | |
| Percentage of students who enrolled in an institution of higher education | 37.7% | | |
| 1st Time CAHSEE Pass Rate (ELA) | 73.5% | | |
| 1st CAHSEE Pass Rate (Math) | 76.7% | | |

Stakeholder Engagement

LCAP Stakeholder Input



Scheduled Engagement

- 8 Regional Engagement Workshops
- 8 Administrative Meetings
- 5 Parent Committees
- 10 Student Workshops
- 4 Our Bargaining Partners
- 4 Community Meetings
- 2 Foster Youth Roundtables



Added this year

- Second event with the Student Advisory Board
- FASTA (Fresno Area Substitute Teachers Association)
- Regional Meetings
- Student lunchtime events
- Involving faith-based organizations
- Foster Youth Roundtable

LCAP Stakeholder Timeline



NOV-FEB Consultation with:

- Teachers
- Parents
- Administrators
- School personnel
- Students
- Local bargaining units



MAR-APR Present for review and comment to:

- District Advisory Committee
- District English Learner Advisor Committee
- Respond in writing to feedback

MAY Opportunity for additional public input:

- Notice of the opportunity to submit written comment
- Public hearing

JUNE

Adoption of the plan:

- Adopted concurrent with the budget
- Submitted to FCOE for approval
- Posted on district website
- FCOE posts District LCAP



Local Control Accountability Plan Executive Summary Report

Local Control Funding Formula (LCFF)

The LCFF is California's formula for determining the level of state funding provided to school districts.

The funding is dedicated to improve the learning outcomes for three groups of students: English Learners (EL), low income (LI), and Foster Youth (FY)

Local Control Accountability Plan (LCAP)

The LCAP is the district's 3-year plan for how it will use state LCFF funding to serve all students, including English learners, low-income students, and foster youth.

The state-mandated LCAP template includes 3 sections:



1. Stakeholder Engagement



2. Goals & Progress Indicators



3. Actions, Services & Expenditures

8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes



District Overview

4 District Goals

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 character and competencies for workplace success



4. All students will stay in school on target to graduate



Students

- 2,492 preschool students
- 7,273 students receive special education services
- 18,087 English Learners (25% of students)



Facilities Information

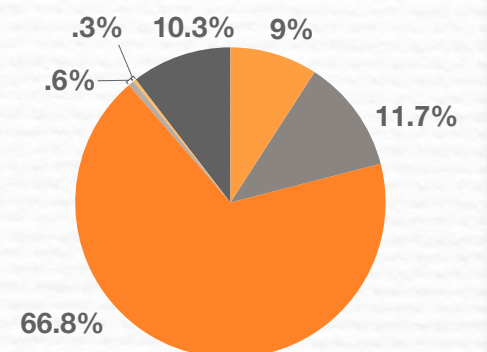
- 66 elementary schools
- 15 middle schools
- 9 high schools
- 4 alternative schools
- 3 special education schools
- 1 adult school
- 8 charter schools



Budget Information

- \$801 Million annual operating budget

73,543 Students Total (Preschool – Grade 12)



Student Diversity

| | |
|----------------------|-------|
| African American | 9.0% |
| Asian | 11.7% |
| Hispanic | 66.8% |
| Native American | 0.6% |
| Pacific Islander | 0.3% |
| White (not Hispanic) | 10.3% |

Goal 1: All Students will excell in reading, writing and math

- ★ 30 Designated Schools (\$12.2M):
 - ★ 30 Minutes of additional instructional time each day
 - ★ 10 Additional professional development days for teachers
 - ★ 1 Additional certificated staff member
- ★ Professional learning related to the implementation of the State Standards \$9.3M
- ★ School Site Supports: double library funds, funds for focus and priority schools \$8.0M
- ★ Investments for English Language Learners \$7.5M
- ★ Extended learning and credit recovery support \$5.5M
- ★ Maintain two additional early education classroom aides \$5.0M
- ★ 3% Professional learning column for teachers \$4.5M
- ★ Employee Supports: QEIA soft landing, reduce High School core class size, middle school Vice Principal's \$3.8M
- ★ High school redesign: PLUS Teams \$3.7M
- ★ Maintain middle school redesign: PLUS Teams \$3.6M
- ★ Preschool Expansion \$3.6M
- ★ Special Ed augmentation for early learning, autism services \$2.4M
- ★ Maintain 24:1 TK-third grade class size ratio \$2.0M
- ★ Transitional kindergarten expansion \$1.7M
- ★ Equity and Access partnership with UC Merced \$1.5M
- ★ Phoenix Community Day \$1.4M
- ★ Supports for foster students \$1.0M
- ★ Supplemental Investments for Special Ed students; middle school course alignment and adult transition programs \$0.9M
- ★ Resources to prevent 5th-6th grade combination classes \$0.7M
- ★ Instructional support to build the collective capacity to improve instruction \$0.7M
- ★ Funding to support teachers who want to pursue National Board Certification \$0.5M
- ★ Student peer mentor program \$0.3M
- ★ Additional Special Education Director \$0.1M
- ★ Analyst to promote vendor accountability \$0.1M
- ★ Professional learning for bilingual classes \$0.1M

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

- ★ Investments to guarantee students rich experiences in arts and activities \$4.025M
- ★ Increase school allocations for activities and athletics \$0.6M
- ★ Maintain increased teacher stipends for after school activities \$3.6M
- ★ Pilot elementary Campus Culture position at Birney Elementary School \$0.1M

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

- ★ Linked Learning Pathway development \$9.2M
- ★ Kids Invent! expanding to Grade 6 \$1.4M
- ★ New Entrepreneurial High School \$0.7M

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

- ★ Supplemental Support positions for Schools \$15.1M
- ★ School Site Allocations \$11.7M
- ★ Maintain 40 custodians \$3.2M
- ★ Social Emotional Supports - Elementary and Child Welfare Specialists, Social Workers at Middle schools \$2.4M
- ★ Restorative Practices \$2.2M
- ★ School Climate and Culture Expansion \$2.2M
- ★ Community Engagement Investments \$1.4M
- ★ Middle School Investment; Fort Miller and Wawona \$1.3M
- ★ Replace heavy and light weight maintenance vehicles \$1.1M
- ★ High School Social Emotional Supports \$0.9M
- ★ Investments to Maintain Quality Facilities \$0.5M
- ★ One time funding to replace over 500 aging cafeteria tables \$0.5M
- ★ Additional Resources for Drug Counseling & Prevention \$0.2M
- ★ Relief Bus Driver \$0.1M
- ★ Security (Crossing Guards) \$26K

Total LCFF Supplemental & Concentration Funds

= \$126.4M



Total All Funding Sources

= \$154.3M

