

Fresno Unified School District School Accountability Report Card School Year 2015-2016

Published During 2016-2017



Fresno Unified
School District

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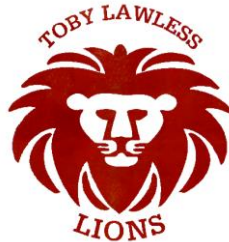
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Lawless Elementary

Principal: Deborah Schlueter
5255 N. Reese
Fresno, CA 93722
Phone: (559) 451-4520
Grade Level: K-6
CDS Code: 10621666102016

District Core Beliefs

Student Learning

- * *Every student can and must learn at grade level and beyond*

High Quality Instruction

- * *Teachers must demonstrate the ability and desire to educate each child at a high level.*

Leadership

- * *Leaders must perform courageously and ethically to accomplish stated goals*

Safety

- * *A safe learning and working environment is crucial to student learning*

Culture

- * *Fresno Unified is a place where:*
 - o Diversity is valued*
 - o Educational excellence and equity are expected*
 - o Individual responsibility and participation by all is required*
 - o Collaborative adult relationships are essential*
 - o Parents, students and the community as a whole are vital partners*

District Commitments

Student Learning

- * *We will provide all students access to high quality options and a variety of activities.*
- * *We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.*

High Quality Instruction

- * *We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.*
- * *We expect effective teacher performance toward desired results.*

Leadership

- * *We will require the timely delivery of high quality services to every site.*
- * *We will sustain and monitor a financial plan that ensures the viability of the district.*
- * *We will provide a safe, clean, and orderly learning and working environment.*

Culture

- * *We will establish collaborative relationships with staff, parents, students, and the community.*
- * *We strongly encourage and welcome the valuable contributions of our families.*
- * *We expect and depend upon individual responsibility.*

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	83
Grade 2	70
Grade 3	69
Grade 4	80
Grade 5	59
Grade 6	64
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	528

Student Enrollment by Student Group

Group	Percent of Total Enrollment
Black or African American	14.2
American Indian or Alaska Native	0.6
Asian	11.2
Filipino	0.9
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	1.5
White	12.7
Two or More Races	4.2
Socioeconomically Disadvantaged	85.6
English Learners	15
Students with Disabilities	11
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School Facilities are maintained in good repair.

Teacher Credentials

Teachers	School	School	School	District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	23	22	3132
Without Full Credential	0	1	3	200
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	18

Teacher Missassignments and Vacant Teacher Positions

Teachers	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Position	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95	5
All Schools in District	89	11
High-Poverty Schools in District	89	11
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K-6: California Wonders—McGraw-Hill (2016) Gr. 7-12: SpringBoard—CollegeBoard (2016)	Yes	0%
Mathematics	Gr. K-8: Go Math—Houghton-Mifflin Harcourt (2015) Gr. 9-12 AGA: Big Ideas—HMH (2016)	Yes	0%
Science	Gr. 6-8: California Earth, Life, and Physical Science-Holt, Rinehart Winston, (2007) Gr. 9-12: Biology-Dragon Fly (2007), Chemistry (2005, 2007), Conceptual Physics (2006), Earth Science(2006)—Prentice Hall; Environmental Science—Holt (2008)	Yes	0%
History-Social Science	Holt, Rinehart & Winston California Social Studies Gr. 6: Ancient Civilization Student (2006) Gr. 7: Medieval to Early Modern Times Student (2006) Gr. 8: U.S. History: Independence to 1914 Student(2006) Gr. 10: Modern World History: Patterns of Interaction—McDougal-Littell (2006) Gr. 11: American Pathways to the Present—Prentice Hall (2002) Gr. 11: Americans, Reconstruction Through the 20th Century—McDougal-Littell (2006) Gr. 12: United States Government: Democracy in Action—Glencoe (2006) Gr. 12: Magruder’s American Government—Prentice Hall (2006) Economics: Principles and Practices—Glencoe (2005) Applying Economic Principles—Glencoe (2005)	Yes	0%
Foreign Language	Gr. 6-12: Ven conmigo! (2003), Allez, viens! (2003), Komm mit! (2003), Nuevas Vistas (2003, 2006)—Holt, Rinehart and Winston; Cag Txuj Ntawv—3 Hmong/Hmong Publishing (2010); Signing Naturally—Dawn Sign Press (2008, 2014); Learn Chinese with Me—Chinese Mall (2003); Sendas Literarias—Pearson (2005); Auf Deutsch!—McDougal, Littell Company (2003)	Yes	0%
Health	Embedded in other courses	N/A	0%
Visual & Performing Arts	None	N/A	0%
Science Laboratory Equipment (Gr 9-12)	N/A	N/A	0%

Source: 2016 Sufficiency of Instructional Materials Survey

Note: Cells with N/A values do not require data.

School Facility Conditions and Improvements - Most Recent Year

The district takes great efforts to ensure that all schools are clean, safe, and functional and maintained in good repair.

• Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and health and safety repairs are given the highest priority.

• Cleaning Process and Schedule

The district governing board has adopted cleaning standards and schedules for all schools in the district. The principal, in conjunction with Operation's Supervision, work with and monitor the custodial staff to develop cleaning schedules and to ensure a clean and safe school.

• Deferred Maintenance Budget

The district performs Deferred Maintenance in conjunction with bond funding for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems among others.

• Facilities Master Plan

Fresno Unified School District (FUSD) has and will continue to implement major changes to improve the learning environments of our schools pursuant to the Facilities Master Plan adopted by the Board in 2009 and utilizing Measure Q bond funds approved by the voters in 2010. The Facilities Master Plan and Measure Q priorities include reducing the number of portables throughout the District and building permanent classrooms. To date, several new classroom buildings have been constructed throughout the district and close to 200+ aging portables have been or will be removed. In addition, the Plan recommended consistent district-wide feeder patterns, which have been fully implemented effective August 2014.

• Use of Facilities Inspection Tool (FIT)

To assist in the effort of ensuring that all schools are clean, safe, and functional effort, the district uses the Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The results of this annual inspection are outlined in the two tables below.

School Facility Good Repair Status - Most Recent Year

Inspector Name: Scott Newmann, Contractor

Date of Inspection: 10/17/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	GOOD			<p>Total Number of Areas Inspected</p> <p style="text-align: center;">82</p> <p>Total Number of Deficiencies</p> <p style="text-align: center;">4</p> <p>All remaining items will be completed by:</p> <p style="text-align: center;">8/11/2017</p>
Mechanical Systems	GOOD			
Sewer	GOOD			
Interior Surfaces (walls, floors, and ceilings)	GOOD			
Overall Cleanliness	GOOD			
Pest/Vermin Infestation	GOOD			
Electrical (interior and exterior)	GOOD			
Restrooms	GOOD			
Drinking Fountains (inside and outside)	GOOD			
Fire Safety	GOOD			
Hazardous Materials (interior and outside)	GOOD			
Structural Damage	GOOD			
Roofs	GOOD			
Playground/School Grounds	GOOD			
Windows/Doors/Gates (interior and exterior)	GOOD			
Overall Summary	EXEMPLARY			

Facilities Inspection Tool - Detail**GAS LEAKS:**

--

MECHANICAL SYSTEMS:**A/C not working**

2 - Classroom

SEWER:

--

INTERIOR SURFACES (WALLS, FLOORS, & CEILINGS):**Wall vinyl ripped**

1 - Classroom

OVERALL CLEANLINESS:

--

PEST/VERMIN INFESTATION:

--

ELECTRICAL (INTERIOR & EXTERIOR):

--

RESTROOMS:

--

DRINKING FOUNTAINS (INSIDE & OUTSIDE):**Paper towel dispenser broken, missing, loose, or rusty**

1 - Classroom

FIRE SAFETY:

--

HAZARDOUS MATERIALS (INTERIOR & EXTERIOR):

--

STRUCTURAL DAMAGE:

--

ROOFS:

--

PLAYGROUND/SCHOOL GROUNDS:

--

WINDOWS/DOORS/GATES (INTERIOR & EXTERIOR):

--

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3, 8, and 11)	24	23	28	31	44	48
Mathematics (grades 3, 8, and 11)	14	20	18	22	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA - Grade 03

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	72	96.00	26.39
Male	32	30	93.75	26.67
Female	43	42	97.67	26.19
Black or African American	14	12	85.71	16.67
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	24.32
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	61	95.31	22.95
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

ELA - Grade 04

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	77	98.72	25.97
Male	39	39	100.00	23.08
Female	39	38	97.44	28.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	48	48	100.00	27.08
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	25.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

ELA - Grade 05

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.67	24.14
Male	25	25	100.00	24.00
Female	35	33	94.29	24.24
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	23.53
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)
ELA - Grade 06

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	67	97.10	16.42
Male	37	36	97.30	13.89
Female	32	31	96.88	19.35
Black or African American	12	12	100.00	8.33
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	39	39	100.00	23.08
Native Hawaiian or Pacific Islander				
White	13	12	92.31	
Two or More Races				
Socioeconomically Disadvantaged	59	58	98.31	15.52
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics - Grade 03

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	72	96.00	37.50
Male	32	30	93.75	50.00
Female	43	42	97.67	28.57
Black or African American	14	12	85.71	16.67
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	37.84
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	61	95.31	32.79
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Mathematics - Grade 04

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	77	98.72	18.18
Male	39	39	100.00	15.38
Female	39	38	97.44	21.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	48	48	100.00	18.75
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	20.31
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics - Grade 05

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.67	10.34
Male	25	25	100.00	12.00
Female	35	33	94.29	9.09
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	7.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	18.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	11.76
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics - Grade 06

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	66	97.06	10.61
Male	37	36	97.30	11.11
Female	31	30	96.77	10.00
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	38	38	100.00	7.89
Native Hawaiian or Pacific Islander				
White	13	12	92.31	8.33
Two or More Races				
Socioeconomically Disadvantaged	58	57	98.28	10.53
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Standards Test for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	39	43	33	41	36	34	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten
(School Year 2015–16)**

Student Group	Total Enrollment	Number of Students with Valid Score	Percent of Students with Valid Score	Percent Proficient or Advance
All Students	61	58	95.08	32.76
Male	25	25	100.00	36.00
Female	36	33	91.67	30.30
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	31.37
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

THIS SECTION APPLIES TO SECONDARY ONLY**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs (School Year 2015-16)

Fresno Unified School District is creating an aligned system of College and Career Readiness (CCR) that begins in elementary school and continues through secondary and into to our higher education partners. Fresno Unified will reshape and revitalize the role of Career Technical Education (CTE) as an engine of education reform as well as workforce and economic development for our community. CCR will emphasize career awareness, exploration and preparation; include integrated Linked Learning pathways and academies; utilize work-based learning opportunities; and focus on creating meaningful, sustainable partnerships with all stakeholders. Our focused work will provide enhanced options for ALL our students and ultimately fulfill the Fresno Unified mission of Preparing Career-Ready Graduates.

With a focus on rigorous and relevant content, experiential learning, career awareness, and demonstrated student outcomes, CTE can provide a context for academic coursework and challenging, engaging, student-centered instruction that is required for all students to succeed. CCR is both an educational strategy and the foundation of workforce development efforts. As an educational strategy, it inspires and facilitates learning and, unlike traditional vocational education, aims to prepare students for ongoing education, long-term careers, and entry into the workplace. As the foundation of workforce development, CTE in Fresno Unified responds to the needs of our local economy and provides seamless pathways that bridge all levels of education (K-Adult), enabling students to develop the skills required in the workplace while pursuing their personal, educational, and career goals

Programs and Classes Offered:

N/A

THIS SECTION APPLIES TO HIGH SCHOOL ONLY**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				41	36	39	57	56	58
Mathematics				45	42	40	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Ten Results by Student Group (School Year 2014-15) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	21	14	5
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parent Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

You are very important. Your involvement makes a difference. Your support ensures your child's achievement in school, graduation, preparation for a career or college, and success in life.

Six Ways to Get Involved at Your Child's School

- Communicating
- Learning at Home
- Parenting
- Volunteering
- Leadership and Decision Making
- Collaborating with the Community

Volunteer to support school goals and children's learning in any way, any time.

Contact Name: Julie Jamison, Office Manager

Contact Phone: (559) 451-4520

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates and high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	n/a	n/a	n/a	n/a	n/a	n/a	11.4	11.5	10.7
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2014

Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates, and other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.44	1.76	1.46	7.28	6.50	6.44	4.36	3.80	3.65
Expulsions	0.13	0.16	0.00	0.26	0.18	0.22	0.10	0.09	0.09

School Safety Plan - Most Recent Year

Comprehensive Safe School Plan

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP is used during all emergency incidents involving a FUSD School facility.

Safe School Plan

The Safe School Plan looks at strategies for improving school safety/climate using district/school site data and plan specific strategies to minimize problems and promote a positive learning environment for all of students on campus.

Below includes the following key elements:

Safe School Leadership Team

The safe school leadership team is led by a campus administrator (usually the principal or designee). The team consists of the Principal, the office manager, the school nurse, the School Resource Officer (if applicable), an additional certificated employee, and an additional classified employee. Each person on the team is backed up by an alternate in case they are not on campus. This team develops the Safe School Plan for their school site.

Threat Assessment Team/Student Wellness Team

This team is responsible for evaluating and mitigating threats posed by students or outside individuals. The principal, school nurse, school psychologists, and police officer are the members of this team.

First Aid Responders

Individuals who have been trained in cardiopulmonary resuscitation (CPR) and First Aid act as first responders at each campus.

Student Release Team

In the event of an emergency at each campus that requires the evacuation of students from the campus, this team reunites the students with their parent/guardian in a safe designated area.

Strategies for improving school safety/climate

Using district and school site data, the school plans specific strategies to minimize problems and to promote a positive learning environment for all of students on campus.

2016-17 Drill Schedule

Fire Drills are conducted once per month at the elementary and middle schools and three times per year at high schools. Lockdown Drills are conducted three times per year at all schools. Lockdown drills are strategically planned to ensure that drills account for a variety of situations. Both fire and lockdown drills are performed: 1. before/after school, 2. during instructional time, and 3. during lunch.

Earthquake Drills: Elementary/Middle schools are conducted once a quarter, during the school year.

High schools conduct a drill once a semester with the first drill for everyone taking place in October (during the statewide California Shakeout) and the remainder at the schools discretion during the current school year.

Coordination with First Responders

Copies of the school facilities map are provided to the Fresno Police Department, the Fresno Fire Department, and American Ambulance Emergency Medical Services.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	89.4

Note: Cells with N/A values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the Federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg Class Size	2013-14			Avg Class Size	2014-15			Avg Class Size	2015-16		
		Number of Classes *				Number of Classes*				Number of Classes*		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
K	20	2	2		26	1	3		21	2	3	0
1	23	1	2		23		3		21	1	3	0
2	26		3		27		3		23	0	3	0
3	28		2		23		3		23	0	3	0
4	27		2		31		2		25	0	3	0
5	22	1	3		34			2	28	0	2	0
6	30		2		35			2	31	0	1	1
Other					5	1			10	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Grade Level	Avg Class Size	2013-14			Avg Class Size	2014-15			Avg Class Size	2015-16		
		Number of Classes*				Number of Classes*				Number of Classes*		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English												
Mathematics												
Science												
Social Science												

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.6	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	11.8	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (School Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	6,271	1,166	5,105	57,625
District	N/A	N/A	6,549	69,938
Percent Difference - School Site and District	N/A	N/A	-0.2	-0.2
State	N/A	N/A	5,677	75,837
Percent Difference - School Site and State	N/A	N/A	-0.1	-0.2

Note: Cells with N/A values do not require data.

Types of Services Funded (School Year 2015-16)**Local Control Funding Formula**

LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and supports for economically disadvantaged students, English Learners and Foster Youth. Funds may be used to support instruction, professional development, implement state standards, improve school climate, or meet the social/emotional needs of students, and related expenses detailed in the SPSA and the District’s supplemental and concentration funding plan (LCAP).

Title I

Federal categorical program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can only be used to supplement the curriculum areas of Language Arts, Math and Science. Use of funds may include any or all of the following: supplemental staff to reduce class size in English Language Arts, and/or Mathematics, professional learning, supplemental reading and math tutors/materials, technology to support English Language Arts and Math instruction, home school liaisons, parent training, parent centers and babysitting.

Teacher and Administrative Salaries (School Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40760	45092
Mid-Range Teacher Salary	67662	71627
Highest Teacher Salary	87756	93288
Average Principal Salary (Elementary)	106766	115631
Average Principal Salary (Middle)	112308	120915
Average Principal Salary (High)	121292	132029
Superintendent Salary	303534	249537
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Professional Development - Most Recent Three Years

The primary areas of focus for professional learning in Fresno Unified School District were determined by student needs and designed in support of the Common Core State Standards. Over the course of the past three years teachers have been trained in the Instructional Shifts required to support the design and delivery of lessons aligned to the Common Core State Standards. This was determined as a need based on the fact that the state standards were new for all teachers, and our data indicated that our students were in need of different experiences to be College and Career Ready.

Some of the professional learning focused on developing the capacity of groups to collaborate horizontally and vertically around utilizing student work and student data to drive decision making and planning of instruction. Assessment literacy to support the use of ongoing formative assessment as well as the expectations of the new summative assessments were a part of district led professional learning.

Delivery of district led professional learning was designed within a cycle structure targeting all grade levels and subject area teachers. The design was intended to provide an opportunity to learn, apply, and receive feedback on the new learning. Instructional coaches and administrator professional learning content was aligned to teacher professional learning so that feedback to teachers was in support of the learning sessions. All professional learning is moving toward more job embedded opportunities with the expectation that site based professional learning is aligned to district led learning.

All schools participate in 54 hours of professional learning each year as stipulated in the Collective Bargaining Agreement with the Fresno Teachers Association. In addition, some schools have been designated to have an additional 80 hours of site based professional learning where the staff is involved in identifying the content and design based on student and staff needs. Three "Buyback Days" are non-student days built in to the calendar focused on developing the capacity of teachers.

Instructional coaches are assigned throughout the district with their area of emphasis each year being determined by student need. The coaching cycle consisting of components of planning, co-teaching, and reflection have been utilized with different grade levels and content areas based on need and emphasis. In addition, all new teachers work with a coach as a part of the two year Beginning Teacher Support and Assessment induction program.