This is an exciting time for the students, families and staff of Fresno Unified as the district uses its Local Control Accountability Plan -- LCAP -- to target the highest-priority needs of students.

Through the LCAP, the district is investing $154 million to improve academic outcomes for all students, with additional resources for low-income students, foster youth and English learners. In Fresno Unified, that represents 88% of students.

The community has played a vital role in determining how Local Control Funding Formula funds are spent by participating in meetings and workshops held throughout the district to gather critical input from every corner and sector of Fresno.

Between November 2015 and this past May, the district held 73 LCAP meetings and workshops with more than 2,000 participants and more than 30,000 responses.

LCAP investments include maintaining the district’s 24:1 student-to-teacher average in grades kindergarten to third; expanding the additional 30 minutes of additional instructional time to a total of 40 elementary schools; and adding more social emotional supports at school sites.

The district is also committing ongoing funds of $12.7 million for English learners; offering Hmong as a foreign language; increasing school site allocations by $5 million; and improving safety with a uniformed police officer or a police chaplain at every school, new high definition cameras and LED lighting at all secondary schools.

Other investments include building new aquatic centers at McLane and Roosevelt high schools, completing efforts to provide new pools at all high schools; and investing $13 million for career technical education, including a new bus, a bus driver, and a route providing access to the expanded career pathways at Duncan Polytechnical High School.

To support these investments, the district will be hiring 140 new teachers and classified employees while still balancing current and long-term fiscal responsibilities.

To learn more:
- Pages 4-5: Goal 1 priorities, including English learners and programs for accelerated learning
- Pages 6-7: Goal 2 priorities, including athletics and field trips
- Pages 8-9: Goal 3 priorities, including the Kids Invent! program and career technical education
- Pages 10-11: Goal 4 priorities, including social/emotional support for students and technology expansion

For video, go to vimeo.com/fresnounified/lcap2016
What is the LCAP?

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

Student Diversity

- African American 8.7%
- Asian 11.4%
- Hispanic 67.7%
- Multiple 1.6%
- Native American 0.6%
- Pacific Islander 0.3%
- White (not Hispanic) 9.7%

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

- $889 million annual operating budget

Four 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.

All students will excel in reading, writing and math
All students will engage in arts, activities, and athletics
All students will demonstrate character and competencies for workplace success
All students will stay in school on target to graduate

2014 – 15 Enrollment by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>English Learner</td>
<td>16,180</td>
<td>22%</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
<td>59,568</td>
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<td>Students with Disabilities</td>
<td>7,131</td>
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<tr>
<td>Foster Youth</td>
<td>635</td>
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SUPERINTENDENT’S Message

New Funding Formula Benefits Students with the Most Needs

As active members in our community each of us plays a role in developing the city’s future leaders -- our youth. As Superintendent, I know that education is key in changing the conditions many of our more than 73,000 students face each day. The Local Control Accountability Plan, or LCAP, is designed to improving academic outcomes for all students with additional resources for our low-income students, foster youth and English learners. In Fresno Unified, that represents 88% of our student population.

Through our Board of Education’s solid fiscal stewardship, we are investing more than $154 million in LCAP dollars to new and ongoing resources in staffing, programming, and operations – all building upon our record high graduation rate of 83.8%. Some of our LCAP investments include:

- Maintaining our 24:1 student to teacher average in grades kindergarten through third, five years ahead of the state requirement
- Expanding the additional 30 minutes of additional instructional time to a total of 40 elementary schools
- Adding more social emotional supports at school sites, resulting in 86 full-time employees to support our students
- Committing ongoing funds of $12.7 million for English learners
- Adding Hmong as one of many foreign languages offered in high schools
- Increasing school site allocations by $5 million
- Improving safety with: A uniformed police officer or a police chaplain at every school and new high definition cameras and LED lighting at all secondary schools.
- Rounding out our high school aquatic centers by building new pool complexes at McLane and Roosevelt, and finally,
- Investing $13 million for career technical education (CTE), including a new bus, a bus driver, and a route providing access to the expanded career pathways at Dun- can Polytechnical High School. This $13 million does not include newly awarded grants for health pathways and incentive grants. These grants total another $10 million, of which $6 million will be implemented this year. This brings the total investment to $19 million in ongoing resources toward CTE in 2016/17. That is a stunning three-fold increase from just a few short years ago.

To support these investments, we will be hiring 140 new teachers and classified employees, all while balancing our current and long-term fiscal responsibilities.

In an effort to gather community input, Fresno Unified staff conducted more than 73 LCAP meetings and workshops across the district with more than 2,000 residents, and collected 3,000 surveys, all of which helped formulate this year’s plan.

While there can be a gap between what students need and what adults want, district staff carefully listened to the top priorities of our community. The top priority for teachers was smaller classroom sizes -- so we funded maintaining our 24-1 staff ratio from pre-kindergarten-third grade. Students requested we update restrooms on high school campuses to match our newer buildings -- so we approved $2.6 million for restroom improvements.

Our parents’ top priority was that we continue to provide programs to keep students on target to graduate. Our budget does that with CTE, English learner and social emotional supports. We were also able to open joint use green space for our community with the City of Fresno and provide funding for safety improvements with police officers, cameras and lighting investments. All of these LCAP priorities will build upon our record high graduation rate and are good investments for our city.

I once again thank the many people who took the time to provide their input and be a voice in helping move student learning forward.

I hope you are enjoying time away with your families and with students out of school. Soon enough we will ring the school bell for all to return for another great year.

See SUPT. MESSAGE SPANISH AND HMONG Continued on page 15

Message from Tammy Townsend, State and Federal Programs

Fresno Unified School District received tremendous input on the 2016/17 Local Control Accountability Plan (LCAP) and budget from members of our community. The district held 73 meetings and workshops starting in the beginning of the school year and concluding in May. One parent arrived to a regional meeting with a postcard invitation in hand reporting, “The superintendent called to invite me to this meeting!” Among with postcards and recorded messages sent to homes, Parent Univer- sity assisted by making phone calls in home languages to inform families about the opportunities to provide feedback at the workshops held throughout the district.

Students were also invited to share their thoughts with the district. Two lunch meetings were held at each high school in the spring and the first ever district-wide student meeting was held at Edison High School on April 28. Students felt valued when asked for their opinion. Senior Kienetra Garcia reported to the Board of Education on May 25, “This is a unique leadership opportunity for students to give feedback and engage their peers and students from other schools about the decisions that impact us.” Grisanti Va- lencia, a lead organizer with Californians for Justice, stated in her comments to the Board of Education, “This is an example of what true collaboration looks like.”

Other outreach included school site presentations, a Parent University module, and meetings with community organizations. One type of meeting unique to Fresno Unified is the Foster Youth Roundtable. Fresno Unified staff, city and county-wide organizations working with foster youth came together to optimize supports for foster youth.

One social worker offered, “The Foster Youth Round Table has not only been an effective way of understanding what Fresno Unified is doing for foster youth, but I am able to network with other agencies I usually don’t have access to.”

In addition to workshops, the community had access to a survey, both online and in paper form. Over 30,000 responses and ideas were received from the survey. All of the input was gathered and presented to the Board of Education on Feb. 24.

The draft LCAP was posted on the district’s website in April allowing more input from the community and finally a public hearing was held in May to provide an opportunity for individuals to speak to the Fresno Unified Board of Education about the LCAP.

The final LCAP was approved by the board on June 1 and is available on the district’s website.

Please watch for opportunities to be involved next year as we prepare for the 2017/18 LCAP beginning next fall!
Goal 1: All students will excel in reading, writing and math

- 40 Designated Schools: $16.8M
  - Additional 30 minutes of instruction each day
  - Ten additional professional development days
  - One additional teacher to be prioritized by the school

- School Site Supports: $8.9M

- Additional Teacher Supply Funds: $1.3M

- 3% Professional Learning Column: $4.6M
  - Additional column on the basic salary schedule to support continual learning for teachers

- Maintain Middle School Redesign: $5.6M
  - PLUS teams to support instruction

- Professional Learning Related to the Implementation of the State Standards: $3.4M

- Eliminate Fifth and Sixth Grade Combination Classes: $800,000

- National Board Certification: $100,000
  - Designed to develop, retain, and recognize accomplished teachers

- Instructional Supports: $900,000
  - To build the collective capacity to improve instruction

- Employee Supports: $3.8M
  - Additional elementary teachers above base
  - Reduce large core classes in high schools
  - Additional vice principals

- Extended Summer Learning: $3.6M

- Adding Foster Youth Social Workers: $1.3M
  - From four social workers to nine for 2016/17

- Student Peer Mentor Program: $400,000

- Investments for Secondary Students with Disabilities: $3.4M

- Maintain 24:1 TK-third Grade Average Class Size: $1.2M

- Further Develop Early Childhood Education: $2.7M

- Maintain Elementary Augmentation for Students with Disabilities: $2.3M

- Additional Special Education Director: $200,000

- Additional Supports for Libraries: $1.3M
  - Increasing time for elementary library technicians from five hours per day to six hours per day
  - Doubling of library funds for elementary, middle and high schools

- Maintain Expanded Transitional Kindergarten: $2.5M

- Equity and Access Partnership with UC Merced: $1.7M
  - To create more post-secondary choices from the widest array of options for students

- GATE / Advanced Placement / International Baccalaureate Expansion: $900,000

- Funds to Support Covering Advanced Placement Exams Fees: $200,000

- Redesign High School Schedules: $4.0M

- Maintain Phoenix Community Day School: $1.7M

- English Language Learners: $7.8M
  - Based on the recommendations of the Master Plan Redesign Committee:
    - Four teachers on special assignment to develop and provide professional learning to teachers
    - Teachers to increase Hmong courses at high schools
    - TSA for support dual immersion expansion
    - Supports for EL students taking AP classes
    - Expand Family Literacy Project for parents
    - Expand Abriendo Puertas courses for parents of early English language learners
    - Establish college exposure for students and families of English learners
    - $2.5M increase in funding over prior year
District will Build on Success with English Language Learners

Alexa Venegas, left, and Nadya Escoto are learning in English and Spanish in Maria Rodriguez’s preschool class at Ewing Elementary School. Dual immersion programs in the district will receive additional funding through LCAP investments in English learners.

Michael Hanson and the Fresno Unified Board of Education in early May. The recommendations will serve as the foundation for writing the redesign of the English Learner Master Plan, due to be published later this summer.

Some work has already begun to support the master plan, including hiring more Spanish and Hmong teachers; relocating bilingual principals to support new dual immersion programs; and adopting new English language arts and math curriculum -- curriculum that fully integrates English language development.

Over a six-month time period, district leaders, teachers, parents, principals and community members worked side by side to create a plan that would further build upon the progress of the district’s English learners.

Some of the key master plan redesign recommendations included:

- Adding teachers to expand Hmong courses at all high schools, which among many benefits will provide students a potential pathway to the newly approved Hmong minor at Fresno State
- Increasing the investment in dual immersion programs as the district plans for future expansion
- Expanding after school programs and interventions, including tutoring
- Increasing the number of summer school opportunities for English learner students

The board approved adding $2.5 million in funding to support the recommendations, expanding investments in EL to $7.8 million, making this initial investment twice as much as any the district has made connected to a community report.

English learner LCAP investments are part of the focus on Goal 1: “All students will excel in reading, writing and math.” At a press conference on May 11, Hanson commended the committee for the critical thinking that went into creating the master plan, providing even more opportunities for students to excel academically and reach that graduation stage.

LCAP Funding Boosts Access to Accelerated Learning Programs

Gianna Velasquez, teacher Sylvia Deeb and Zacaria Mohammed work together in the third grade GATE class at Yokomi Elementary School.

Fresno Unified students will have greater access to Gifted and Talented Education (GATE), Advanced Placement (AP) and International Baccalaureate (IB) courses and testing thanks to a $925,000 investment approved by the Fresno Unified Board of Education on June 1.

These funds, part of the Local Control Accountability Plan (LCAP), will help strengthen a district-wide approach to serving all students eligible and interested in pursuing accelerated learning programs such as AP, IB and GATE.

Access to GATE programs will be significantly increased. Currently, Fresno Unified’s GATE program includes full-time classes at Manchester GATE Elementary School and third and fourth grades at Yokomi Elementary School, as well as part-time enrichment activities at other elementary campuses. All middle schools also offer GATE classes.

Beginning with the coming academic school year, families will still have school choice options. But in addition, teachers across the district will be equipped to support GATE students at all neighborhood elementary schools, said Melissa Dutra, instructional superintendent of Curriculum, Instruction & Professional Learning.

In preparation, GATE training will be provided this summer for 50 elementary and middle school teachers. In the fall, lead teachers will participate in trainings and an internal GATE certificated program will be implemented. This will allow neighborhood schools to appropriately differentiate instruction for accelerated and GATE-identified students.

A similar approach will be taken for AP and IB programs. High school teachers will participate in training this summer to provide differentiated support for additional students enrolling in AP and IB courses.

In addition, staff will be hired at each high school to support AP teachers in an effort to ensure students enroll and complete courses, including the passing of AP exams with a three or higher. Learning labs, tutoring, and summer courses will also be available for AP/IB students in preparation for their final AP/IB exams.

“We are equipping our teachers with the materials and strategies to support the district’s expansion of accelerated learning programs and providing access for more students to be prepared for advanced courses at the high school level,” Dutra said.

Dutra said the plan to increase access to accelerated learning programs was based on research from other districts, the Broad Foundation, Council of the Great City Schools and the College Board. The comprehensive expansion effort targets improved teacher practice, student access to high level courses and increased student achievement.

MORE INFORMATION FOR PARENTS
ON ACCELERATED LEARNING
Website: www.fresnouni.org/dept/curr/GATE
Phone: (559) 457-6073
District Boosts Money for Sports at Schools by $1.3 million

Athletics is part of the fiber of Fresno Unified schools, teaching students the rewards of hard work, endurance and teamwork. Sports is what keeps many students engaged in school, and are a rallying point for school communities.

For the upcoming school year, the district will increase allocations to schools for athletics by a total of $1.3 million. This increase is part of the district’s Local Control Accountability Plan’s emphasis on the board-adopted Goal 2: “All students will engage in arts, activities and athletics.”

Fresno Unified continues to expand its Goal 2 offerings and has seen student participation in arts, activities and athletics rise from 54% in 2013-14 to 62% the following year.

“The Board of Education and the superintendent’s dedication to involving students in arts, activities, and athletics can have a huge impact on students’ lives,” said district athletic director Brett Mar. “This increase will ensure our ability to organize regional athletic events and provide additional funding for uniforms, protective gear and other safety equipment as needed.”

The increase in athletic funds at schools will be used for:

- Uniforms
- Protective gear
- Safety equipment
- Equipment
- Officials
- Maintaining increased stipends for after-school activities
- Regional athletic events (new for 2016/17)
- Supporting costs for student body to attend playoff events (new for 2016/17)
- Full time athletic trainers (new for 2016/17)
- Athletic Manager III (new for 2016/17)
- Assisting students living in poverty to have equal access to participation

Roosevelt High School’s Bryson Williams will play for Fresno State University this coming year. Roosevelt and schools across the district will get additional money for sports through LCAP in 2016-17.
District Expands Students' Worlds with Field Trips, New Experiences

More than 22,000 students in grades 3-6 had a chance this past school year to learn far beyond classroom walls on enrichment trips that took them to the banks of the San Joaquin River, the Monterey Bay Aquarium, Bay Area museums and even into the Sierra’s for overnight camping.

Never before have so many students in Fresno Unified had the opportunity to travel and explore, learning about the world beyond Fresno and strengthening relationships with their classmates, teachers and parents.

The enrichment trips throughout the past school year were part of the Local Control Accountability Plan’s emphasis on the board-adopted Goal 2: “All students will engage in arts, activities and athletics.” In the coming school year, the district plans to expand field trips even more and has allocated $4.6 million.

“These trips are life-changing events and have a lasting, positive impact on our students.”

-- Superintendent Michael Hanson

In the coming year, third grade students will again get to explore the San Joaquin River, learning about river habitat, plants, and history from docents. Fourth grade students will head to the central coast to the Monterey Bay Aquarium -- one of the best in the world -- and visit the San Juan Bautista Mission.

Fifth grade students will either visit the Exploratorium or the California Academy of Sciences in San Francisco or the Museum of Innovation in San Jose.

And for their final year as elementary students, all sixth graders will have the chance to take an overnight trip into the mountains at one of several outdoor schools.

More than 4,800 sixth grade students traveled to overnight camps in 2015-16, with student participation at nearly 90% for the trips. Students had the chance to learn science and environmental lessons in an outdoor setting. Students hiked, tested their skills on climbing walls and participated in a variety of other fun activities not possible in the normal school setting.

“We truly believe that our students have gained a wealth of knowledge and experiences at camp that will enrich their lives forever,” said Lori Barcus, a sixth grade teacher at McCardle Elementary School.
Kids Invent! Program Encourages Fifth and Sixth Graders to Think, Create

The Kids Invent! program for all fifth- and sixth-graders is one of the most visible ways the district is helping students develop the skills they need to be successful in college and career.

As part of the Local Control Accountability Plan (LCAP), the district has invested $1.4 million to bring Kids Invent! to more than 11,000 students, with a focus on the board-adopted Goal 3: “All students will demonstrate the character and competencies for workplace success.”

Teachers across the district have implemented the Kids Invent! projects. Yokomi Elementary School fifth grade teacher Stephen Barnett said the program provides a complete package of projects for the whole school year -- delivered to schools -- that is aligned with the Next Generation Science Standards.

“It is hands-on/minds-on science as it should be taught in all schools throughout our nation, and Fresno and taken the lead again in this area.”

-- Yokomi Elementary School teacher Stephen Barnett

Teachers are trained to implement the program at their schools and receive ongoing instruction and support.

In August 2014, the Board of Education approved a contract to implement Kids Invent! for all fifth graders. Kids Invent! is offered by the Lyles Center for Innovation and Entrepreneurship at Fresno State University.

During this past year, the program was extended to sixth grade students to reinforce concepts and give students the chance to take creativity to even greater heights.

The Kids Invent! contract provides a weekly hands-on educational program designed to engage all fifth- and sixth-grade students in science, engineering and entrepreneurship through lessons plans built around creative and innovative activities. The program helps students learn about business through real life experiences.

Weekly activities range from boomerangs to solar powered boats and incorporate the appropriate Next Generation Science Standards. For example, students' critical thinking skills are sharpened by creating their own gravity cars with cardboard, masking tape, straws, wheels, and wooden dowels. Students sent their cars down a ramp to determine if their engineering, design, and problem solving were effective.

From left, Lane Elementary School fifth-graders Fabiola Meza, Brandon Ramirez, and Aniyah Pollard compete during Innovation Day on April 14, the culmination of what fifth- and sixth-graders learned throughout the year doing Kids Invent! projects.

-- Vinland Elementary School fifth graders, from left, Damian Perez, Ali Alhasani and Daniel Irshad, have fun with a Kids Invent! project in 2015, the first year of the program.
District's Investment in Linked Learning Connects Students

Acsa Payan got a head-start on a teaching career while at Duncan Polytechnical High School, while Hoover High School student Jacqueline Manriquez discovered a passion for helping others and will pursue a job as a paramedic.

For Acsa and Jacqueline -- and countless students across the district -- career pathways and work-based learning are an opportunity to explore and study in various fields and give added purpose to their studies.

Fresno Unified offers a broad array of career technical education (CTE) offerings. CTE classes prepare students for careers of the 21st century through relevant, rigorous, and engaging curriculum that integrates academic and occupational instruction.

Under the district’s Local Control Accountability Plan (LCAP), the district has invested $9.2 million in Linked Learning pathway development, part of CTE. The investment supports the board-adopted Goal 3: “All students will demonstrate the character and competencies for workplace success.”

More than 10,000 students enrolled in CTE courses during the past school year, with 2,091 students in Linked Learning pathways. Linked Learning pathways integrate technical curriculum with rigorous academics, work-based learning and individualized student supports.

Through these types of courses, students learn work ethic, critical thinking, basic education skills and teamwork and collaboration, creating a sound foundation to succeed in the real world of work.

“My school has prepared me for the career I want to achieve in the future, and that is becoming a kindergarten teacher,” said Acsa, a recent graduate of Duncan who will attend Fresno State University in the fall.

Using the 2009 report from the Superintendent’s Commission on Workforce Readiness and Career Technical Education as a launching point, the Board of Education has taken a number of actions to expand and deepen CTE courses and activities for not only high school students, but beginning with the elementary grades.

For example, all fifth and sixth grade students take part in Kids Invent! weekly lessons using materials provided by the Lyles Center for Innovation and Entrepreneurship at Fresno State. Kids Invent! encourages creativity and critical thinking skills with a focus on science, engineering and entrepreneurship.

CTE classes continue to benefit students who want to be ready for the work force immediately after graduating from high school, but are also attractive to students pursuing career and college readiness.

The district has expanded the number of CTE offerings that meet A-G course requirements for California State University and University of California campuses from 4% in 2009 to nearly 60% currently. This intentional focus provides an array of opportunities for students in the district’s ongoing commitment to preparing all students to be college and career ready.

The district’s Linked Learning pathways are:

- Bullard High School: Business, Marketing and Technology, Biomedicine, Law & Social Justice
- Duncan Polytechnical High School: Medical Academy of Science and Health (MASH), Innovative Design and Applied Technology Academy (IDATA)
- Edison High School: Biomedical Science and Technology, Engineering Design and Development
- Fresno High School: Innovative Design and Engineering Academy (IDEA), Marketing Academy
- Hoover High School: Eco-Technology, Media Design and Production, Public Service
- McLane High School: Academy of Finance and Entrepreneurship, Educational Careers Academy, Medical Education and Research Academy
- Patiño School of Entrepreneurship: Business, Entrepreneurship and Technology
- Roosevelt High School: Careers in Education, Health Academy
- Sunnyside High School: Agriscience and Technology, Human Services and Health, Multimedia and Marketing

The district also offers California Partnership Academies and Regional Occupation Programs (ROP). California Partnership Academies offer academic and CTE courses in a career-themed academy supported by business partnerships:

- Edison: Green Energy and Technology Academy
- Fresno: Marketing Academy
- McLane: ArtVenture Academy, Medical Education and Research Academy, Business and Finance
- Roosevelt: IRS/Business Academy, Health Academy
- Sunnyside: Video Production Academy

ROP provides opportunities for 11th- and 12th-grade students to explore careers and develop careers skills while reinforcing academics. Two-period ROP classes offer college credit for qualifying courses, industry certification and internships when appropriate. ROP classes are offered at Bullard, Cambridge High School, DeWolf High School, Duncan, Edison, Fresno, Hoover, McLane, Roosevelt and Sunnyside.

For video, go to vimeo.com/fresnounified/CTE2016
Goal 4: All Students will stay in school, on track to graduate

**Social Emotional Supports: $1.3M**
- Adding six resource counseling assistants

**School Climate and Culture: $2.6M**

**Community Engagement Investments: $1.4M**

**Expanded Student, Parent and Community Communication: $100,000**

**Restorative Practices Investment: $800,000**
- Adding six additional restorative counselors

**Two Community Nurses for Community-Wide Health Issues: $200,000**

**Resources for Drug Counseling and Prevention: $200,000**

- Maintain 40 Additional Custodians, Custodial Supervisors, and Grounds Maintenance Positions: $3.0M
- Funds to Renovate High School Bathrooms: $2.6M
- Top requested items from high school student input
- Two Additional Relief Bus Drivers: $100,000
- Upgrading District Technology: $2.1M
- Upgrading school site routers
- Shortening teacher computer refresh cycle from five years to three years
- Adding wireless internet to school buses
- School Site Security Enhancements: $400,000
- School resource officer at every middle and high school
- Police chaplains at elementary school

**Student Achievement**

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<th>English Language Learners - Redesignated as English Proficient</th>
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<th>2014-15</th>
<th>2015-16 (To Date)</th>
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<td>27%</td>
<td>29%</td>
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<th>Number of Students Passing an Advanced Placement Exam with a Score of 3 or Better which allows Students to Receive College Credit for High School Classes</th>
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**Student Engagement**

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<th>High School Dropout Rate</th>
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<th>High School Graduation Rate</th>
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<td>- Hispanic*</td>
<td>79%</td>
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<td>- African American*</td>
<td>78%</td>
<td>82.3%</td>
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LCAP Funding: All Four Fresno Unified Goals Combined

**School Site Allocations to be Prioritized by each School’s Site Council: $14.7M**
- $5.1 million increase over prior year
- School site allocations to be prioritized by each school site council combined with English learner investing for a total of $26 million

**Supplemental Student Supports: $17.1M**

FRESNO UNIFIED SCHOOL DISTRICT
PREPARING CAREER READY GRADUATES
District Expands and Improves Technology for Students and Staff

The district has exciting investments underway in technology for students and staff -- including continued improvement in Internet and wireless access.

The technology upgrades and expansion are supported by a $1.6 million investment, part of the Local Control Accountability Plan (LCAP). The investment focuses on the board-adopted Goal 4: “All students will stay in school, on track to graduate.”

“We are significantly upgrading technology throughout the district so that we are providing our students and staff with the best equipment and Internet access possible,” said Superintendent Michael Hanson. “We are doing our best to prepare students for the high-tech demands of careers and college.”

The upgrades include more than $4 million invested in school site routers, switches and wireless access points funded by Federal Communications Commission (FCC) subsidies and district funds.

The district will also use new LCAP funds to equip buses with wireless access for students so they can learn while they travel to and from schools and events.

For teachers, funds will be used to decrease the time between computer refreshes from five years to three years. With more current computers, teachers will be more effective at integrating technology into instruction. And students will be more likely to learn using technology and about the use of technology, better preparing them for college and career.

The district will also modernize its telecommunications and unified communications, including desktop sharing, messaging and conferencing, and add Skype for Business.

In addition to funds set aside through the LCAP, the district is making additional, significant investments in technology, including one-time funds to replace more than 1,500 of the oldest classroom projectors in the district.

District Invests in More Staff to Support Students’ Emotional Needs

Learning is difficult or even impossible for students when the emotional noise of their circumstances consumes their thoughts.

If the district is going to be successful in preparing students academically, the social and emotional health of students cannot be overlooked. That’s why Fresno Unified has prioritized meeting students’ social and emotional needs and strengthening students’ interpersonal and coping skills.

These district priorities are evident in two ways. First, the district’s own report card, the School Quality Improvement Index (SQII), includes indicators that assist the district in assessing the overall social-emotional health of students and tracking progress. Second, the district’s board of education invests Local Control Funding Formula dollars into social-emotional services for students.

The services include child welfare and attendance specialists at school sites, social workers to support foster and homeless youth, partnerships with city and county agencies, mentoring programs, bullying prevention, restorative discipline practices, social-emotional counseling for students, and many others.

For example, the 2016-17 Local Control Accountability Plan (LCAP) will invest $1.3 million in social emotional supports to help students stay in school, on track, to graduate. This investment includes placing a resource counseling assistant (RCA) at six comprehensive middle schools.

The district chose middle schools specifically for RCAs because of higher rates of behavioral challenges stemming from social-emotional stressors.

These RCAs will be trained in conflict resolution, mediation, and de-escalation techniques. RCAs will assist the social emotional support specialists at these middle schools and work closely with the school site team to deal with lower level behavioral issues, which will also reduce the demand on teachers and principals.

While personal and societal pressures continue to weigh on students, the district is committed to meeting the needs of students so they can learn and then graduate ready for college, career, and life.
Fresno Unified celebrated the Class of 2016 during ceremonies for all high schools, honoring 3,662 graduates (based on preliminary numbers). This year’s graduations came shortly after the district learned that it had hit a record-high 83.8% graduation rate for the Class of 2015, a 4.5% increase that surpassed the state average. From left to right by row: Edison High School at the Save Mart Center, Design Science High School at Fresno City College’s Old Administration Building, J.E. Young Academic Center at the Saroyan Theatre, Duncan Polytechnical High School at the Saroyan Theatre, Cambridge High School at the Saroyan Theatre and Phoenix Secondary Academy at Phoenix. On next page, left to right by row: Roosevelt High School at the Save Mart Center, DeWolf High School at the Saroyan Theatre, Bullard High School at the Save Mart Center, Hoover High School at the Save Mart Center, Fresno High School at the Save Mart Center, McLane High School students do “The Dab” at McLane Stadium, and Sunnyside High School at the Save Mart Center.

For video, go to vimeo.com/fresnounified/graduation2016
Do YOU have a connection to farmers, packers, grocers or any organization that may have EXCESS food?

Food to Share can help get that food to neighborhoods with little or no access to fresh produce!

Find out how you can become a donor or benefit from food distributions in your community.

For more information, contact Fresno Metro Ministry at 559-485-1416 or chanel@fresnometmin.org

Made possible with funding from the Centers for Disease Control and Prevention/National Implementation and Dissemination for Chronic Disease Prevention Initiative

Middle school students from throughout the district competed May 26 in the third annual Dance Dance Revolution Championship at Terronez Middle School, with Terronez retaining the championship title and Kings Canyon Middle School coming in a close second. During the competition, 120 students from six schools competed for highest scores in the music video game that monitors dancers’ foot movements. The dance game has been integrated into middle schools as a fun activity and a great way to exercise. Coordination, practice, team support, and determination were all required to reach the final rounds, and students were very serious about doing their best.

Dance with Me
Mensage del SUPERINTENDENTE

Como miembros activos de nuestra comunidad cada uno de nosotros jugamos un papel en el desarrollo de los futuros líderes de la ciudad – nuestros jóvenes. Como Superintendente, sé que la educación es la llave en el cambio de las condiciones que muchos de nuestros más de 73,000 estudiantes enfrentan cada día. El Plan de Responsabilidad de Control Local, 6 el LCAP, está dedicado al mejoramiento de los resultados académicos para todos los estudiantes pero con recursos adicionales para nuestros estudiantes de bajos ingresos, jóvenes de crianza y Aprendices de Inglés. En el Distrito Escolar Unificado de Fresno, eso representa el 88% de nuestra población estudiantil.

A través de la sólida administración fiscal de nuestra Mesa de Educación, hemos invertido más de $154 millones de dólares de LCAP en recursos nuevos y actuales en personal, programación y operaciones – todos construidos sobre nuestro récord de alto promedio de graduación de 83.8%. Algunas de nuestras inversiones de LCAP incluyen:

- Invertir $13 millones para la educación de carreras técnicas (CTE), incluyendo un nuevo autobús, un nuevo conductor del autobús y una ruta provooyendo acceso a las vías de carreras en la Escuela Preparatoria Duncan Politécnica. Estos $13 millones no incluyen las nuevas subvenciones otorgadas para las vías de salud y subvenciones incentivos. Estas subvenciones suman un total de $10 millones de los cuales $6 millones serán implementados este año. Esto representa una inversión total de $19 millones en recursos actuales para CTE en el 2016/17. Eso es un aumento impresionante tres veces mayor, en sólo unos cuantos años.

Para apoyar estas inversiones, contratamos a 140 nuevos maestros y empleados clasificados, todo al mismo tiempo que buscamos nuestras responsabilidades fiscales actuales y de largo tiempo.

En un esfuerzo por obtener la opinión de la comunidad. El personal del Distrito Unificado de Fresno condujo más de 73 juntas y talleres de LCAP con más de 1,500 residentes y colegistos, todas ellas ayudando a formular el plan para este año.

Aunque pueda haber una brecha entre lo que los estudiantes necesitan y lo que los adultos quieren, el personal del distrito escuchó atentamente las prioridades de nuestra comunidad. La prioridad principal para los maestros fue salones de clase con menos estudiantes – por lo que hemos financiado el mantenimiento de nuestro promedio de 24:1 de pre-kindergarten a tercer grado. Los estudiantes solicitaron que mejoráramos los baños en las escuelas preparatorias para que estén iguales que los de nuestros edificios recién construidos – de tal manera que aprobamos $2.6 millones para mejoramiento de los baños.

La prioridad principal para nuestros padres fue que continuemos proporcionando programas e invirtiendo en cámaras y alambrado. Todas estas prioridades de LCAP están basadas en nuestro récord de alto promedio de graduación y son buenas inversiones para nuestra ciudad. Nuevamente las agradecemos a las muchas personas que se tomaron el tiempo para darnos sus opiniones y ser la voz para ayudar a continuar adelante con el aprendizaje de los estudiantes. Espero que estén disfrutando el tiempo con sus familias y estudiantes fuera de la escuela. Pronto tocaremos el timbre de la escuela para que todos regresen a otro gran año.
FREE Cancer Screenings Available to Fresno Unified Benefits Plan Participants

According to the Centers for Disease Control, cancer screening rates for breast, cervical, and colorectal cancers continue to remain below national goals. Unfortunately, the screening rates for members covered by the Fresno Unified School District benefits plan follow this same negative trend.

The WellPATH Program is committed to supporting healthy lifestyle choices for the more than 20,000 Fresno community members it serves and wants to stress the importance of prevention.

Remember to make your health a priority. Review the following guidelines and be sure to talk to your physician about which screenings you should complete this year.

Breast Cancer Screening Guidelines
Yearly mammograms starting at age 40 and continuing for as long as a woman is in good health.

Clinical breast exam (CBE) about every 3 years for women in their 20s and 30s and every year for women 40 and over.

Women should know how their breasts normally look and feel and report any breast changes to a health care provider right away. Breast self-exam (BSE) is an option for women starting in their 20s.

Cervical Cancer Screening Guidelines
Cervical cancer testing should start at age 21. Women under age 21 should not be tested.

Women between ages 21 and 29 should have a Pap test done every 3 years. HPV testing should not be used in this age group unless it’s needed after an abnormal Pap test result.


WellPATH seeks to foster a healthy work environment and engage Fresno Unified School District employees in their health and well-being. Participation in program activities is open to active employees, spouses, domestic partners, dependent children age 18+, early retirees, and retirees covered under the District’s health benefits plan.